1 Social networks

Lesson A *Speed-friending*

Grammar extra *Questions*

(See Student's Book p. 144.)

Lesson A does not include a grammar chart. Instead, Ss are referred to Grammar Extra, which provides review and practice of basic question forms and meanings.

Vocabulary *Personality traits*

(See Student's Book p. 11.)

- This lesson presents a number of useful expressions for describing people's personality traits.

Vocabulary notebook *The right choice!*

(See Student's Book p. 19.)

The Learning Tip tells Ss that when they learn a new, informal expression, they should find out its more formal equivalent.

- There is a mix of informal expressions and more neutral expressions that can be used in speaking or writing. The Vocabulary notebook picks up formality issues.

  She's a bit of a pain. = She can be annoying.

Lesson B *Networking*

Grammar *Talking about habits*

(See Student's Book p. 13.)

Simple present, present continuous, the verb *tend*, and the modal verb *will* can be used to talk about current habits.

Use

- Simple present

  Ss have learned to use the simple present for things that are true "all the time" and to describe regular activities – in this lesson, habits.

  *Mostly, I **call** on my cell.*

  *My friends **don't use** IM.*

- The verb *tend (to)*

  I tend to walk everywhere. = I usually walk everywhere.

  *My son **tends to** text.*

- Present continuous for longer activities

  The present continuous can be used in subordinate clauses for a "longer activity" that happens at the same time as another activity.

  *When **I'm traveling**, I normally use my laptop.*

- Present continuous with *always* and *constantly*

  The present continuous with *always* or *constantly* can be used for habits that are noticeable or more frequent than usual.

  *My kids are **constantly texting**.*

- Frequency expressions to talk about habits

  mostly, occasionally, normally, (five or six) times a day, always, constantly, all the time

Grammar extra *Frequency expressions; State verbs*

(See Student's Book p. 145.)

Grammar Extra provides more information and practice with frequency expressions and their placement. It also reviews and practices state verbs (e.g., *believe, know*) in present tense.

Corpus information

Talking about habits

People often use *will / 'll* in statements to talk about habits. Questions and the negative forms *will not / won't* are rarely used in this meaning.

When *tend* is used in negative statements, *not* has two possible positions:

*I tend **not** to text.*

*I **don't** tend to text.*

Speaking naturally *Questions with answers*

(See Student's Book p. 138.)

- This section gives Ss practice in using rising intonation when they suggest one or more short answers to their own information questions.

  When do you update your profile? At night? On weekends?

Lesson C *And why's that?*

Conversation strategy *Finding out or checking information*

(See Student's Book p. 14.)

- In this lesson, Ss use questions or statement questions (declarative questions) to find out and check information. People often ask questions using question word order to find out new information that they need to fully understand a situation (e.g., *And why's that?*).
- *Statement questions* are questions that use the word order of statements. Statement questions are usually, but not always, follow-up questions. People often add a checking expression such as *right?* or *huh?* to the end of a statement question.

  But you emailed her, right?

Strategy plus *Linking with And, But, and So*

(See Student's Book p. 15.)

Follow-up questions often begin with *And, But,* or *So* in order to link them what the previous speaker said. This helps the conversation flow more smoothly.

Lesson D *Online footprints*

Reading tip *Use an example to illustrate an argument*

(See Student's Book p. 16.)

The Reading Tip shows how writers often begin an article with an example to illustrate an argument. An example captures the reader's interest. In addition, the reader's reaction to the example will help him or her start thinking about which side to support. These things encourage the reader to feel engaged with the article.

Writing *Making judgments*

(See Student's Book p. 18.)

This lesson presents planning an argument and expressions for contrasting ideas in writing. Contrasting expressions such as *on the other hand, however,* and *while* are practiced.

- Planning an argument

  The lesson shows brainstorming reasons for and against an argument. It also outlines a four-stage argument: Stage 1: Introduction; Stage 2: Reasons "for"; Stage 3: Reasons "against"; Stage 4: Conclusion.

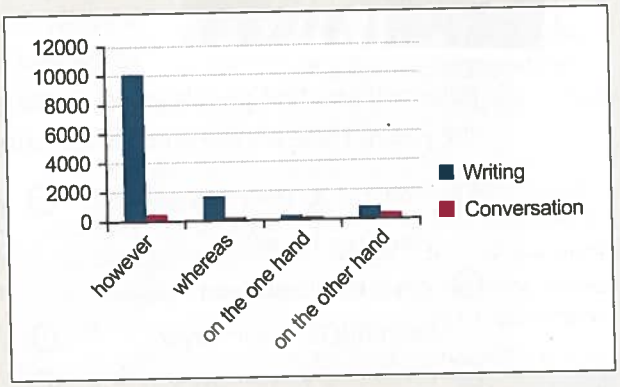
  The stages are combined within one paragraph, but they could equally well make up a four-paragraph essay.
- Contrast ideas in writing

  The expressions *on the one hand / on the other hand, while,* and *whereas* contrast ideas that are not contradictory. (This use of *while* does not refer to time.) Clauses with *while* and *whereas* can come first or second in a sentence. The use of *however* taught here is to show a contrast with an idea in a previous sentence.

Corpus information

Contrast words in writing and conversation

The graph below shows the relative frequency of the expressions *however, whereas, on the one hand,* and *on the other hand* in writing and in informal conversation. They are generally more frequent in writing, although in different ratios. *However* is over 20 times more frequent in writing than in conversation; *on the other hand,* which is a fairly common conversational expression, or chunk, is only twice as frequent in writing.



Common errors

Clauses that begin with *whereas* or *while* are subordinate, or dependent clauses. They need to be accompanied by a main (or independent) clause to make a grammatically correct sentence. The *whereas* clause can come at the start of the sentence, but a main clause that states the contrasting idea must follow in the same sentence. *However* is used to contrast an idea in one sentence with an idea in the previous sentence.

Social networks

Introduce the theme of the unit Tell Ss that in Unit 1 they'll talk about social networks and ways to network. Check that Ss know what a *network* is [a group of people who know each other]. Say, "There are business networks and social networks. What kinds of social networks do people have?" Have Ss call out their ideas (e.g., *school friends, co-workers, online friends*). Have individual Ss each read a lesson aim aloud. Ss listen and read along.

Lesson A *Speed-friending*

1 Getting to know each other

- **Set the scene** Say, "Imagine that you have just moved to a new city and you want to meet people who could become new friends. What are some ways to do that?" Get ideas from the class (e.g., *take a class, join a gym or a sports team, invite a classmate or co-worker for coffee*).

A CD1, Track 2

- **Preview the task** Books closed. Ask, "What is speed-dating?" [An event where single people meet each other; they speak with each other for a few minutes and then move on to speak to someone else. If they meet anyone they like, they can contact them later for a date.] Write on the board:

  Speed-friending

- Ask, "What do you think speed-friending is?" Call on several Ss to give their ideas.
- **Do the task** Books open. Read the title of the magazine article aloud. Read the instructions aloud. Say, "Read the article for the answers."
- **Play the recording** Have Ss read and listen. Check answers with the class. Ask, "Why do people go to speed-friending events?" [They are looking for a quick way to make new friends and network.] Ask, "What happens at this kind of event?" [You have just a few minutes to ask and answer questions with each person. You decide which people you want to contact after the event.]
- **Play the recording again** Say, "Underline any vocabulary that you don't understand."
- Ask Ss to call out their underlined words, and write them on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed.

About you

B Pair work

- **Preview the task** Read the instructions aloud.
- **Do the task** Pairs interview each other. Go around the class, and help as needed.
- **Follow-up** Ask several Ss to report something interesting they learned from their partner.

C

- **Preview the task** Say, "You are writing questions for a speed-friending event." Point out the example question and read it aloud. Ask, "What other kinds of information would you like to get?" Call on several Ss for topic ideas, and write them on the board (e.g., *job, career plans, family, background, achievements, interests: books, movies, music, shopping, sports, video games*).
- If needed, share some example questions with the class (e.g., *Where did you grow up? What do you do for a living? / What line of work are you in? How do you like to spend your weekends? What do you usually do in the evening? What are your hobbies?*).
- Say, "Now write six questions." Go around the class, and help as needed. If Ss are having difficulty with basic question formation, the Grammar Extra for this unit will help. This can be set as homework for students. However, if the class generally has problems with this, you might want to teach the page before proceeding to Exercise D.

D Class activity

- **Preview and do the task** Say, "Now we're going to have our own speed-friending event. Half of you will stay seated and answer questions. The other half will move around the room to ask their questions. The movers have two minutes to ask their questions. Try to talk to classmates you don't know well."
- Divide the class into "sitters" and "movers." Explain that you will call "Move!" when each two-minute period is up. Each "mover" will then go to a different "sitter" and ask the questions again.
- Reverse the roles and repeat the activity. (Note: Depending on the size of the class and the amount of time you can allot to the activity, you may have to arrange several different groups of movers and sitters.)
- **Follow-up** Have several Ss report some of the interesting or surprising facts they learned about a classmate.

Extra activity – groups / class

In groups, Ss discuss which of their questions were most successful for learning about a classmate in a short time. Groups decide on their three most useful / revealing questions and report to the class.

The class decides on six questions for a speed-friending event.

Extra activity – groups

Write on the board:

1. *Do you think speed-friending is a useful idea?*
2. *Do you think speed-friending would work for you?*
3. *What do you like / not like about speed-friending?*

Group members answer the questions and discuss the concept of speed-friending. Have groups report to the class.

2 Vocabulary in context

A CD1, Track 3

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and read along. Ask Ss to call out any vocabulary they don't understand. Have other Ss try to provide definitions. Help with definitions as needed.
- **Do the task** Say, "Which of these people do you think Tanya will get in touch with again? Who won't she contact? Why?" Have Ss discuss with a partner.
- **Follow-up** Have several pairs report to the class.

Possible answers

I think Tanya might get in touch with Victor. He seemed to like Tanya and was interested in her answers. She might contact Lauren. Tanya thought she was fun. Or she may want to get in touch with Emma. They seemed to get along really well, and they laughed a lot. So they probably had a lot in common. I don't think Tanya will contact Greg because she said he was kind of narrow-minded. And she thought Kayla was kind of aggressive, so she probably won't get in touch with her again. I'm not sure about Rickie. She said he was sweet and thoughtful, so she might want to get to know him better.

Extra activity – pairs

Ss decide which of the people Tanya met they would contact again. Partners tell each other whom they would contact and why.

Word sort

B

- **Preview the task** Read the instructions aloud. Ask a S to read the example aloud. Have Ss complete the task and then compare their charts in pairs. Check answers with the class: Ask several Ss to read the traits in their columns aloud.

Answers

Answers will vary.

- **Follow-up** Say, "What other personality traits do you think you might notice at a speed-friending event?" Have Ss call out their ideas and write them on the board (e.g., *funny, impatient, nervous, stressed [out], rude, shy*). Tell Ss to add them to their charts. Ask a few Ss to say which column they added them to.

Tell Ss to turn to Vocabulary Notebook on p. 19 of the Student's Book. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-19.)

About you

C Pair work

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task.

Extra activity – pairs

Ss imagine they have just come from a speed-friending event where they met three people. Write on the board:

Henry, Janet, Danny

Pairs write these names and three personality traits for each name on a piece of paper. They exchange their list of names and traits with another pair. Pairs decide which of the three people from the event they would or wouldn't contact in the future. Pairs share their decisions with the other pair.

3 Viewpoint

Group work

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read one of the discussion questions aloud.
- **Present *In Conversation*** Read the information aloud. Read the example sentence aloud and point out that *Well, . . .* was used to start the answer. Say, "The speaker is answering the first question. What do you think the speaker needed time to think about?" (e.g., *which friend to talk about; which personality trait to talk about, an example of the trait*)
- Say, "When you show you need time to think, other speakers will wait for you to speak so you won't lose your turn in the conversation."
- **Do the task** Have groups discuss the questions. Remind Ss to use *Well, . . .* to show they need time to think. Walk around the class, giving help as necessary.
- **Follow-up** Have groups report some of the interesting answers they received.

Lesson B *Networking*

1 Grammar in context

- **Set the scene** Say, "How do you contact or stay in touch with people every day?" Call on several Ss for ideas (e.g., *cell phone, text messages, instant messaging*).

A Class survey

- **Preview the task** Ask a S to read aloud the section *How do you keep in touch?* Read the methods mentioned in the chart and write them on the board. Ask Ss to write a guess about what percentage of the students in the class uses each one every day.
- **Do the task** Ask about cell phones. Say, "How many of you talk on a cell phone every day? Raise your hand if you do." Count the hands and write the number on the board beside *cell phone*.
- Assign two Ss to complete the chart with the class. One asks about each remaining method in the chart. The other counts hands and writes the total for each method on the board.
- Have the class figure out the approximate percentages for each method. Write them beside the totals on the board. Ss complete their charts.

Extra activity – pairs

Pairs compare the class percentages with the percentages presented in their book. Write on the board:

How similar are the totals for each method?

Where is the biggest difference?

Where is the smallest difference?

Ss discuss the questions and think of reasons for the differences and similarities.

Extra activity – groups

Write on the board:

1. *How many of your guesses were close?*
2. *Did any of the results surprise you? Why or why not?*
3. *Do you use any method(s) of communication not listed in the chart? What are they?*
4. *Which method do you use most often?*

Groups discuss the results and report to the class.

B CD1, Track 4

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

  Jeff Gordon *David Smith*

  Victoria Garza *Sarah Wang*

- Say, "These people are talking about how they like to communicate. What methods of communication do they use? Write the methods for each person." Point out to students that most people refer to their social network site by name, e.g., Facebook.
- **Play the recording** Ss listen and write. Replay the recording if necessary. Check answers with the class. [Jeff: social networking sites; Victoria: email; Victoria's kids: texting, occasional email; David: phone and Internet calls; Sarah: instant messaging (IM) and cell phone]
- **Play the recording again** Books open. Ss listen and read along. Ask Ss to call out any vocabulary they didn't know. Write the words on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed.

About you

C Pair work

- **Preview the task** Read the instructions aloud. Ask a S to read the example aloud. Call on a few Ss to say how they would complete the example sentence (e.g., *text my friends, call on my cell*).
- **Do the task** Pairs complete the task.
- **Follow-up** Have several pairs report to the class about the methods their partners use (e.g., *[Name] is like Victoria's kids. He / She is constantly texting, but not during class, of course.*).

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Ask, "What are habits?" [things you do frequently or all the time.] Write on the board, underlined as shown:

  With friends he usually texts.

  Say, "Look at the interviews again. Find a sentence with a similar meaning." [. . . with friends he tends to text.] Write the answer on the board. Underline *tends to text.*
- Ask, "How are they different?" [*usually texts* was changed to *tends to text*]
- Say, "Now find sentences in the interviews that are similar to sentences 2, 3, and 4. Rewrite the sentences, changing the words in bold."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer aloud.

Answers

1. With friends he tends to text.
2. Every once in a while, I'll instant message.
3. My kids are constantly texting.
4. When I'm traveling, I normally use my laptop.

- **Focus on the use** Say, "Look at the sentences in the activity. What verb form was used in all four sentences? Why?" [the simple present; because that form is used to talk about "all the time."]
- Write the new sentences on the board, underlined as shown in the Answers box above. Go through the sentences and elicit answers to the following:
  1. What modal verb was added to sentence 2? [will]
  2. In sentence 3, what did *text all the time* change to? [are constantly texting]
  3. In sentence 4, what verb form did *travel* change to? [am traveling]
- **Present the grammar chart** Books open. Read the information in the chart aloud. Ss listen and read along.

  (Note: If desired, play the downloaded recording. Ss listen and repeat the examples.)
- **Understand the grammar** Say, "The chart shows different ways to talk about habits." Have Ss look at the first section of the chart. Ask, "What time expressions show that the sentences are about habitual actions?" [mostly, all the time, occasionally] Point out that *tends* is followed by *to*. Ask, "How do you know that *will* doesn't have future meaning in the last sentence?" [the frequency expression *occasionally*]
- Ask Ss to look at the second section of the chart. Ask, "What is the meaning of *when* in this sentence?" [whenever / at any time / if] Ask, "What word means *usually*? [normally] Say, "In this example, *when* and *normally* tell us it's a habit. You could use simple present in both clauses, but present continuous emphasizes the longer background activity."
- Ask Ss to look at the third section. Remind Ss that present continuous is often used for activities in progress at the time of speaking, or in the present time "around now." However, using frequency expressions like *constantly* or *always* with this form suggests a habit that is more noticeable or frequent. (If Ss need extra help with frequency expressions, go to Grammar Extra, p. 145.)
- **Present *In Conversation*** Ask a S to read the information aloud. Write on the board:

  When I'm away, I normally _____ my friend, but occasionally I'll _____.

  Ask several Ss to complete the sentence with true information (e.g., *text; email*).

B

- **Preview and do the task** Say, "Complete the conversations with a correct form of the verbs given." Have Ss complete the task. Check answers with the class. Have individual pairs each read a conversation aloud.

Answers

1. B I tend to call.
   A I don't call; 're; emailing.
2. B I'll; spend; I tend to use; check out.
   A I'll get; don't reply.
3. B I'm, texting.
   A don't text; tend to talk. calls; 's watching.

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

About you

C Pair work

- **Preview and do the task** Say, "Write your own answers to the questions, using the grammar chart to help you." Have Ss complete the task. Go around the class, giving help as needed.
- Say, "Now take turns asking and answering the questions with a partner."

D Group work

- **Preview and do the task** Read the instructions aloud. Call on a few Ss to say how they would complete the example sentence (e.g., *my friends text me all the time*). Have Ss prepare their presentations. Go around the class, giving help as needed.
- When Ss have finished preparing their presentations, say, "Now listen to your classmates' presentations and ask questions." Elicit examples of questions and write them on the board (e.g., *How many text messages do you think you send every day? Does everyone in the family have a cell phone? Does anyone in your family still use a landline?*). Have groups complete the task. Group members report any interesting information from the presentations.

3 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 138. (See the teaching notes on p. T-138.)

Lesson C *And why's that?*

1 Conversation strategy

Why ask questions to find out or check information?

People often ask questions to find out new information that they need in order to fully understand a situation (e.g., *And why's that?*). They also use statement questions – questions that have the word order of statements, or direct word order – as a way to check that they have understood something that was said or done (e.g., *But you emailed her, right?*).

- **Set the scene** Write on the board:

  How many friends do you have on your social networking site?

  Do you agree to every request from people who want be your friend? Why or why not?

  Do you stay in contact with all of them?

  How often do you edit your list and "unfriend" people?

  Have a short class discussion to answer these questions.

A

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

  How would you feel if someone "unfriended" you? (e.g., angry, hurt, insulted, upset, relieved, wouldn't care, depends who did it)

  Would you take it personally?

  Would you be offended?

- Call on several Ss to answer each question (e.g., *I wouldn't really mind; I don't go on social networking sites much anymore, so I wouldn't take it personally if someone took me off their list; Well, it depends. If a close friend "unfriended" me, I'd probably feel upset; it would be hard not to take it personally.*).
- After each question, have Ss raise their hands to show how they would feel. Record the numbers on the board. How does the class feel about being "unfriended"?

B CD1, Track 7

- **Preview the task** Books closed. Read the instructions aloud. Tell Ss to write the answers.
- **Play the recording** Ss listen and write the answers. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and check their answers. Check answers with the class. [Stan thinks it's no big deal. Alexa thinks you should let people know.]

C

- **Present *Notice*** Say, "Notice how Alexa asks questions to find out new information, for example, *And why's that?* Find two more examples in the conversation." [How did she find out? So why did you "unfriend" her?]
- Read aloud the information about statement questions from the *Notice* box. Explain that a statement question is a question in the form of a statement. Say, "One example is *But you emailed her, right?*" Point out the word order in the example. Say, "Find two more examples in the conversation." [I mean, you let her know? So you just delete people you're not in touch with?]

D CD1, Track 8

- **Preview the task** Read the instructions aloud. Point out the example answer. Advise Ss to read through the conversation and the questions before they begin.
- **Do the task** Have Ss complete the task and then check their answers in pairs.
- **Play the recording** Ss listen and check their answers.

Answers

Alexa So, has anyone ever "unfriended" you?
Stan You mean, taken me off their friends list? I don't think so.
Alexa But you'd be fine with it if they did? It wouldn't bother you?
Stan No, I wouldn't mind at all. So you think it's bad, then?
Alexa It's not *bad*. It's just that Tammy didn't do anything wrong.
Stan So when *is* it OK, do you think?
Alexa Well, if they post obnoxious comments, for example.
Stan Hmm. And it's OK when you stop dating?
Alexa Well, yeah. That's probably a good reason, too.
Stan Right. But what should I do about Tammy?
Alexa I don't know. Just make sure you never "unfriend" me! OK?

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

Extra activity – groups

Write these questions on the board:

1. *Should you tell people you are going to "unfriend" them?*
2. *What are some reasons to "unfriend" people?*
3. *If someone "unfriended" you, would you want to know the reason?*

Group members discuss the questions and share their opinions of "unfriending." Have groups report their opinions to the class.

2 Strategy plus

For information on the use of the Strategy Plus see Language notes at the beginning of the unit.

CD1, Track 9

- **Play the recording** Books open. Ss listen and read along.

A CD1, Track 10

- **Preview and do the task** Say, "Read the conversations. Underline the best question to continue each conversation." Have Ss complete the task and then compare their answers in pairs.
- **Play the recording** Ss listen, read along, and review their answers. Check answers with the class.

Answers

1. So how do you keep in touch with people?
2. Yeah. But why do they do it?
3. But you'd say something if it was a good friend?

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

About you

B Pair work

- **Preview and do the task** Read the instructions aloud. Remind Ss to use questions and statement questions and to begin them with *And, But,* or *So* where appropriate. Call on a few Ss to suggest ways to continue the first conversation (e.g., *I text a lot. But do you use a social networking site?*). Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Have several pairs present one of their conversations to the class.

3 Listening and strategies

A CD1, Track 11

- **Preview the task** Read the instructions aloud. Tell Ss to read the sentences before listening. Check that they understand them. Ask, "What does *my wall* mean? [a public space in the speaker's personal social network profile] "What does *two-faced* mean?" [hypocritical or insincere, saying one thing to you and something else to other people]
- **Play the recording** Audio script p. T-266 Ss listen and number the issues.
- **Play the recording again** Ss listen again and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

1. We can't agree on things.
2. My friend posts annoying stuff on my wall.
3. My friend is two-faced.
4. We've lost touch.

B CD1, Track 12

- **Preview the task** Read the instructions aloud. Have Ss read the questions before they listen. Check that they understand the meaning of each one.
- **Play the recording** Audio script p. T-266 Ss listen and circle the best question. Have Ss compare their answers in pairs. (Answers will be checked in Exercise C.)

C CD1, Track 13

- **Preview the task** Say, "Now listen to the complete conversations and review your answers to Exercise B. Listen also to the solutions the speakers have for their friendship problems."
- **Play the recording** Audio script p. T-266 Ss listen and review their answers. Check answers with the class.

Answers

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

- **Play the recording again** Say, "Listen again. Write the important words of the solution you hear for each problem." Ss listen and write.
- Have Ss discuss their answers in pairs and write a sentence for each solution. Check answers with the class: Have individual Ss each read a solution.

Possible Answers

1. He thinks he and his girlfriend should just stop talking about stuff that's important.
2. He thinks he should text his friend and ask her to stop uploading silly photos.
3. She thinks she should probably ignore her friend.
4. She thinks she should call her friend and say she misses her.

About you

D Pair work

- **Preview the task** Read the instructions aloud. Point out the example reason for ending a friendship. Say, "You want to end a friendship because you don't agree on important issues. What's the best way to do it?" Elicit ideas. Ask, "What are some other possible reasons for ending a friendship?" (e.g., *the person posted private information about you, you've lost touch*).
- **Do the task** Have pairs write six reasons for ending a friendship—and for each reason, the best way to end it.
- Have several pairs report one of their reasons and the way they would end the friendship.

Lesson D *Online footprints*

1 Reading

- **Set the scene** Books closed. Say, "Do you or your friends use a social networking site?" Have Ss raise their hands if they do. Ask, "Do you ever worry about the things you post on your wall? Raise your hand if you do."

A Prepare

- **Preview the task** Books open. Ask, "What is an *online footprint*?" Have Ss call out their guesses (e.g., *an impression people get of you from online content*). Ask, "What is *digital dirt*?" Have Ss call out their guesses (e.g., *online material that doesn't have good content*).
- Read the instructions aloud. Review the meaning of *scan*: Say, "Read quickly to find a particular piece of information – in this case, the meanings of *online footprint* and *digital dirt*. Don't read each word and don't stop to check your dictionary."
- **Do the task** Have Ss scan the article and find the explanations. Tell Ss to underline the explanations when they find them. Check answers with the class. [*online footprint*: an image of a person based on online content (para. 2); *digital dirt*: inappropriate online content (para. 1)] Elicit examples of inappropriate online content (e.g., *gossip, obnoxious remarks about someone, photos of you or people you know drinking, etc.*).

B www.cambridge.org/viewpoint/audio

Read for main ideas

- **Preview the reading** Read the title of the article aloud. Have Ss look at the pictures above the article. Say, "Look at the man. How many think the picture is appropriate to post online? Raise your hand." Count hands. Say, "How many think it's inappropriate?" Count hands. Ask a few Ss to give reasons for their choices (e.g., *Appropriate: Friends will think it's funny; Inappropriate: Parents, an employer, or a teacher might see it*).
- Say, "Look at the woman. How many think the picture is appropriate to post online? Raise your hand." Count hands. Say, "How many think it's inappropriate?" Count hands. Ask a few Ss to give reasons for their choices (e.g., *Appropriate: She's just having a good time; Inappropriate: She doesn't look like a responsible person*).
- **Do the reading** Say, "Read the article for the main ideas. Don't stop to check vocabulary." Ss read the article.
- Say, "Read the article again. What examples of digital dirt can you find? Write short answers." Have Ss complete the task. Check answers with the class. [inappropriate photos (underage drinking) (para. 1); off-color (rude, offensive, nasty) jokes (Step 1); rude comments (Step 1); badmouthing (criticizing, saying bad things about) employers, teachers, etc. (Step 2); an unprofessional email address (Step 4); memberships in inappropriate online groups (Step 5)]
- **Present *Reading tip*** Read the information aloud. Say, "Look at the first paragraph. What example does the writer give?" [Ms. S. couldn't get her diploma because of pictures she posted on her social networking site.] Ask, "How does it illustrate the writer's argument?" [It shows what can happen when people have "digital dirt" online.]

C Check your understanding

- **Preview the task** Read the instructions aloud. Say, "Read each sentence and think about its main idea. Scan the article for a similar idea. When you find it, read the section carefully. Then write T or F. Remember to correct the sentences that are false."
- **Do the task** Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. T
2. T
3. T
4. F Eighty-three percent of job recruiters check candidates out online; half of these reject candidates based on digital dirt.
5. F The article recommends blocking comments from people who post rude things on your wall.
6. F The article suggests that you shouldn't join groups or campaigns that sound unprofessional.

About you

D React Pair work

- **Preview the task** Ask, "What do you think of Ms. S.'s story?" Remind Ss that this is a good opportunity to use *Well, . . .* if they need time to think. Write on the board:

  Well, . . . I think it's . . .

  Elicit ideas from the class to complete the sentence (e.g., *surprising, not surprising, unfair, common practice, typical*).
- Read the remaining questions aloud. Say, "Discuss these three questions with your partner. Remember to use questions and statement questions to find out or check information or opinions."
- **Do the task** Have Ss discuss the questions in pairs. Go around the class, giving help as needed.
- **Follow-up** Have a few pairs present their answers to the class.

Extra activity – groups

Write these questions on the board:

Do you think that what happened to Ms. S. was fair? Why or why not?

What kinds of things should be considered "digital dirt"? What kinds of things shouldn't be?

Groups discuss the questions and give their ideas. Groups report their ideas to the class.

2 Focus on vocabulary

A

- **Preview the task** Say, "The verbs in bold in these sentences are formal verbs used in the article." Read the instructions aloud. Say, "Scan the article and find the verb *obtain*. Carefully read the sentence where you found it. Now read the list of possible meanings. When you think you've found the meaning, read the sentence in the article again. Does the meaning you chose make sense in the context of the sentence? If it does, write the letter. If not, try another meaning." Ask, "Which letter will you write for sentence 1?" [g]
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

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

About you

B Pair work

- **Preview the task** Read the instructions and the example question aloud. Tell Ss to write their questions.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Call on a few pairs to read aloud their questions for each verb.

Extra activity – pairs

Each pair joins another pair and takes turns asking and answering the questions they wrote for Exercise B.

3 Listening and speaking

A Pair work

Culture note:

During a debate, two teams (*for* and *against*) present oral arguments about, for example, an issue or a belief. For an online debate, an individual goes to a debate website and can either present a topic or respond to one. In addition, people can upload videos of themselves to the debate site.

- **Preview the task** Write *Yes* and *No* on the board as column headings. Read the online topic aloud. Ask, "How many reasons can you think of to support a *yes* answer? What about a *no* answer?" Elicit ideas from the class and write them under the appropriate heading (e.g., *Yes: Employers need to see what people are really like. It's public information. It helps employers decide if someone is a good fit for their company. No: It's personal information. People should be allowed to have a private life. It doesn't really show what a person would be like at work. It could give an employer the wrong impression.*).
- **Do the task** Say, "Make a list of *yes* answers and a list of *no* answers. We'll look at your reasons in the next exercise."

B CD1, Track 14

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-266 Say, "Listen and write *yes* or *no* under the correct picture." Check the answers with the class. [Rosa: Yes; Daniel: No]
- **Play the recording again** Say, "Read over your lists of reasons. Listen and check (✓) any reasons in your lists that Rosa and Daniel mention."
- Ss listen and check (✓). Have several Ss report to the class which of their reasons were used.

C CD1, Track 15

- **Preview the task** Read the instructions aloud. Say, "Read each sentence for the main idea. Notice the key words near the empty lines. Try to predict the missing words. You can test yourself by writing your guess beside the sentences before we listen." Give Ss time to read over the sentences.
- **Play the recording** Audio script p. T-266 Ss listen and write.
- **Play the recording again** Ss listen, read along, and review their answers. Check answers with the class: Have individual Ss each a read a complete sentence aloud.

Answers

1. a. true personality
   b. private information
2. a. an interview
   b. at work
3. a. very expensive
   b. have fun
4. a. work well
   b. with friends

About you

D Class debate

- **Preview and do the task** Say, "Find a partner who has the same response as you to the debate question. Write as many reasons as you can think of to support your position."
- Pairs take turns presenting their arguments. The class votes *yes* or *no* on the topic.

Writing *Making judgments*

In this lesson

- Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Ask, "What is an argument?" [giving your opinion and your reason for it] Tell Ss to scan p. 18 to find the three aims. Call on individual Ss to tell the class. [plan an argument: Exercises A and C; contrast ideas: Exercise C; avoid errors with *whereas*: Exercise D (Common errors)]
- **Preview the writing** Say, "After working with the lesson aims, you'll use them to write a script for an online debate." Point out the task and read it aloud.

A Brainstorm

- **Preview and do the task** Read the instructions aloud. Elicit a few "yes" answers from the class (e.g., *They can see what the applicant's private / social life is like. They can find out the applicants' attitudes toward topics.*). Elicit a few "no" answers from the class (e.g., *A person's work life can be very different from their social life. People have a right to privacy.*).
- Have Ss complete the task.

B Look at a model

- **Preview and do the task** Tell Ss to read the model debate script.
- Say, "When you contrast ideas, you show how they are different." Ask, "In spoken English, what common word is used to contrast ideas?" [*but*] Point out *However* and *On the one hand*. Say, "These expressions are used to contrast ideas. Read the script again and find three more expressions."
- Have Ss complete the task. Check answers with the class. [On the other hand; whereas; while]

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Focus on language

- **Present the grammar for writing chart** Read the information in the chart aloud, or play the recording.
- **Understand the grammar for writing** Have a S read the first two sentences aloud. Say, "These ideas are in contrast to each other. They are opposite views of how online profiles should be used."
- Ask a S to read the next two sentences. Point out that *however* begins a sentence and is followed by a comma. Say, "*However* signals that a contrasting idea, or opposing view, is coming. The sentence with *however* always follows the idea it contrasts."
- Say, "Look at the sentence that uses *while / whereas / but* to contrast ideas. Ask, "How is it different from the contrast that uses *however*?" [It's a single sentence with two clauses separated by a comma.] Say, "The clause that begins with *while, whereas,* or *but* can come first or second. A comma must always come between the two clauses."
- **Present *Writing vs. Conversation*** Have Ss look at the information in the box. Ask a S to explain it. [*However* and *whereas* are used more often in writing than in conversation. *However* is more frequent in conversation than *whereas*.] (For more information, see Language Notes at the beginning of this unit.)
- **Preview and do the task** Say, "Review the ideas you wrote in Exercise A. Use them to complete the four sentences." Point out *while* in #4. Ask, "How many clauses do you need to complete the sentence?" [two] Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read an answer.

D Write and check

- **Preview the task** Say, "Now write your own script for the debate. Look at numbers 1 to 4 in Activity C. What does each number represent?" [an argument]
- Say, "When you plan your arguments for the debate, write your *yes* reasons and your *no* reasons. Use these to help write your introduction. Then, explain each set of reasons. Write a concluding statement. Be sure to use expressions that contrast ideas."
- **Present *Common Errors*** Read the information aloud.
- **Do the task** Have Ss complete the task.

Extra activity

Ss leave their paragraph on their desk for classmates to read. Ss go around the class reading five other Ss' paragraphs. Ss count the contrasting expressions. Which was used most often? Which was used least often?

Vocabulary notebook *The right choice!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "In formal writing, such as school essays or business letters, use formal English. When writing informally to friends or family, informal English is fine. Always consider who will be reading what you write before you write it."
- Say, "Look at the example. What are more formal ways to say *My neighbor is weird*?" [My neighbor is odd / strange / eccentric.] Ask, "How about, *My sister is touchy*?" [My sister is sensitive / easily upset.]
- **Present *Dictionary Tip*** Read the information aloud. Read the full form of each type of informal English aloud. Explain that *slang* means very informal, *colloquial* means that it is spoken more than it is written, and *taboo* means that it shouldn't be said or written.

A

- **Preview and do the task** Read the instructions aloud. Point out that the first answer has been done for them. Have Ss complete the task. Check answers with the class.

Answers

1. c; 2. a; 3. f; 4. b; 5. d.

B

- **Preview and do the task** Read the instructions aloud. Tell Ss that they can invent a name or use a description, such as Friend A, grandmother, cousin, etc. Have Ss complete the task.
- Have a few Ss give the class their formal and informal descriptions.

C **Word builder**

- **Preview the Word Builder task** Say, "This Word Builder task presents some new formal and informal ways to talk about people. It will give you practice choosing the right words for formal and informal writing."
- Tell Ss to find the meanings of the verbs in the boxes and then to match the formal and informal verbs.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

badmouth – criticize
bug – annoy
chill out (with) – relax (with)
get a kick out of (doing) – enjoy (doing)
hang out (with) – socialize (with)

- Say, "Now use each verb to say and write something true about people you know." Have a S read the examples aloud. Ask, "What other change was made to make the sentence more formal?" [*One guy* was changed to *One of my classmates*.]
- Have Ss complete the task. Have several Ss read one of their pairs of sentences aloud.

Extra activity – pairs

Student A writes the informal expressions from the page on separate slips of paper. Student B writes the more formal expressions. Pairs put their slips face-down on the table in two piles. Ss take turns turning over a slip from each pile. When they find a match, they keep both slips. The S with the most slips wins.

On your own

- **Present *On Your Own*** Read the instructions aloud. Ask Ss to use a small notebook to write down new words. Tell them to use alphabetical order – it will be easier to find the words later. Say, "Write three new informal words. Then find out what they are in formal English and write those down."
- **Follow-up** At the start of the next class, have Ss report their new sets of words to the class. Classmates add them to their notebooks.

Unit 2 The media

Lesson A *Celebrity culture*

Grammar *Adding information*

(See Student's Book p. 21.)

The lesson reviews subject and object relative clauses and looks at their use as defining or non-defining clauses. (See also Grammar Extra on p. 146 for more information about relative clauses.)

Form

- Relative clauses

  Many relative clauses start with a relative pronoun, but not all relative clauses need a relative pronoun. (See Object relative clauses, below.) The relative pronouns *that* and *who* are used to refer to people. The relative pronouns *that* and *which* are used to refer to things.

- Subject relative clauses

  In subject relative clauses, the relative pronoun is the subject of the verb in the clause.

  There are TV shows ***that / which pay for*** *plastic surgery.*

- Object relative clauses

  In object relative clauses, the relative pronoun is the object of the verb in the clause. In these clauses, the relative pronoun is often left out.

  The celebrity gossip ***(that / which) you read*** *often isn't true.*

- *Which* clauses that refer to a previous clause

  A *which* clause can be a subject or an object relative clause. *Which* takes a singular verb when it is the subject.

Use

- Defining clause

  A defining relative clause (sometimes called a *restrictive* relative clause) is used to identify the person or thing that is being talked about. It defines, identifies, or gives essential information about the noun.

  There are shows ***that / which pay for plastic surgery.***

  We love to read about the people ***(who / that) celebrities date.***

- Non-defining clause

  A non-defining relative clause (sometimes called a *non-restrictive* relative clause) is not used to identify the person or thing that is being talked about. It gives extra information about the noun. A non-defining clause cannot begin with *that*. It is set off by commas.

  Reality shows, ***which make ordinary people famous,*** *get millions of viewers every week.*

  Some like reading about celebrities' kids, ***who are usually kept away from the public.***

- *Which*

  A *which* clause is used to add information about or comment on a previous clause. It is separated from the clause it is commenting on by a comma.

  Obsession with celebrity is normal, ***which is reassuring.***

  Some reality shows make people do dangerous things, ***which I think is silly.***

Corpus information

Who, that,* and *which

In subject relative clauses, *who* is more common than *that* to refer to people, and *that* is more common than *which* for things. In object relative clauses, *which* is not very frequent.

That is more common than *which* in defining relative clauses.

Non-defining and *which* clauses often give opinions as well as information.

Common errors

Do not use *which* for people, or *what* in relative clauses.

Grammar extra

(See Student's Book p. 146.)

Ss review relative clauses, relative pronouns, and the choice of singular or plural verb in a relative clause.

Corpus information

I mean

I mean is one of the top fifteen conversational expressions. It is the third most frequent two-word expression (after *you know* and *I think*).

Speaking naturally Which *clauses*

(See Student's Book p. 138.)

This section gives Ss practice in using *which* clauses in spoken English. *Which* clauses are usually separated from the main clause by a short pause. In addition, they often have a falling intonation.

Lesson B *The impact of TV*

Vocabulary in context *Describing research*

(See Student's Book p. 22.)

This lesson presents a number of useful noun and preposition combinations. Sometimes, more than one preposition can be used, but with a difference in meaning (e.g., *impact of, impact on*).

Vocabulary notebook *What an effect!*

(See Student's Book p. 29.)

The Learning Tip suggests that Ss find out what prepositions (if any) are used with a noun. Ss are encouraged to write a sample sentence to illustrate each possible noun + preposition combination.

Grammar *Linking ideas*

(See Student's Book p. 23.)

That clauses enable you to link ideas. For example, *that* can be used to connect these sentences: *It's clear. TV is central to our lives. That* clauses are usually objects or complements, but in academic writing can be subjects. (*That TV is central to our lives is clear.*) However, this use as subjects is not taught in this lesson. (See Grammar Extra on p. 147 for more information about *that* and *what* clauses.)

Form

That clauses are used after these structures:

- noun + *be*

  *The big **problem is** that kids don't get enough exercise.*
- *be* + adjective

  *It's **possible** that TV has a negative effect on reading skills.*
- *What's* + adjective + *be*

  ***What's disturbing is** that children see so much violence.*
- reporting verbs, e.g., *know, think, say, show*

  *Experts **think** that there's a link between TV and poor test scores.*

Use

The structures listed above can introduce ideas such as opinions, facts, problems, etc. within the following *that* clause. The choice of the noun, adjective, or verb used with the structure can tell the listener how the speaker feels about the problem or fact. It can also tell the listener if another person's belief or opinion is being reported.

Grammar extra

(See Student's Book p. 147.)

Ss review and practice *that* clauses and *what* clauses.

Lesson C *You know what gets me?*

Conversation strategy *Adding comments*

(See Student's Book p. 24.)

A *which* clause can be used to comment on one's own statement or someone else's. In addition to keeping the conversation going and showing interest, these *which* clauses often add information or give an opinion on what was said.

- Commenting on one's own statement

  I don't usually watch video clips, which is unusual, I guess.

  I subscribe to a few websites, which is a great way to find new bands.
- Commenting on another's statement

  A People do really dangerous things and video it.

  B Which is stupid, I know.

Strategy plus *You know what . . . ?*

(See Student's Book p. 25.)

In conversations, *You know what . . . ?* is very useful for introducing a comment for two reasons. First, it gets the listener's attention. It suggests that the listener is going to hear new or surprising information. Second, it gives the listener an idea about how the speaker considers or feels about the information.

- *You know what . . .* + *be* + adjective

  You know what's amazing / interesting / terrible?
- *You know what . . .* as subject

  You know what gets me / bugs me / surprises me?
- *You know what . . .* + clause

  You know what I don't like / love / heard?

Lesson D *A bad influence*

Reading

(See Student's Book p. 26.)

The Reading Tip explains that when building an argument, writers often ask a question and then answer it. The question can appear in the introduction or in the body of the argument.

Writing *A one-paragraph essay*

(See Student's Book p. 28.)

This lesson includes writing a one-paragraph opinion essay. It includes topic sentences, a technique for listing ideas, and it points out a common error with the listing words *First* and *Lastly*.

- Topic sentences

  Ss are given a model for topic sentences and learn that a topic sentence contains the main idea of a paragraph.
- Listing ideas

  First, Second, Third, and *Finally / Lastly* are presented.
- Common error with listing words

  The difference between *First* and *At first,* and between *Lastly* and *At last* is pointed out.

The media

Introduce the theme of the unit Tell Ss that in this unit they'll be exploring the impacts of media. Elicit forms of media they encounter every day (e.g., *television, Internet, newspapers*). Read the unit aims aloud.

Culture note

The three celebrities pictured are Lady Gaga (an American pop singer, famous for her distinctive costumes and catchy pop tunes), Jay-Z (an American rapper and record producer), and Shakira (a Colombian pop star who sings in English and Spanish).

Lesson A *Celebrity culture*

1 Grammar in context

- **Set the scene** Say, "Write the names of three famous living people." Call on several Ss to say the names they wrote. Tell Ss to raise their hands if they have heard of the person. If several Ss raise their hands, write the name on the board.

A

- **Preview and do the task** Books open. Say, "Most of you recognized the names on the board. These people are all celebrities."
- Ask, "Who are the most popular celebrities in the news?" Ss call out names. Ask, "Why are they famous?"

B CD1, Track 16

- **Preview the task** Books closed. Read the title of the podcast aloud. Check that Ss understand the meanings of *obsession* (someone or something a person thinks about all the time) and *obsessed with* (unable to stop thinking or looking for information about someone or something).
- Write *image, invent problems,* and *imitate people* on the board. Elicit or explain the meanings (*image:* photo or picture; *invent problems*: make up stories; *imitate people*: do the same things as they do).
- Say, "Listen to the podcast about celebrity culture. Why is it normal for people to be interested in celebrities? Write an answer."
- **Play the recording** Ss listen and write. Replay the recording if necessary. Check the answer with the class. [Psychologists say it's natural to talk about or imitate the people who are the most successful.]
- **Play the recording again** Books open. Ss listen and read along. Say, "As you read and listen, underline any vocabulary that you don't understand." Ask Ss to call out their underlined words, and write them on the board. Have Ss give definitions or explanations of words they know. Help with remaining vocabulary.

About you

C Pair work

- **Preview the task** Say, "Answer the questions using the information in the podcast. Then compare your answers with your partner."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer.

Answers

1. Celebrity magazines.
2. Because the media often invent stories about celebrities and their problems.
3. Get plastic surgery.
4. Their images are everywhere.

- Tell pairs to give their own view and additional information on each answer. Get ideas from the class.
- **Follow-up** Call on several pairs to share their views.

Extra activity – groups

Write these questions on the board:

1. *When the media invent stories about celebrities, should the celebrities take legal action?*
2. *Should plastic surgeons agree to help someone look like a celebrity?*
3. *How much privacy should celebrities receive?*

Group members discuss the questions and share their opinions. Have a few groups report their ideas to the class.

2 Grammar

Figure it out

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- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answer in pairs. Check the answer with the class. [Sentence 1.]
- **Focus on the form and use** Underline the relative clauses on the board as shown:

  1. *We love to read about celebrities' problems, which the media will often invent.*
  2. *There are even shows that pay for plastic surgery.*

- Say, "The underlined sections of these sentences are *relative clauses*." Ask, "What is a relative clause used for?" [to give more information about a person or a thing] Point out sentence 1. Say, "In sentence 1, the relative clause gives extra information about the noun *problems*. The clause in sentence 1 is a *non-defining* relative clause." Write *non-defining* on the board next to sentence 1.
- Point out sentence 2. Say, "In sentence 2, the relative clause gives information that is necessary to explain the noun *shows*. The clause in sentence 2 is a *defining* relative clause." Write *defining* on the board next to sentence 2.
- **Present the grammar chart** Books open. Read the information in the chart aloud. Ss read along and repeat the examples. If desired, play the downloadable recording.
- **Understand the grammar** Have Ss look at the section on defining relative clauses. Ask, "Why are the clauses in bold *defining* relative clauses?" [They identify or define which nouns we are talking about. They give us essential information.]
- Have Ss look at the section on non-defining relative clauses. Ask, "Why are the clauses in bold *non-defining* relative clauses?" [They give extra information about the noun. If you remove them, the sentence still has a complete meaning.]
- Have Ss look at the first four example sentences. Ask, "When do you use the relative pronouns *that* and *which*?" [to refer to things] Ask, "What words do you use in a relative clause to refer to people?" [*who* or *that*]
- Have Ss look at the defining relatives clauses. Ask, "In the second sentence, why are there parentheses around *who* and *that*?" [In a defining relative clause, when the relative pronoun is the object, the pronoun can be left out.]
- Have Ss look at the section on *which* clauses. Say, "Look at the two sentences. What do these *which* clauses do?" [They give opinions.] Ask, "Do they add an opinion about a noun or about the clause (the part of the sentence) before them?" [They add an opinion about the clause before them.] (For more information, see Language Notes at the beginning of this unit. For extra help with relative clauses, go to Grammar Extra p. 146.)
- **Present *In Conversation*** Read the information aloud.
- **Present *Common Errors*** Read the information aloud. Write on the board:

  We love to read about the people which celebrities date.

  It's natural to talk about celebrities, what we see as successful people.

  Put an X next to each sentence and say, "These sentences are incorrect. What are the two mistakes? Check your grammar charts." [Sentence 1 uses *which* for people; Sentence 2 uses *what* in a relative clause.]

B

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare answers in pairs. Check answers with the class: Have individual Ss each read an extract.

Answers

1. (that / which); which; which
2. who / that; who; which
3. which; which; who
4. who; which

3 Viewpoint

Class activity

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read aloud one of the discussion questions.
- **Present *In Conversation*** Read the information aloud. Point out that *I mean* is used in the example sentence. Read the sentence aloud.
- **Do the task** Give Ss a chance to make some notes on the questions. Have Ss walk around the room asking and answering the questions. Have several Ss report the answers they received.

Extra activity – pairs

Each pair writes the first part of five sentences about celebrities or obsession on a piece of paper (e.g., *The paparazzi are always following celebrities . . .*). Pairs exchange papers, read the sentences, and complete each one with a *which* clause (e.g., *which is their job, I guess*).

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 138. (See the teaching notes on p. T-138.)

Lesson B *The impact of TV*

1 Vocabulary in context

- **Set the scene** Books closed. Say, "I want you to think about TV viewing. What are some good things and some bad things about television?" Write *Good* and *Bad* on the board as column headings. As Ss call out their ideas, write them under the appropriate heading (e.g., *Good: you can get national and world news, entertainment news; it's a good way to relax; you can watch your favorite shows; Bad: people watch too much; you don't get enough physical activity; some shows are just silly and mindless; some shows are too violent*).
- Say, "Too much TV viewing may cause problems." Write on the board:

  obesity

  literacy

  Elicit definitions or explain these terms (obesity: being dangerously overweight; literacy: the ability to read).

A CD1, Track 19

- **Preview the task** Books open. Say, "Read the article about the problem with TV. Don't stop to check the meaning of new vocabulary. Just read for the main ideas. Underline any words you don't know."
- **Do the task** Ss read and underline. Say, "Look at your underlined words. Read the paragraphs they appear in. Try to guess the general meaning from the context." Give Ss a few minutes, then have Ss call out their underlined words. Have classmates give definitions or explanations of words they know. Help with any remaining vocabulary as needed.
- Ask, "Which information did you know, and which was new to you?" Have Ss discuss the article in small groups. Have groups report to the class.

B **Preview and do the task** Say, "Complete the questions with prepositions. Use the article to help you." Have Ss complete the task. Check answers with the class.

Answers

1. reason for; increase in
2. effects of TV on children
3. advertisements for; problem with
4. cause of; rise in
5. link between; concern about
6. impact . . . on

- Say, "Now ask and answer the questions with a partner. Use the article to help you, but don't read an answer directly from the article. You can review the information, but use your own words." Have a S read the first question aloud:, and elicit ideas from the class (e.g., *People watch more TV now because technology makes it easier – you can watch shows online, on DVRs, or on cell phones.*). Have Ss work with their partner to ask and answer the questions. Have a few pairs share their responses with the class.
- **Follow-up** Write on the board:

  What do you think about this issue?

  Do you agree that it's as bad as the article says, or do you disagree?

  Do you see this issue in your own environment?

  Ask four Ss each to use these questions to lead a discussion on each of the four issues raised in the article.

Word sort

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

Answers

concern about
link between; relationship between
advertisements for; reasons for
cause of
increase in; rise in
problem with:
effects on; impact on; influence on; research on

Extra activity – pairs

Pairs develop rules designed to reduce the impact of TV on children. The rules should offer solutions for all four issues mentioned in the article (e.g., *TV on the weekend only, compulsory reading, and exercise times*). Several pairs present their rules to the class. The class votes on the best rules.

Tell Ss to turn to Vocabulary Notebook on p. 29 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-29.)

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

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

  Children under two should not watch TV. This is the opinion of most experts.

- Ask a S to read the sentences aloud. Say, "Find a sentence in the article that links the two ideas." [While the results of studies vary, the opinion of most experts is that children under two should not watch TV.] Write on the board:

  The opinion of most experts is that children under two should not watch TV.

  Ask, "What words have been added?" [is that]
  Ask, "What words have been deleted?" [This is]

- **Do the task** Say, "Rewrite each pair of sentences as one sentence. Use the article on page 22 to help you." Have Ss complete the task and then compare answers in pairs. Check answers with the class. Write the answers on the board. Underline the *that* clauses.

Answers

1. The opinion of most experts is that children under two should not watch TV.
2. It's not surprising that we're watching more TV.
3. It's clear that TV is central to our lives.
4. Research shows that there is a direct link between reading and good test scores.

- **Focus on the use** Elicit answers to the following:
  1. What is the opinion of most experts? [that children under two should not watch TV]
  2. What's not surprising? [that we're watching more TV]
  3. What's clear? [that TV is central to our lives]
  4. What does research show? [that there is a direct link between reading and good test scores]

- **Present the grammar chart** Books open. Read the information in the chart aloud. Ss read along and repeat the examples. If desired, play the downloadable recording.
- **Understand the grammar** Ask Ss to look at *that* in the four patterns in the chart. Say, "People often leave out *that* when they link ideas." Have individual Ss read a sentence from the chart, omitting *that*. (For more information, see Language Notes at the beginning of this unit. For extra help with *that* clauses, go to Grammar Extra p. 147.)
- **Present *In Conversation*** Read the information aloud. Say, "Write a statement to give your view on the article on p. 22. Use one of the expressions from the box."

B

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

Answers

1. say / think / know / show that people who watch TV spend more on consumer goods.
2. that the majority of families . . .
3. is that most people multitask . . .
4. shows that young people who watch a lot of TV . . .
5. is that it's not good for anyone . . .
6. is that TV is a good thing because . . .
7. is that there are too many commercials . . .
8. that children are watching . . .

About you

C Pair work

- **Preview and do the task** Read the instructions and the example aloud. Point out the *that* clauses. Encourage Ss to use them in their discussions. Have Ss complete the task.

3 Listening and speaking

A CD1, Track 20

- **Preview and do the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-266 Ss listen and write the letters. Check answers with the class.

Answers

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

B CD1, Track 21

- **Preview the task** Read the instructions aloud. Say, "Listen and write a couple of words to help you remember the alternative views – don't write complete sentences."
- **Play the recording** Audio script p. T-266 Ss listen and make notes.
- **Play the recording again** Ss listen and review their answers, then write the reasons as complete sentences.

Possible answers

1. Maggie says one good thing about TV is that there are a lot of good educational programs.
2. Howard says what's important is that kids are not just sitting and watching TV. They're playing games and sports on TV, too.
3. Daniela says it's likely that when kids watch TV with their parents, they learn more vocabulary and language skills.
4. Isabel says it's unlikely that TV is the only reason for bad behavior. She says family has a big effect on kids and their behavior.
5. Tony says it's good that there is a lot of effort to help kids get out and play and make healthy choices.

About you

C Pair work

- **Preview and do the task** Read the instructions and have pairs complete the task.
- **Follow-up** Call on individual Ss to report their answers.

Lesson C *You know what gets me?*

1 Conversation strategy

Why add comments in a conversation?

In conversation, people often use a *which* clause to comment on their own statement or on another speaker's. Adding a comment to another person's statements in a conversation shows interest and active listening.

A

- **Set the scene** Books closed. Ask, "How often do you watch online video clips?" Call on several Ss. Ask, "What different kinds of clips are there?" Have several Ss answer (e.g., *music, politics, TV commercials, comedy, funny pets, and animals*). Write their answers on the board. Say, "Look at the kinds of video clips. Which ones do you enjoy? Are there any that don't interest you at all?" Have several Ss tell the class.
- Ask, "Do you watch movies online, too?" Find out how many Ss watch movies online and why.
- Preview vocabulary with the class. Write on the board:

  dangerous / hilarious / hits

  1. *This site is really popular. It gets a lot of _____.*
  2. *That's _____. You could really hurt yourself.*
  3. *That video's _____. I couldn't stop laughing.*

  Have Ss call out the correct word to complete each sentence.

B CD1, Track 22

- **Preview the task** Books closed. Say, "Listen to Anna and Pedro's conversation. What does Anna think about video clips? How about Pedro? Write the answers." Tell Ss that Pedro mentions three things.
- **Play the recording** Ss listen and write the answers. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class. [Anna likes them. Pedro doesn't tend to watch them, but he doesn't mind the funny ones. He doesn't like it when people do really dangerous things and video it. Also, he doesn't like people's home videos because they're boring.]

C

- **Present *Notice*** Read the information aloud. Have a pair of Ss read the example aloud. Say, "Read the conversation and find the other comments that are relative clauses with *which*." [which is unusual, which is incredible]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D CD1, Track 23

- **Preview and do the task** Say, "Complete the conversations with the comments in the box." Have Ss complete the task and then compare their answers in pairs.
- **Play the recording** Say, "Now listen and check your answers." Check answers with the class.

Answers

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

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

About you

E Pair work

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Walk around the class, giving help as necessary.
- **Follow-up** Ask a few pairs to read one of their new conversations aloud.

Extra activity – pairs

Pairs write a conversation similar to Anna and Pedro's using ideas from Parts D and E. They can choose types of video clips from the list on the board or choose their own. Pairs present their conversation to another pair. A few pairs present their conversation to the class.

2 Strategy plus

You know what . . . ? can be used to introduce a comment on what the speaker is going to say. It's useful because it gives an idea about the speaker's feelings and it focuses the listener.

CD1, Track 24

- **Present *Strategy Plus*** Have Ss cover the information box at the top of the page. Tell Ss to look back at the conversation on p. 24 and find examples of *You know what . . . ?* [You know what I don't like?; You know what gets me, too?; But you know what's amazing?]
- Ss uncover the Strategy Plus box. Read the information and the examples in Strategy Plus aloud. Ask, "Are the examples commenting on something that someone just said, or are they introducing a new comment?" [introducing a new comment]

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class: Have individual Ss each read an answer aloud.

Answers

1. You know what interests me? We like to watch people's home videos – why is that?
2. You know what's amazing? People waste so much time watching this stuff.
3. You know what I like? Anyone can be creative and make a video to upload.
4. You know what gets me? People upload videos of their friends without their permission.
5. You know what scares me? I might be on an embarrassing video and not know.
6. You know what's fun? Some of the ads. They can be hilarious.

About you

B Pair work

- **Preview and do the task** Read the instructions aloud. Ask a pair of Ss to read the example conversation aloud. Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** For each expression, have a S tell the class his or her *You know what . . . ?* statement. Call on several Ss to reply to it.

3 Strategies

A

- **Preview the task** Say, "Complete the *You know what . . . ?* expressions with your own ideas. Then circle the best *which . . .* comments.
- **Do the task** Have Ss complete the task. Check answers with the class. Have a pair of Ss each read a conversation aloud. After each conversation, ask individual Ss to say how they completed the *You know what . . . ?* expression.

Possible answers

1. A It's good that you can watch movie trailers online before you see a movie.
   B But you know what gets me? The trailers always look exciting. But then, when you see the movie, it's often not that good, which is a pain.
2. A We usually watch movies on DVD. But you know what annoys me? They often get stuck – like right at the best part . . .
   B Which is really annoying. The problem is that they get scratched.
3. A You know what's interesting? Even though you can watch movies online and everything, the research shows that people still like to go to movie theaters.
   B Which isn't surprising, really. It's more fun to watch on a big screen.
4. A I hate it when people tell you how a movie ends before you watch it.
   B Yeah. But you know what frustrates me? Some people tell you every detail, which is just so boring.

- **Practice** Say, "Now practice the conversations. Take turns playing each role."

B

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss work individually to write answers to the questions. Then have Ss walk around the class and ask several classmates the questions.
- **Follow up** Ask Ss to call out answers. On the board, make a list of good things and bad things about online movies and videos.

Extra activity – individuals / groups

Write on the board:

people who are obsessed by celebrities
celebrity gossip
violent TV shows / video clips
families that eat dinner in front of the TV

Ss write a few sentences about one of these topics or choose one of their own. Ss identify the topic and give an opinion. Remind Ss to use a *which* clause and *You know what . . .?* with their opinions (e.g., *You know what drives me crazy? People who are obsessed by celebrities. They know every little fact about these people. It's all they can talk about, which can be really boring.*).

Ss each read their sentences in small groups. Group members respond to each opinion.

Lesson D *A bad influence?*

1 Reading

- **Set the scene** Read the title of the lesson aloud. Ask, "What is a bad influence?" [A *bad influence* is something that sets a bad example. It could cause someone to act in a way that isn't good for them.] Ask, "What are some things that can be a bad influence?" Have Ss call out their ideas (e.g., *seeing people smoking, TV ads for junk food, extreme sports*).

A Prepare

- **Preview and do the task** Read the instructions aloud. Ask, "Where do we find violence in the media?" Ss call out their ideas (e.g., *song lyrics, comic books / manga, cartoons, TV shows, Internet videos, video games*).
- Ask a S to read the four statements aloud. Say, "Raise your hand if you agree with the statement. You can agree with more than one statement." For each statement, ask a few Ss why they agree or disagree.

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Understanding viewpoints

- **Preview the reading** Write on the board, underlined as shown:

  The video clip is short. It's just 3 minutes.

  CDs usually cost $20, but this one's just $5.

  Ask "Why is *just* used in these sentences?" [It makes the length of time and the cost seem small or unimportant.]
- Write the title of the article on the board and read it aloud. Tell Ss to look at the picture beside the title. Ask, "What are they doing?" [playing a video game] Ask "How do you think they feel?" Call on several Ss to answer (e.g., *really into it, determined, they're concentrating / obsessed*).
- Point to the title on the board. Underline *not just*. Ask, "What do you think it means when something is *not just a game*?" Have Ss call out their ideas (e.g., *It's not a small thing, it's important*).
- Explain that in this article, *not just a game* means "not only harmless entertainment, but something more, which may not be good."
- **Do the reading** Say, "Read the article for the main ideas. Don't stop to check vocabulary." Ss read the article. (Note: If desired, play the downloadable recording.)
- Say, "Read the article again. Which of the statements in Exercise A would the writer agree with? Circle the number of the statements. Find reasons for your answers in the article. Write the numbers of the paragraphs where you find the reasons."
- Check answers with the class. [The writer would agree with statements 1 and 3. (The writer may also agree with statement 4; however, the article does not state this explicitly.)]
- Have Ss call out the numbers of the paragraphs where they found the reasons for their answer choices. [Statement 1: paragraph 5; Statement 3: paragraphs 2, 3, 6, and 7.]
- **Present *Reading Tip*** Read the information aloud. Say, "Look at paragraph 2. What question does the writer ask?" [What kind of impact does this have on young people?] Ask, "What is the question in paragraph 4?" [However, are violent video games the cause of violent behavior?]
- Ask, "When you see a question in an article or other formal writing, what can you predict?" Elicit ideas from Ss. Say, "A question gives you an idea about what you will read next – the answer to the question and an important part of the writer's argument."

C Read for detail

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

Answers

1. d; 2. e; 3. a; 4. b.
Sentence *c* is the extra sentence.

Extra activity – groups

Write these questions on the board:

Which is more likely to cause aggressive behavior in children and teens – violent song lyrics or violent video games?

What are some solutions for the problem of violence in the media?

Groups discuss the questions and give their ideas. When Ss finish their conversations, they report their ideas to the class.

2 Focus on vocabulary

A

- **Preview the task** Read the instructions aloud. Read sentence 1 aloud. Point out the underlined idea and the formal expression. Have a S read sentence 1, substituting the formal expression. Ask, "How many words are in the expression?" [four] Point out the number 4 in parentheses. Point out the paragraph number where the expression can be found.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read a sentence.

Answers

1. turned their attention to
2. extreme
3. Critics of
4. identify with
5. were familiar with
6. complex issue

About you

B Pair work

- **Preview the task** Ask, "What new facts did you learn from the article? How did the information affect your views on violence in the media?" Ask a S to read the example answer aloud. Say, "Scan the article to refresh your memory about a fact or facts that you'd like to talk about. Then discuss with a partner."
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Call on several Ss to report an interesting aspect of their discussion.

Extra activity – groups

Student A reads one of the underlined expressions from Exercise A aloud. With book closed, Student B says the more formal expression. Partners take turns reading and responding.

3 Listening and speaking

A CD1, Track 25

- **Preview the task** Read the instructions aloud. Read the three choices.
- **Play the recording** Audio script p. T-267 Ss listen and circle their choice. Check the answer with the class. [b]

B CD1, Track 26

- **Preview the task** Read the instructions and the five statements aloud.
- **Play the recording** Audio script p. T-267 Ss listen and circle their choice.
- **Play the recording again** Ss listen and review their answers. Check the answers with the class: Have individual Ss each read an answers aloud.

Answers

1. The speaker does not agree that violent entertainment makes people aggressive.
2. Over the last 25 years, there has been a drop in violent youth crime.
3. Around 90 percent of boys and 40 percent of girls play video games.
4. He says that people can tell the difference between fact and fiction.
5. He claims that there is no evidence that games turn people into killers.

About you

C Group work

- **Preview the task** Read the instructions aloud. Tell Ss to read the discussion questions. If necessary, replay the recording for Part B. Remind Ss to use the conversation strategies in Lesson C (e.g., *You know what surprised me? Crime statistics. It's interesting that they've gone down. Those video games probably only influence people who are already aggressive, which makes total sense.*).
- **Do the task** Have Ss discuss the statements. Go around the class, and help as necessary.
- **Follow-up** Have groups report on an interesting point raised in their discussions.

Extra activity – class

Divide the class into two teams. One team prepares statements that support banning the sale of violent video games. The other team prepares statements that oppose it. Teams should also make a list of questions to ask the opposing team. (Note: If the class is large, divide it into groups of five or six Ss.) The class (or groups) then has a short debate. Ss from each side present their arguments and then take turns asking and answering their questions. At the end, the class takes a vote on banning the sale of violent video games.

Writing *Should it be banned?*

In this lesson

- Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Tell Ss to scan p. 28 to find the three aims. Call on individual Ss to tell the class. [use topic sentences: Exercise A; list ideas: Exercise B; avoid errors with listing expressions: Exercise D (Common Errors)]
- **Preview the writing** Say, "In this lesson, we are going to look at a one-paragraph essay that gives reasons for an opinion." Point out the essay question and read it aloud. Explain that they will write a one-paragraph essay on this topic to practice the three aims presented in this lesson.

A Look at a model

- **Preview the task** Have Ss read the paragraph. Ask, "Does the writer think songs with violent lyrics should be banned?" [no]
- Say, "Notice that there is a missing sentence. What do you think the writer might put in this sentence?" [his/her opinion; the answer to the question; an introduction to the reasons; a main idea]
- **Present *Topic Sentences*** Explain, "The missing sentence is the main idea of the paragraph. This is sometimes called a *topic sentence*." Read the information in the box aloud.
- Say, "Paragraphs sometimes have topic sentences. It's a good idea to have a strong topic sentence in each paragraph in formal writing because it helps the reader understand your point. It's also useful for structuring the points you want to make." Remind Ss that a one-paragraph essay requires a topic sentence.
- **Do the task** Have Ss complete the task. Check answers with the class. [sentences c and e]
- **Follow-up** Ask, "Why are sentences c and e good topic sentences?" [They introduce the main idea of the paragraph and give reasons that a ban won't work.]

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Focus on language

- **Preview and do the task** Have Ss look at the paragraph again. Point out that *first* is circled. Say, "Read the paragraph again and circle two more expressions that organize ideas." Have Ss complete the task. Check answers with the class. [Second, Finally]
- **Present the grammar for writing chart** Read the information in the chart aloud. (Note: If desired, play the downloadable recording.)
- **Understand the grammar for writing** Write the two correct topic sentences from part A on the board:

  It is unlikely that a ban will work for several reasons.

  There are at least three problems with banning this type of music.

  Ask, "What do we know about the paragraph after reading these topic sentences?" [The writer doesn't think a ban will work and is going to list the reasons or ideas.]
- Say, "Either of these topic sentences tells the reader what to expect in the paragraph. Using list words like *first, second, third,* and *finally* or *lastly* keeps your ideas clear and organized. If you have only two reasons, do not use *finally* or *lastly*."
- **Present *Writing vs. Conversation*** Have a S read the information in the box.

C Brainstorm

- **Preview and do the task** Say, "What's your answer to the essay question? Think of three reasons to support your answer. Then complete the chart." Have Ss complete the task.
- Have Ss compare their charts in pairs. Say, "If you have any comments or suggestions, tell your partner." Ask several Ss to read their reasons.

D Write and check

- **Preview the task** Read the instructions aloud.
- **Present *Common Errors*** Read the information aloud.
- **Do the task** Have Ss complete the task.

Extra activity

Ss leave their paragraphs on their desk for classmates to read. Ss go around the class reading each other's paragraphs. Ss find other ideas that support their opinion. Several Ss report an idea they liked to the class. The class votes on the best idea with a show of hands.

Vocabulary notebook *What an effect!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "When you write down a new noun, make a note of the preposition that follows it. Then use the noun + preposition in an example sentence. It's a good idea to review and revise your lists regularly because some nouns can be followed by different prepositions."

A

- **Preview and do the task** Say, "Complete the notes and sentences with the correct prepositions." Read the example aloud. Have Ss complete the task. Check answers with the class.

Answers

1. advertisement for
2. cause of
3. concern about
4. effect on
5. influence on
6. impact on
7. link between
8. problem with
9. relationship between
10. reason for
11. research on
12. rise in

- Say, "Now add an idea to each sentence to replace the words in bold. Read the example aloud. Have Ss complete the task. Check answers with the class: Have several Ss each read out one of their new sentences.

B

- **Preview the Word Builder task** Say, "This Word Builder task will help you learn and remember noun and preposition combinations." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. attitude toward
2. connection between
3. information about / on
4. need for

- Say, "Now use your own ideas to write one more sentence for each noun and preposition." Have Ss complete the task. Have several Ss read one of their sentences aloud.

On your own

- **Present *On Your Own*** Read the instructions aloud. Have Ss create their own flip pads for five items they want to review.
- **Follow-up** At the start of the next class, Ss work in small groups to read their five sentences and copy examples they like from their classmates.

Unit 3 Stories

Lesson A *Highlights*

Grammar *Talking about the past*

(See Student's Book p. 31.)

The lesson contrasts the simple past with the present perfect.

Use

- The simple past is used for single or habitual events or situations that take place within a definite or understood period of time in the past that is not connected to now.

  *I **lived** in Italy a few years ago. (I'm not there now.)*

  *Marcos's band **broke up.** (It happened during a period in the past that is separated from now.)*

- The present perfect is used to talk about situations and events that are part of an indefinite time in the past that is connected to now.

  *I've **traveled** a lot. (I'm not finished traveling.)*

  *I **haven't decided** on my next trip. (I'm still thinking.)*

  The present perfect is also used to talk about permanent situations that began at some point in the past.

  I've been pretty lucky.

- Continuous forms of verbs are generally used to describe events and situations that are ongoing (in progress) or temporary. They can be used to describe an event or situation as the background for another event.

  *We **were rebuilding** homes when I was there.*

Grammar extra *Time expressions with simple past and present perfect*

(See Student's Book p. 148.)

Grammar Extra reviews and practices use and placement of time expressions with the simple past and present perfect.

Lesson B *Life lessons*

Vocabulary in context *Expressions for school*

(See Student's Book p. 32.)

This lesson teaches expressions for school-related experiences such as study habits, grading practices, and test-taking.

Vocabulary notebook *Catch up!*

(See Student's Book p. 39.)

The Learning Tip tells Ss that when they learn a new expression, they should write a definition to help them remember it. School-related expressions are reviewed and practiced.

Corpus information

We catch up on . . .

In conversation, the things people talk most about *catching up on* are *sleep, reading, correspondence,* and *paperwork.*

Grammar *Sequencing events*

(See Student's Book p. 33.)

The lesson contrasts the simple past, past perfect, and past perfect continuous forms, and teaches how to describe sequences of events using these forms.

Use

- The simple past is used to talk about an event completed in a definite past time that is not connected to now. Two or more events can be included in the same sentence in the simple past to show a sequence of events within the same time period.

  He raised his hand [first past event] *and asked a question* [second past event].

- The past perfect is used for an event that belongs to a time period before another event in the past.

  *He **had told** us to expect a test* [earlier past event]. *We **took** it last week* [past event].

- In conversation, people often use the past perfect to give reasons or explanations.

  *I'd **been struggling** with the class all semester* [ongoing earlier activity] *because I'd **missed** a number of classes* [reason / explanation] *and I'd **fallen** behind on my work* [reason / explanation].

- The past perfect continuous can be used to describe background, ongoing, or temporary events or situations.

  *I'd **been struggling** with the class all semester* [ongoing earlier activity] . . . but I felt confident on the day of the test.

Grammar extra *Time expressions with past perfect*

(See Student's Book p. 149.)

Grammar Extra reviews and practices use and placement of time expressions with the past perfect.

Speaking naturally *Auxiliary verbs*

(See Student's Book p. 139.)

This section gives Ss practice in hearing how speakers reduce *did you* and *had you.*

Lesson C *Anyway, back to my story . . .*

Conversation strategy *Telling stories*

(See Student's Book p. 34.)

The lesson teaches expressions that speakers can use to interrupt their own story to make a comment and then come back to the story. Speakers might interrupt their own story if they want to make a comment about it or if they think of a related interesting detail. Expressions used to come back to the story signal to the listener that the main story is being resumed.

- To interrupt a story

  Looking back, . . .

  When I look back, . . .

  When I think about it, . . .

- To come back to a story

  (But / So) anyway, . . .

  Anyway, (getting) back to my story, . . .

Strategy plus *No wonder*

(See Student's Book p. 35.)

No wonder is used in conversation to convey the idea that something is not surprising.

- As a response to a speaker's comment

  A I hated it.

  B No wonder.

- To introduce a comment

  ***(It's) no wonder** (that) I hated it.*

Corpus information

No wonder* and *It's no wonder

People say *No wonder* five times more often than they say *It's no wonder.*

Lesson D *Good fiction*

Reading tip *Shorter sentences*

(See Student's Book p. 36.)

The Reading Tip explains that fiction writers often use sentence fragments to create interest and drama in their writing. However, fragments are considered ungrammatical and therefore are not appropriate for academic or formal writing.

Writing *What do you expect?*

(See Student's Book p. 38.)

The task in this lesson is to write a narrative article. It teaches Ss two important steps in the process of preparing to write any type of text: brainstorming ideas, then putting those ideas into a rough plan. It also addresses how to use verb forms within the structure of a narrative and points out a common error with the past perfect.

- Brainstorming and planning

  Students are given a planning strategy for narrative articles. After brainstorming ideas to include, Ss use the following structure to create an outline: 1: Introduction; 2: Background events; 3: Main events; 4: Conclusion

- Verbs in narrative writing

  Students are presented with a chart showing tenses that are generally appropriate for the different sections of a narrative article. For example, because a continuous form is used for ongoing situations, it is well suited for giving background.

Corpus information

Errors with past perfect

A common error is using *had* and a simple past form of the verb for the past perfect. This error occurs in irregular verbs. The past perfect requires *had* and a past participle. Ss need a solid knowledge of the past and participial forms of such verbs to avoid this error.

Stories

Introduce the theme of the unit Say, "In this lesson, we'll talk about life lessons and experiences." Ask, "What is a life lesson?" Have Ss call out their ideas (e.g., a *lesson you learn from a mistake; a lesson you learn from your own or someone else's experience; a new way to look at something*). Read the unit aims aloud.

Lesson A *Highlights*

1 Grammar in context

- **Set the scene** Say, "There are events in people's lives that are important or that they remember more clearly than others. When these events and memories are happy or positive, they're called *highlights*."

A

- **Preview and do the task** Books closed. Say, "What are some typical highlights in people's lives?" Have a few Ss call out ideas (e.g., *graduating from high school, getting married, winning a prize, traveling*). Say, "Make a list of highlights." Ss complete the task.
- **Follow-up** Have Ss call out items from their list. (Write them on the board if you plan to use the Extra Activity.)

B CD1, Track 27

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

  Janie
  Marcos
  Jing-Wei and Sheng

  Say, "These people were interviewed. They were asked to talk about some of the highlights of their lives so far. Listen and write very brief notes about their answers."
- **Play the recording** Ss listen and write. Put Ss into pairs or small groups to compare their answers.
- **Play the recording again** Books open. Ss listen, read along, and check their answers. Call on individual Ss to say what special thing each person has done. [Janie has traveled a lot. She's lived in Italy and Central America. She worked with volunteers in Central America and rebuilt homes after an earthquake. Marcos started a band (but it broke up), and he's been coaching a local soccer team. Sheng started his Ph.D.. Jing-Wei got an internship at a fashion company.

About you

C Pair work

- **Preview the task** Read the instructions and the five questions aloud. Write on the board:

  initiative
  make the most out of life

  Ask Ss if they know the meaning of *initiative* [the ability to begin a plan or follow through in a determined way]. Ask Ss what they think *make the most out of life* means. Ss call out their ideas (e.g., *use all the opportunities you see, make sure you do things you want to do*).
- **Do the task** Ask a S to read the example opinion aloud. Have Ss complete the task. Check answers with the class: Assign a S to ask the class question 1. Several Ss say which person they chose and why. Assign a different S to ask question 2. Continue in this way.

Recycle grammar Have Ss look at the example. Remind Ss that they can use the patterns *be* + adjective + *that* clause and *think / believe / know* + *that* clause to begin their sentences. (See Unit 2, Lesson B.)

Extra activity – pairs

Ss look at their list of life's highlights from Exercise 1A. They choose from the list on the board or add a new highlight. Write on the board:

1. *Which one needs initiative?*
2. *Which one takes a lot of hard work?*
3. *Which one would help you get the most out of life?*

Pairs discuss the questions and give reasons for their choices. They can choose two highlights per question. For each question, have several pairs give their choices and the reason(s).

2 Grammar

Figure it out

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

Answers

1. C; 2. N; 3. C; 4. N.

- **Focus on the use** Say, "Look at sentences 1 and 3. How do you know these sentences refer to a completed past time? [Sentence 1: The verb is in the past tense. Sentence 3: The verb is in the past tense and the time expression "the year before last" refers to a definite time in the past.]
- Say, "Look at sentences 2 and 4. How do you know they refer to a past time that continues up to now?" [The verbs are in the present perfect tense. The time expressions *so far* and *since then* indicate a time that is connected to now.]

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- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording.
- **Understand the grammar** Ask Ss to look at the left side of the chart. Point out the graphic that shows "*past time*" and "*now*." Say, "Notice the gap between *past time* and *now*. This shows that they are separate. The situation or event took place in the past in a time period that is not connected to now."
- Ask Ss to look at the right side of the chart. Point out the graphic that shows "*past time*" and "*now*." Say, "Notice there is no gap between *past time* and *now*. The situation or event started in the past in a time period that goes up to and includes now."
- Ask Ss to look at the bottom of the chart. Say, "Simple verbs describe completed events or permanent situations. Continuous verbs describe background ongoing events or temporary events or situations. The past continuous describes events or situations in a completed past time. The present perfect continuous describes events or situations that began in a past time that continues until now." (For more information, see Language Notes at the beginning of this unit. For extra help with frequency expressions, go to Grammar Extra p. 148.)

B • **Preview the task** Say, "Complete the conversation with an appropriate form of the verbs given. Sometimes more than one option may be possible."

- Tell Ss to read conversation 1 and to fill in the first blank space. Ask the class for the correct form of *join*. [joined] Ask, "Why is the simple past correct here?" [It's a completed event in the past.]
- **Do the task** Have Ss complete the task. Check answers with the class: Ask individual pairs to each read a conversation.
- Have Ss practice the conversations in pairs.

Answers

1. I joined; we've competed; we haven't won
2. I didn't go; I was studying / studied; we ; took a trip; That was fun; I haven't traveled / have been traveling
3. I haven't done / haven't been doing; I've been; I've been working / I've worked; I haven't had; I took; I went

About you

C **Pair work**

- **Preview and do the task** Read the instructions aloud. Have Ss ask and answer the questions.

3 Viewpoint

Group work

- **Preview the task** Read the instructions aloud. Ask a pair of Ss to read the example conversation aloud.
- **Present *In Conversation*** Read the information aloud. Ask, "Why is it good to react with an expression like this?" [It shows you're listening and interested. It encourages the speaker to continue.]
- **Do the task** Give Ss a chance to think of three highlights and to make a few notes about each one. Ss take turns telling about a highlight in their life.

Extra activity – groups

Ss return to their groups from Exercise 3 (Viewpoint). Each S thinks of one more highlight story, either a true story or an invented one. Ss tell their stories to the group. The group guesses if the story is true or false.

Lesson B *Life lessons*

1 Vocabulary in context

- **Set the scene** Say, "We talked about life lessons when we began the unit. Where can we learn life lessons?" Elicit ideas from Ss (e.g., *from a personal experience, from watching something happen between other people*). Say, "We probably have more opportunities for life lessons than we realize."

A

- **Preview and do the task** Read the instructions aloud. Ss read and answer the questions. Have Ss compare their ideas with a partner. Ask, "What is the story about?" [A student learned a lesson from the professor during an exam.] Ask, "What did you guess the professor said?" Have several Ss call out their answers. Write the answers on the board. (Answers will be checked after Exercise B.)

About you

B CD1, Track 28

- **Preview the task** Read the instructions aloud. Tell Ss to write what the professor said.
- **Play the recording** Ss listen and write. Check answers with the class. ["In your careers, there will be many people who help you. They are all important. At the very least, you should know their names."]
- Ask, "What do you think of the professor's response?" Have several Ss share their ideas.
- Ask Ss to look at the expressions in bold in the blog, and check that they understand them. Write any they don't know on the board. Have Ss give explanations of expressions they know. Help with any remaining terms as needed.

C Pair work

- **Preview the task** Say, "Prepare answers to the questions. Give reasons using expressions from the story." Ask a S to read question 1 aloud and have Ss find the answer (para. 2). Write it on the board, underlined as shown:

  Because it counted toward the final grade.

- **Do the task** Ss complete the task and then compare answers with a partner. Check answers with the class: Ask individual Ss each to read an answer aloud.

Possible answers

1. Because it counted toward the final grade.
2. She missed several classes, and she struggled with it. She fell behind on her work. But she caught up on the work eventually.
3. She finished all the questions, but she couldn't answer / complete the last one. She didn't think it was a real question.
4. Because she didn't finish the test. She left the last question blank when she turned in her paper.
5. He said the last question would count toward the grade / affect the grade. He said it's important to know the names of people you meet in life.

Word sort

D

- **Preview the task** Ask, "How many expressions from the blog can you find that include these words? Complete the chart. Add other ideas."
- **Do the task** Have Ss complete the task. Check answers with the class: Have Ss call out any other ideas they thought of. Write them on the board.

Answers

struggle with a class; miss a class
count toward a grade; affect a grade
turn in a test; finish a test
fall behind on your work; catch up on your work
raise your hand
leave a question blank; finish a question; complete a question

Possible additional ideas

skip / take a class
miss a test
struggle with your work
lower your hand
miss a question

- Say, "Take turns using each expression to ask your partner a question." Ask a S to read the example question aloud. Have Ss complete the task.

Extra activity – groups

Ss take turns using three expressions from the exercise to tell about a personal experience.

Tell Ss to turn to Vocabulary Notebook on p. 39 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-39.)

2 Grammar

Figure it out

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

Answers

1. D; 2. B; 3. B; 4. D.

- **Focus on the use** Say, "Look at sentences 1 and 4. These events happened on the day of the test. What verb form is used?" [the simple past] Say, "Look at sentences 2 and 3. These events happened before the day of the test. Are they in the simple past?" [No] Ask, "What do you notice about the verb forms?" [They include *had* + past participles, or they are past perfect forms.]

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- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording.
- **Understand the grammar** Ask Ss to look at the top section of the chart. Point out the graphic that shows *past event + past event* and *now*. Say, "Past event 1 and past event 2 happened in this order in the same past time period, which is not connected to now, so both verbs are in the simple past."
- Ask Ss to look at the middle section of the chart. Point out the graphic that shows *earlier past event + past event* and *now*. Say, "Both events happened in the past, but in different time periods. Students were told about the test in a time period before the day of the test. They took the test in a later time period. Use the past perfect to talk about the event that took place in the earlier time period."
- Ask Ss to look at the bottom section of the chart. Point out the graphic that shows *ongoing earlier past event + past event* and *now*. Ask, "Which is the ongoing earlier event?" [I'd been struggling.] Ask, "Which verb form is that?" [past perfect continuous] (For more information, see Language Notes at the beginning of this unit. For extra help with frequency expressions, go to Grammar Extra p. 149.)
- **Present *In Conversation*** Say, "In her blog, Lorena uses the past perfect to give reasons why she'd been struggling." Ask Ss to find them. [*I'd missed a number of classes* and *I'd fallen behind on my work.*] Ask Ss to find the reason she felt more confident. [*I had caught up on all the work.*]

B • **Preview and do the task** Have Ss complete the task.

Answers

moved; I'd / had lost; I hadn't had; I was concerned; I'd / had thought; I didn't want to; I got an email; I hadn't contacted

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

Answers

he'd / had started up; he'd / had been struggling / 'd / had struggled; he hadn't; he'd / had ; she'd / had quit; she hadn't been able; I'd / I had been looking

- Say, "Close your books. Take turns retelling the story to a partner."

3 Listening and speaking

A • **Preview and do the task** Ask, "What do these sayings mean?" Write the meanings on the board.

Possible answers

a. Don't make judgments based on appearances;
b. Take time to appreciate what's around you;
c. Reality can be more remarkable than stories or things we make up;
d. Life passes very quickly. We shouldn't waste it on things that don't matter.

- Say, "Check (✓) the ones you agree with." For each saying, ask Ss to raise their hand if they checked it.

B CD1, Track 29

- **Play the recording** Audio script p. T-267 Ss listen and number the sayings.

C CD1, Track 30

- **Preview and do the task** Play the recording again. Ss listen and check their answers.

Answers

1. b; 2. a; 3. d.

About you

D **Group work**

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

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 139. (See the teaching notes on p. T-139.)

Lesson C *Anyway, back to my story . . .*

1 Conversation strategy

Why use expressions to interrupt and come back to your story?

Sometimes when people tell a story, they interrupt the main flow of their narrative to reflect or comment on the events they're describing, or to add other details or explanation. Using expressions to interrupt (e.g., *Looking back, . . .*) and to come back to the story (e.g., *But / So anyway, . . .*) signals to the listener that a minor digression is beginning or ending. (For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Books closed. Ask, "What do you remember about having your school pictures taken? Did you wear something special on that day?" Have several Ss answer.

A

- **Preview and do the task** Books open. Say, "Look at these expressions from the conversation." Ask a S to read them aloud. Ask, "What do they mean? [picture day at school: the day a professional photographer comes to the school and takes students' photos both individually and as a class; it was a big deal: it was something important; scruffy-looking: sloppy (e.g., with uncombed hair, or with clothes that are old or untidy); my hair was sticking up: his / her hair wasn't combed properly or wasn't neat]
- Ask, "What do you think the conversation is about?" Have Ss call out their ideas.

B CD1, Track 33

- **Preview the task** Books closed. Read the instructions aloud. Add, "Write a short answer to the question."
- **Play the recording** Ss listen and write. Replay the recording if necessary. Have Ss compare their answer in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check the answer with the class. [Brad's mom showed the photos to everyone and sent them to family members.]

C

- **Present *Notice*** Read the information aloud.
- Say, "Read the conversation again. Which of these expressions does Brad use? Highlight or underline them." Ask Ss to call them out. [to interrupt his story: *looking back, . . .; When I think about it, . . .*; to come back to his story: *But anyway, back to my story, . . .; So anyway, where was I?*]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D CD1, Track 34

- **Preview the task** Say, "Listen to more of their conversation and write the missing expressions." Tell Ss to read the conversation and notice whether the blank will be interrupting or coming back to the story.
- **Play the recording** Ss listen and write. Play the recording again. Ss listen, read along, and review their answers. Check answers with the class: Have a pair of Ss read the conversation.

Answers

Looking back; But anyway; when I look back; anyway

- **Practice** Say, "Practice the conversation with a partner, taking turns playing each role. Then practice again, using different expressions."

Extra activity – pairs

Write on the board:

School picture (class or team)

Family picture

Pairs write a conversation similar to Brad and Arnold's about a picture day. One partner can supply real details or pairs can invent a situation. Each pair reads their conversation to another pair. Have several pairs read their conversation to the class.

2 Strategy plus

Why use *no wonder*?

In conversation, people often comment on their own and other speakers' experiences. To show that something is not surprising, people sometimes use expressions with *no wonder*. It can be a response to something that was said, or it can introduce a comment. It means the same as "It's not surprising that . . ."

CD1, Track 35

- **Present *Strategy Plus*** Tell Ss to look at Brad and Arnold's conversation again and find examples of *no wonder*. [Arnold: No wonder. Brad: It's no wonder I hated it.]
- **Play the recording** Ss listen and read along. Ask, "Who uses *no wonder* to respond to a comment?" [Arnold] Ask, "What didn't surprise Arnold?" [that Brad hated the big deal about school pictures] Ask, "What comment does Brad introduce with *It's no wonder* . . . ?" [I hated it.]
- **Present *In conversation*** Read the information aloud. Ask, "How much more common is *no wonder* in conversation than *It's no wonder*?" [five times more]

A

- **Preview and do the task** Say, "Match the sentences and the responses. Write the letters *a* to *e*." Have Ss complete the task. Check answers with the class.

Answers

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

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

About you

B Pair work

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

3 Strategies

A

- **Preview the task** Say, "Complete each anecdote with expressions from the box. Before you begin to answer, read each anecdote and all the choices."
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. anyway; when I look back; But anyway; It's no wonder
2. looking back; When I think about it; But anyway, back to my story; No wonder.

- Say, "Now take turns telling the stories. When your partner finishes the story, make a comment with *no wonder*."

About you

B Group work

- **Preview the task** Read the instructions and the first point in the story aloud. Ask a S to read the comment. Ask which expressions would be used to introduce the comment. [Looking back; When I look back; When I think about it]
- Say, "It's a good idea to write the main points of your story first. Then decide which ones you want to comment on and write the comments. When you finish, take turns telling your story to your group."
- **Do the task** Ss prepare their stories and comments. When Ss are ready to tell their stories to the group, remind them to use expressions to interrupt and come back to their stories. Remind group members to make comments with (*It's*) *no wonder* (*that*).
- **Follow-up** Have a few Ss tell their story to the class.

Extra activity – pairs

Ss work with a new partner and retell their story. Partners respond with "*It's no wonder*" comments.

Lesson D *Good Fiction*

1 Reading

- **Set the scene** Ask, "Who likes to read for enjoyment? Raise your hand." Ask, "What kinds of reading do you enjoy?" Elicit responses from several Ss (e.g., *magazines, fiction, biographies*). Ask, "What kind of fiction do you prefer?" Ss call out their preferences (e.g., *mysteries, sci-fi, horror, romance*).

A Prepare

- **Preview and do the task** Ask, "What good fiction have you read recently? Who are your favorite authors?" Have Ss call out their answers.

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Read for the main ideas

Culture note

Magazines and newspapers often have short-story contests. Sometimes anyone can enter; sometimes they are restricted to high school or college students. Examples of prizes for the winner may be cash, a seat in a writer's workshop, recognition by being published, or a combination of these.

- **Preview and do the reading** Say, "Read the winning entry in a short-story contest. Don't stop to check the meaning of new vocabulary. Read for the main idea. What is Janet's problem? Write your answer."
- Ss read and write their answer. Have Ss compare their answers in pairs. Pairs write their final answer. If desired, play the downloadable recording.
- Check answers with the class: Have several pairs read their final answer.

Possible answers

Janet's problem is that she feels she has become invisible in society. She really believes it's polite to say hello to people and smile, but she finds that people don't smile back or acknowledge her. She doesn't do anything about it for a long time, but eventually, after she has been stuck at home for a few days, she's had enough and when the next person ignores her, she kind of snaps and forces him to acknowledge her.

- **Present *Reading Tip*** Read the information aloud. Say, "Find another sentence that is ungrammatical. Look in paragraph 2." [What you did as part of a community, a part of society.] Say, "Find more in these paragraphs." Write on the board:

  paragraph 4

  paragraph 6

- Check the answers with the class: Have individual students each read a sentence aloud. [Paragraph 4: As if she weren't even there. Just as if they couldn't see her at all. Paragraph 6: Could see at least her truck when she pulled up to the window.]
- Ask, "What kind of interest and drama do the short, incomplete sentences create? Say, "These incomplete sentences are useful for creating tension and suspense."
- **Check for vocabulary problems** Have Ss read the short story again. Say, "Underline any vocabulary that is new for you." Ask Ss to call out their words, and write them on the board. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.

Extra activity – groups

Write on the board:

Why do you think the people didn't respond to Janet's greetings?

Do you think Janet will just give up smiling and saying hello to people?

Do you ever say hello to passersby? Do they respond?

Groups discuss the questions. When Ss finish, they report some of their ideas to the class.

C **Pair work** **Understand and react**

- **Preview and do the task** Read the questions aloud. Ask, "What kind of woman is Janet?" Elicit ideas from the class (e.g., *friendly, has a positive attitude*).
- Have Ss discuss the questions. Call on a few pairs to share their answers. Ask Ss if they agree or disagree.

2 Focus on vocabulary

A

- **Preview the task** Read aloud the instructions and the first verb, *say*. Tell Ss to look at the short story and find the sentence with *say* [para. 1, sentence 2]. Have a S read it aloud. Say, "Use the context – the sentence, and if necessary the paragraph – to help you guess the meaning. Then look at the list."
- Have Ss choose a definition from the list. Ask a S for the answer. Ask, "How did you guess the meaning?" (e.g., *Nobody is having a conversation, so it doesn't mean "tell"; examples of people came right after "say," so it means "for example."*)
- **Do the task** Have Ss choose the best meaning for the remaining words. Tell Ss to compare their answers in pairs. Check answers with the class.

Answers

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

B **Pair work**

- **Preview and do the task** Read the instructions aloud. Say, "Take turns retelling the story." Have Ss complete the task. Walk around the class, giving help as necessary.

3 Listening and speaking

A

- **Preview the task** Read the instructions aloud. Have a S read the first statement aloud. Ask, "What would be an example of people who are extremely friendly?" Elicit examples (e.g., *people who always smile and say hello*).
- **Do the task** Have Ss choose a statement. Ask individual Ss to read a statement aloud, and then ask the class how many chose it. Ask a few students for examples.

Possible answers

1. Leon was waiting for his bus. He spoke to someone and they ignored him.
2. Carol was going into a department store. The guy in front of her didn't hold the door, but he turned and apologized.
3. Jack was at the coffee shop. He asked the server how he was. The server appreciated it and gave him a free coffee.

B CD1, Track 36

- **Preview the task** Read the instructions aloud.
- **Play the recording** **Audio script p. T-268** Ss listen and number the statements in Exercise A. Replay the recording if necessary. Check answers with the class.

Answers

1. c; 2. d; 3. c.

C CD1, Track 37

- **Preview the task** Read the instructions aloud. Say, "Write just a few words about *where* and *what*. Don't write complete sentences until after you compare your notes with a partner."
- **Play the recording** **Audio script p. T-268** Ss listen and make notes.
- **Play the recording again** Ss listen again and review their notes.
- Have pairs compare their notes and write complete sentences. Check answers with the class.

About you

D **Group work**

- **Preview the task** Read the instructions aloud. Have a S read the example sentences aloud.
- **Present *In conversation*** Read the information. Ask, "What word was used in the short story instead of *for example* or *like*?" [say]
- **Do the task** Have groups create a set of rules to make the city friendlier.
- **Follow-up** Have groups present their rules to the class. The class decides on the best rules.

Writing *What do you expect?*

In this lesson

- Read the lesson aims aloud. Ask, "What does *brainstorming* mean?" [coming up with ideas without worrying about where to put them or exactly which words to use]
- Ask, "After you've brainstormed ideas, what's an important next step?" [Put your ideas in order or into a plan.] Ask, "Why is this important?" [It helps you decide what you're going to say in a logical order before you start writing.]
- **Preview the writing** Say, "In this lesson we are going to look at a narrative article. A narrative tells a story." Point out the task and read it aloud. Explain that they write a narrative article on this topic to practice the three aims presented in this lesson.

A Look at a model

- **Preview the task** Read the instructions aloud. Say, "Each paragraph makes sense, but they're not in the right order." Have individual Ss each read a paragraph aloud. Ask about and help with any vocabulary problems.
- **Do the task** Have Ss complete the task. Check answers with the class. Write the verb forms used for each paragraph on the board.

Answers

1. Introduction: I like to think, . . . ; verb forms: simple present, *will* for habits
2. Background events: I remember one day, I was running . . . ; verb forms: past continuous, simple past, past perfect continuous
3. Main events: I ran across the platform, . . . ; verb forms: simple past, past perfect
4. Main events: I looked around for help, . . . ; verb forms: simple past, past perfect
5. Conclusion: Since then, . . . ; verb forms: present perfect, simple present, *will* for the future

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Focus on language

- **Present and understand the grammar for writing chart** Read the information aloud, or play the downloadable recording. Say, "These are general guidelines. You may need to use other verb forms." Say, "Look at the verb forms in the chart. Compare them with the answers for the model in Exercise A. Are there any differences?" [Introduction: also *will* for habits; Background: also simple past; Main events: also past perfect; Conclusion: also simple present and *will* for the future.] Say, "Remember to think about the order of events and whether the events were ongoing when you choose the form of the verb."
- **Preview and do the task** Say, "Complete the article below with appropriate forms of the verbs given. Sometimes more than one option may be possible." Have Ss complete the task. Check answers with the class: Ask a S to read the completed paragraph aloud. Then ask if anyone chose any other options for any of the verbs.

Answers

It's; is; was going; was carrying; was delivering; was walking / had been walking; pushed; opened; didn't hold; slammed; fell; I've / have always made

C Brainstorm and plan

- **Preview and do the task** Read the writing topic in the Task box aloud again. Say, "Think of ideas for your article. For now, write the ideas in short phrases." Give Ss time to write their ideas.
- Say, "Now choose the ideas you want to use and write them beside the headings." Have Ss complete the task.
- **Present *Common Errors*** Books closed. Write on the board:

  I'd just threw my bag onto a train.

  Ask, "What's wrong with this sentence?" [*Threw is* the wrong verb form; it should be *thrown*.]
- Read the information aloud.

D Write and check

- **Preview and do the task** Read the instructions aloud. Remind Ss to use the grammar for writing chart to help them choose the best form of the verb. Ss write their article. Walk around the class, giving help as needed.

Extra activity

Ss leave their articles on their desks for classmates to read. Ss go around the class and read articles to find an experience similar to one they've had. Ss form groups and tell about the similar experience. Several Ss report to the class the lesson and the article they learned it from.

Vocabulary notebook *Catch up!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Read the information aloud. Have a S read the example aloud. Ask, "What was added to the definition to make the meaning of the expression even clearer?" [an example]

A

- **Preview and do the task** Read the instructions aloud. Point out that the first definition has been completed for them. Have Ss complete the task and compare their answers with a partner. Check answers with the class: Have individual Ss each read a completed definition aloud.

Answers

1. raise your hand
2. fall behind on your work
3. leave a question blank
4. count toward your final grade
5. affect your grade
6. catch up on your work

B

- **Preview the task** Read the instructions aloud. Say, "The first expression is *miss a class*. What's a possible definition?" Elicit answers (e.g., *not go to class, not attend a class*).
- **Do the task** Have Ss write definitions. Check answers with the class: Have individual Ss each read a completed definition aloud.

Possible answers

1. If you miss a class, you fail to attend it.
2. If you complete a question, you do everything that the question requires.
3. If you turn in a test, you give it to your teacher.
4. If you finish a test, you complete it.

C **Word builder**

- **Preview and do the word builder task** Read the instructions aloud. Say, "First try to guess the general meaning. Then use a dictionary to check your guess." Have Ss complete the task and compare their answers with a partner. Check answers with the class.

Possible answers

1. If you attend a class, you go to the class regularly.
2. If you drop a class, you stop going to the class.
3. If you fail a class, you don't receive a passing grade.
4. If you hand in an assignment, you give your teacher a completed task or exercise.
5. If you repeat a class / grade, you have to redo the class or grade.

- **Present *We Catch Up On . . .*** Books closed. Ask, "What are some things people might need to catch up on?" Elicit answers (e.g., *homework, housework, gossip, the news*). Books open. Read the information aloud.
- **Practice** Have Ss work in pairs and take turns using the *catch up on* expressions in sentences.

On your own

- **Present *On Your Own*** Read the instructions and the example aloud. Ask, "How does this person plan to do to improve his or her work?" [not fall behind on homework]
- **Follow-up** At the start of the next class, several Ss read their lists aloud.

Checkpoint 1 *Units 1–3*

- Before you begin the Checkpoint, write the following on the board:

  grammar: 20%, 40%, 60%, 80%, 100% *vocabulary: 20%, 40%, 60%, 80%, 100%*

  conversation strategies: 20%, 40%, 60%, 80%, 100%
- Say, "How well do you think you know these areas in Units 1–3? Write down each subject area. Then write the percentage that you think you know." Tell Ss that they will look at the figures again after completing the Checkpoint tasks to see if they would still choose the same percentages.

1 TV time

This task recycles the present tense, *tend*, and *will* to talk about habits. It also recycles the conversation strategy of adding comments with *which* clauses.

A

- **Preview and do the task** Say, "Complete the sentences with a correct form of the verbs given." Read the example aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. *Lynn* tend to watch; we'll / we will order; tend to sit; we have / we're having / we are having; talk
   Kamal is; 's / is; texting; plays; don't talk
2. *Nagwa* gets; are advertising; is
   Diego are; complaining don't take; doesn't want
3. *Minh* lives; does; he's watching / he is watching; has

- **Practice** Tell Ss to practice the conversation in pairs.

About you

B Pairwork

- **Preview and do the task** Read the instructions aloud. Ask a pair of Ss to read the example conversation aloud. Have pairs take turns asking the questions in Exercise A and making comments with *which* clauses. Offer help as needed.
- **Follow-up** Have some pairs present their conversations to the class.

2 What are they like?

This task recycles adding information with defining and non-defining relative clauses. It also recycles the conversation strategies of asking for information and using checking questions starting with *And, But,* and *So* to link the conversation back to what the previous speaker said.

A

- **Preview the task** Read the instructions and the example aloud. Say, "Use *who, that,* or *which*. For some sentences, there may be more than one choice."
- **Do the task** Ss complete the sentences and then compare answers in pairs. Check answers with the class: Have individual Ss each read a completed sentence aloud.

Answers

1. which; 2. who; 3. who / that; who; 4. (that); who [Note: *who* would be nonstandard here.]; 5. which; who / that

About you

B Pairwork

- **Preview and do the task** Write on the board *So, And,* and *But*. Ask, "Why do people use these words to begin a question?" [to link back to what the previous speaker said; to make the conversation flow] Say, "Take turns describing people you know. Ask your partner checking or information questions with *So, And,* or *But*." Have two Ss read the example aloud.
- Tell Ss to have short conversations describing their friends and family. Remind them to use checking or information questions.
- **Follow-up** Have Ss tell the class about the most interesting person their partner described.

Extra activity – pairs

Ss each write four sentences similar to the ones in Exercise 2. Ss then work with a new partner to share their sentences. Encourage Ss to ask checking or information questions with *So, And,* and *But*.

3 It has an influence on you

This task recycles prepositions after nouns.

- **Preview the task** Read the instructions and the example aloud. Ask, "What are some prepositions that we use after nouns? How many noun + preposition combinations can you think of?" Ss call out their ideas.
- **Do the task** Have Ss work in pairs to complete the task. Have individual Ss read a completed phrase aloud and then give a sentence using the phrase.

Answers

1. advertisement for
2. cause of / for
3. effect on / of
4. impact on
5. increase / rise in / of
6. link between
7. problem with / for
8. reason for
9. relationship between
10. research on / in / into

4 At school

This task recycles vocabulary related to school. It also recycles the present perfect, the present perfect continuous, and the simple past.

About you

- **Preview and do the task** Read the instructions and the first item aloud. Ask a S to read the example sentence below item 5. Have Ss complete the sentences. Then tell them to work with a partner to take turns exchanging true sentences with the expressions.
- Check answers with the class: Call on individual Ss to read the completed sentences aloud.
- **Follow-up** Have a few Ss share one interesting thing they learned about their partners.

Answers

1. missed a class; 2. struggling with, count toward, catch up on; 3. have not/haven't raised my hand; 4. affecting my grades; 5. struggling with, left a lot of questions blank, turned in my test paper

5 Problem solved!

This task recycles talking about the past using the past perfect, the past perfect continuous, and the simple past. It also recycles *that* clauses and the conversation strategies of interrupting and coming back to a story, responding to a comment on an experience that isn't surprising, and introducing a comment on what you're going to say.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the story. Tell Ss to use the correct past form of the verbs. Point out that for some blanks, there may be more than one correct choice.
- Have Ss compare answers in pairs before checking them with the class. Call on individual Ss to read a completed sentence from the activity.
- **Follow-up** Have a few Ss share examples of similar experiences. Ask, "Do any of the parts of the story remind you of yourself or of someone you know?" Elicit ideas from Ss (e.g., *The story sort of reminds me of myself. I'm always leaving things till the last minute. But it doesn't usually work out for me!*).

Answers

wanted; hadn't finished; needed; decided; I'd . . . liked; was; played; learned; asked; chose; didn't start; I'd been working / 'd worked; I'd left; had; I'd forgotten; wrote; loved

B

- **Preview and do the task** Read the instructions and the expressions aloud. Tell Ss there is more than one possible answer for most of the sentences. Have Ss read the story again and write the numbers in the boxes.
- Check answers with the class. Ask individual Ss to read a sentence aloud. Where more than one answer is possible, elicit alternates.
- Have Ss read the story again and underline the main events, then take turns telling the story to a partner.

Answers

1. When I think about it, / 3. Looking back; 4. Anyway, getting back to my story, / 5. It's no wonder that I.

About you

C Pair work

- **Preview and do the task** Read the instructions and the expressions aloud.
- Have Ss work in pairs to exchange ideas and opinions using the expressions in the box.
- **Follow-up** Have a few Ss share their ideas with the class.
- Return to the percentages that students wrote down at the beginning of the Checkpoint. Have them see if their percentages have changed.

Extra activity – individuals / groups

Ss write a paragraph about themselves, using some of the expressions in Exercises 4 and 5. Ss then form groups and take turns reading their paragraphs aloud.

Unit 4 Working lives

Lesson A *Stand out from the crowd!*

Vocabulary in context *Verb + noun collocations*

(See Student's Book p. 42.)

The lesson presents a number of verb-noun collocations that are useful for discussing job applications and work experience. Some examples are: *submit a (job) application, achieve a goal,* and *meet a deadline.*

Vocabulary notebook *Meet that deadline!*

(See Student's Book p. 51.)

The Learning Tip tells Ss that when they learn a new word, they should write down its collocations (i.e., the verbs and adjectives that go with a noun).

Grammar *Types of nouns*

(See Student's Book p. 43.)

In this lesson, Ss review the grammar of countable and uncountable nouns and learn some new abstract uncountable nouns.

Countable nouns

- These nouns can be counted: *one résumé, two (job) offers.*
- Countable nouns can have singular *and* plural forms. They can be used with *a / an* or with numbers.

  a / an / one résumé (singular)

  two / a few / some interviews (plural)
- Plural countable nouns take a plural verb.

  Candidates face stiff competition.

Uncountable nouns

- Uncountable nouns are only singular. They don't have a plural form. They can't be used with *a / an* or with numbers.

  work (not *a work* or *works*)
- Uncountable nouns take a singular verb.

  Research shows what employers look for.

Corpus information

Common errors with uncountable nouns

A common error is to make these uncountable nouns plural or use them with *a / an* or plural verbs: *information, equipment, advice, research knowledge, software, work, homework, training, help, evidence, permission.*

Grammar extra *Making uncountable nouns countable and More about uncountable nouns*

(See Student's Book p. 150.)

Grammar Extra presents and practices ways to make nouns countable. It also presents uncountable nouns that look plural (*news*) and nouns that are both countable and uncountable.

Speaking naturally *Word stress*

(See Student's Book p. 43.)

In this lesson, Ss review their knowledge of word stress.

Ss identify and practice word stress – the concept of a stressed syllable within a word. Stressed syllables are usually said louder and longer with a clear vowel sound; unstressed syllables generally have reduced vowels, often a *schwa* (/ə/).

Lesson B *Perks and benefits*

Grammar *Generalizing and specifying*

(See Student's Book p. 44.)

The lesson teaches the use of the indefinite (*a / an*) and definite (*the*) articles, or no article, for making general and specific references to nouns.

Generalizing

- Use *a / an* with a singular countable noun to make a generalization. Use *a / an* if the noun doesn't refer to a specific person or thing.

  I want to work for a company that has a salon.
- Generalizations are often made with plural countable nouns or uncountable nouns without *the.*

  Classes after work are a great idea.

  I like to listen to music at work.

Specifying

- Use *the* with singular countable nouns when the idea – the noun – is known to the listener or when the context makes clear who or what is being referred to.

  I'd like to take the kids to the office.

  the kids = my kids

  the office = my office

- *The* is also used when the thing being referred to is specified somehow – often with a relative clause.

  The classes that I take are very expensive.

  My colleagues don't like the music (that) I listen to.

Grammar extra *More about the definite article*

(See Student's Book p. 151.)

These activities practice the use of the definite article.

Corpus information

Common errors with definite articles

It was late, so I went to bed. (NOT: . . . ~~so I went to the bed~~.)

She couldn't go to work because she was sick. (NOT: ~~She couldn't go to the work . . .~~)

Lesson C *Obviously, . . .*

Conversation strategy *Showing your attitude*

(See Student's Book p. 46.)

In conversation, speakers often signal their attitude by using *-ly* adverbs.

- This lesson presents *-ly* adverbs that people use to show their attitude.

The lesson reviews asking questions to find out or check information, which was presented in Unit 1, Lesson C.

Corpus information

Attitude expressions

In conversation, *interestingly, strangely,* and *oddly* are often used with *enough. Importantly* is usually used in the expressions *More importantly . . .* or *Most importantly . . . .*

Strategy plus *As a matter of fact*

(See Student's Book p. 47.)

- *As a matter of fact* and *In fact* can be used to introduce new information that you want to emphasize.

  A *Any job offers yet?*

  B *As a matter of fact, I just had an offer . . .*

- They are often used to introduce a correction to someone's mistaken assumption or expectation about a situation.

  A *I don't know if they need teachers, really.*

  B *There's a real shortage of science teachers – so, in fact, teaching might be a good idea.*

Lesson D *Ace that interview!*

Reading

(See Student's Book p. 48.)

The Reading Tip explains that writers use *This* to focus on something important. *This* refers back to information that has just been given in the text.

Writing *My responsibilities included . . .*

(See Student's Book p. 50.)

In this lesson, Ss write a personal statement to support an application. The lesson shows how paragraphs can be used for different topics, and how to use nouns to make writing sound more formal. It also points out a common error students make when using countable nouns.

- Paragraphs for different topics

  Students are given a model for the personal statement which presents models for the following paragraph topics:

  Introduction

  Studies

  Work experience

  Leisure time

  Summary

- Nouns in formal writing

  In formal writing, ideas are often expressed in nouns rather than verbs. Research on examination grading has shown that the ability to use noun phrases in examination essays can help Ss achieve higher grades.

  I was responsible for writing reports. = My responsibilities included writing reports.

Corpus information

Common errors with uncountable nouns

Ss are reminded to check their use of uncountable nouns to ensure they have not used indefinite articles or added plural *-s*.

Working lives

Introduce the theme of the unit Tell Ss that in this unit they'll talk about work and how to find a job. Elicit from Ss what they think is necessary to get a job (e.g., *send a résumé, go to an interview*). Say, "You'll also talk about what you want from an employer. What's important to you?" Ss call out their ideas (e.g., *salary, vacation*). Read the unit aims aloud.

Lesson A *Stand out from the crowd!*

1 Vocabulary in context

- **Set the scene** Say, "When a good job becomes available, a lot of people send a résumé and apply for it. Employers look at the résumés and call just a few people for interviews. If your résumé helps you stand out from the crowd, you'll probably get called for an interview. What does *stand out from the crowd* mean?" [people notice you because there is something different about you]

A CD2, Track 2

- **Preview and do the task** Books closed. Say, "What do you think employers look for in job applicants? Make a list." Have Ss complete the task. Ask Ss to call out their ideas. Write them on the board (e.g., *education, experience, a good résumé, a good interview*).
- Books open. Say, "Now read the article. Which of your ideas are mentioned?" Have Ss read and check for their ideas. Ask several Ss to say which of their ideas were mentioned.
- Have Ss look at the list on the board. Ask, "How many of the class's ideas are mentioned?" Check (✓) the ideas that Ss call out.
- **Vocabulary help** Write the following definitions on the board:
  1. *person or people that you are trying to be better than (in the introduction)*
  2. *reasons for believing that something is true or not true (in the introduction and in point 2)*
  3. *a person's ability to achieve success (in point 1)*
  4. *worked with someone for a special purpose (in point 2)*

  Say, "These are definitions for words in the article. Find the words." Have Ss work in pairs to find the words. Check answers with the class. [1. competition; 2. evidence; 3. potential; 4. collaborated]
- Have Ss call out any other vocabulary problems and write them on the board. Have classmates give definitions or explanations of words they know. Help with any remaining vocabulary.

Word sort

B

- **Preview the task** Ask, "Which nouns in the article go with the verbs in the chart?" Point out that the first answer has been filled in. Ask, "Where in the article can you find this answer?" [2. Evidence you can work well with others] Say, "Find the nouns and write them in the chart."
- **Do the task** Have Ss complete the chart. Check answers with the class.

Answers

achieve a goal
acquire knowledge or skills
face competition in school or at work
follow someone's advice
have some (job) training
make progress with a project
meet a deadline
save or make money
show interest in a job
submit a job application

About you

- Say, "Now ask a partner which things he or she has done in the last twelve months." Ask a pair of Ss to read the example conversation aloud.
- **Follow-up** Have several Ss tell the class something their partner has done in the last twelve months.

Tell Ss to turn to Vocabulary Notebook on p. 51 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-51.)

Extra activity – groups

Groups make up a card for each noun in Exercise 1B. The cards are placed face down. One card is turned up. Ss call out the correct verb as quickly as possible. (There may be more than one correct verb.) Groups continue in this way until all the cards are face up.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Say, "Find these three nouns in the article and underline them." Write on the board:

  candidate
  application
  research

- **Do the task** Have a S read the three questions in Exercise A. Say, "Answer the questions about the nouns as they appear in the article." Have Ss complete the task. Check answers with the class.

Answers

candidates (first line): not used with *a / an*; plural
application (third line): used with *a / an*; singular
research (fourth line): used without *a / an*; singular

- **Focus on the form and use** Ask, "How do you know *candidates* is plural?" [It ends with *s* and the verb is plural.] Ask, "How do you know *application* is singular?" [It's used with *an*. Each applicant submits only one application.] Ask, "How do you know *research* is singular? [It has a singular verb.]
- **Present the grammar chart** Ask individual Ss to each read a section of the chart aloud. The class listens and reads along. If desired, play the downloadable recording.
- **Understand the grammar** Say, "This chart looks at countable and uncountable nouns. Review the chart and the examples. Then close your book and complete these sentences with the correct kind of noun." Write on the board:

  1. *Use a / an with . . .*
  2. *Use a singular verb with . . .*
  3. *Use a plural verb with . . .*

- Books open. Have Ss complete the sentences. Check answers with the class. [1. singular countable nouns; 2. uncountable nouns or singular countable nouns; 3. plural countable nouns]
- **Present *Common Errors*** Read the information aloud. (For extra help with uncountable nouns, go to Grammar Extra p. 150.)

About you

B

- **Preview and do the task** Say, "Complete the questions with the correct form of the nouns given. Sometimes there is more than one answer. Remember to include *a* or *an* when necessary." Ask a S to read the first question in number 1. Ask, "Why is *a job* correct?" [*Job* is a singular countable noun.]
- Have Ss complete the task. Check answers with the class.

Answers

1. a job, work
2. advice, information
3. permission, a job / jobs
4. a company / companies, an application / applications
5. a graduate / graduates, help
6. skill / skills, get training

- Have Ss take turns asking and answering the questions with a partner.

C

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: Ask a S to read the completed paragraph aloud.

Answers

information, is, work is, help, is, feedback, is / was, good advice, research, is, software, training, knowledge

3 Viewpoint

Group work

- **Preview the task** Read the instructions aloud. Have a S read the three discussion questions aloud. Make sure the Ss understand the questions.
- **Present *In Conversation*** Read the information aloud. Say, "*Actually* is one of the top 200 words in conversation. You can use it to give new information. You can use it to give surprising information. You can also use it to correct things other people say." Have a S read the example sentence aloud. Ask, "How is the speaker using *actually*?" [To give new information.]
- **Do the task** Have Ss discuss the questions, draw up five-point plans, and then read each others' plans. Walk around the class, giving help as necessary.
- **Follow-up** Call on a few Ss to talk about some of the differences they found in the plans.

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 139. (See the teaching notes on p. T-139.)

Extra activity – pairs

Ss look at Exercise 2B again. They write new questions using the nouns in parentheses. Ss take turns asking and answering the questions. Remind to Ss to use *actually* where possible.

Lesson B *Perks and benefits*

1 Grammar in context

- **Set the scene** Say, "Of course, people who work for an employer usually get a wage or salary. What are some other things that a company might offer their employees?" Elicit ideas from Ss (e.g., *cell phone or smart phone, laptop, cafeteria*) and write them on the board. Say, "These 'extras' from a company are usually referred to as perks and benefits."

A

- **Preview and do the task** Books open. Ask, "What are some common perks and benefits that people have at work? What perk does each picture show?" [massage, free public transportation, barber / hair salon, cafeteria]
- Say, "You suggested a few perks and benefits at the beginning of the lesson. After seeing these pictures, what others can you think of? Share ideas with a partner."
- Have Ss call out their ideas (e.g., *day care, company car, retirement plan*). Add them to the list on the board.
- If Ss have trouble thinking of perks and benefits, some common ones include: a smart phone for work, extra vacation time, training and professional development, discounts on entertainment and events, low-cost or free food in cafeterias, casual dress code, option to telecommute, flexible schedules, health club memberships, day care, tuition reimbursement, job sharing.

B CD2, Track 5

- **Preview the task** Read the instructions aloud.
- Check that Ss understand the perks and benefits in the survey.
- Ask, "Which of these perks and benefits do you think are common? Which had you never heard of?" Ask two Ss to find out from the class. S1 reads each perk / benefit aloud and asks, "Is it common?" Ss raise their hand if they think it is. S2 counts the hands and records the number. S1 asks, "Had you heard of it? Raise your hand if not." S2 counts the hands and records the number.
- Ask S2 to report 1) the three most common perks or benefits, and 2) the perks or benefits most people hadn't heard of. (For large classes, have Ss form groups and assign two Ss per group.)

About you

C Pair work

- **Preview and do the task** Say, "Add three more perks or benefits that you would like to have." Ask a few Ss to read their additions to the list.
- Say, "Now rate all the perks from one to five."
- Have Ss finish rating the perks and benefits. Tell Ss to compare their ratings with a partner. Ask two Ss to read the example conversation aloud. Have Ss complete the task.
- **Follow-up** Ask, "Did you disagree strongly on any of the perks or benefits? Which ones? Why?" Call on Ss to report to the class.

Extra activity – groups

Groups agree on a list of four perks or benefits that they would like to have from their employer. Ss can choose from any perk or benefit that has been mentioned or use ideas of their own. Groups report their final list to the class.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview and do the task** Say, "Which sentences below contain errors? Use the survey to help you correct them." Have Ss complete the task. Check answers with the class.

Answers

1. Some employers offer ~~the~~ free exercise classes.
2. no error
3. Some let you take the kids to **the** office.
4. Some companies have **a** doctor.

- **Focus on the use** Say, "Look at sentence 1. What kind of noun is *classes*?" [plural countable] Ask, "Is it making a general statement about exercise classes or is it about specific classes?" [general] "Is it correct with or without *the*?" [without]

  Ask about sentence 2. "What kind of noun is *insurance*?" [uncountable] Ask, "Is it making a general statement about dental insurance?" [yes] Is it correct without *the*?" [yes]
- Ask, "In sentence 3, what kind of noun is *office*?" [singular countable] Say, "It's singular and countable so it needs an article. If you say *an office* here, what does it mean?" [anyone's office] "If you say *the office* here, what does it mean?" [my office, a specific office]
- Ask, "In sentence 4, what kind of noun is *doctor*?" [singular countable] Ask, "Do we know which specific doctor?" [No] "So we use an indefinite article."
- **Present the grammar chart** Give Ss a few moments to read the chart. If desired, read it aloud, or play the downloadable recording while Ss read along.
- **Understand the grammar** Say, "This chart talks about articles in terms of generalizing or specifying. Look at the top left section of the chart. Why is the indefinite article used in the example sentence?" [*Company* and *salon* are singular countable nouns, but they're not specific.]
- Say, "Look at the bottom left section. Why isn't there an article in front of *classes* or *music*?" [Both sentences are generalizations. *Classes* is plural and countable, and *music* is uncountable.]
- Say, "Look at the top right section of the chart. Why is the definite article used in the example sentence?" [It's clear that the speaker means his or her kids and his or her office, not anyone's kids or any office.]
- Say, "Read the example sentences in the bottom right section. *Classes* and *music* have the definite article here. Compare this to the section on the bottom left. What's the difference? [In the sentences on the right, the speaker is specific about the classes and the music; he or she says which ones he or she means.]

  (For more information, see Language Notes at the beginning of this unit. For extra help with relative clauses, go to Grammar Extra p. 146.)

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: Ask individual pairs to each read a completed conversation aloud.

Answers

1. A a, (–), (–)
   B (–), (–), the, a, a
2. A an
   B a, the
3. A (–)
   B a, an, the

About you

C Pair work

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

3 Listening and speaking

A CD2, Track 6

- **Preview the task** Read the instructions aloud. Ask Ss to read the list of perks and benefits. Check that Ss understand them.
- **Play the recording** Audio script p. T-268 Ss listen and number the perks or benefits.
- **Play the recording again** Say, "This time, complete the specific examples of each perk."
- **Play the recording again** Ss listen again and check their answers. Check answers with the class.

Answers

4: paid time off – You can get paid leave to work on outdoor projects or volunteer in a school.
5: tuition fees – You can get a master's degree or extra training.
2: flexible work time – You can leave work early or take a day off.
3: a pleasant atmosphere – You work with positive people and get useful feedback.
1: a health club – You get free exercise classes, and there's a gym.

About you

B Pair work

- **Preview the task** Read the instructions aloud. Tell Ss they can include any of the perks or benefits they learned about in this lesson. Have a pair of Ss read the example conversation aloud.
- **Do the task** Pairs decide on their top five ideas, then present them to another pair.
- **Follow-up** Several pairs present their list to the class.

Lesson C *Obviously, . . .*

1 Conversation strategy

Why show attitude in a conversation?

In conversation, speakers often signal their attitude toward what they say as part of their message. For example, they can show if they think the information they give is unfortunate, serious, or obvious. This can help the listener understand the speaker's views and respond appropriately.

- **Set the scene** Books closed. Say, "When you think about the job you would like to have, you should think about things besides the perks and benefits. For example, maybe you'd be happier working for a small company than a big company. What other things can you think of?" Ss call out their ideas (e.g., *working with people, use of technology, working indoors or outdoors, the level of responsibility, the chance to be creative*).

A

- **Preview the task** Books open. Read the instructions aloud.
- Have a S read the three statements aloud. Check that Ss understand these expressions: *One factor to consider* [one thing / issue you should think about]; *Being stuck* [being trapped or caught; unable to get out]; *not "me"* [not my thing; not what I like]; *shortage* [not enough of].
- Ask a S to read sentence 1 aloud. Have Ss call out ideas for replacing *the salary* (e.g., *the benefits, the chances for promotion, the location*).
- **Do the task** Have Ss complete the task. Check answers with the class: Ss call out their ideas for replacing the words in bold (e.g., 2: *managing other people, traveling all day, having to work on my own, working at night*; 3: *engineers, doctors, teachers*).

B CD2, Track 7

- **Preview the task** Books closed. Say, "Now listen to Jake and Tori's conversation. What is Tori's job situation right now? Write the answer."
- **Play the recording** Ss listen and write. Replay the recording if necessary.
- **Play the recording again** Books open. Ss listen, read along, and review their answer. Check the answer with the class. [She just had a job offer from a biotech company, but she's having second thoughts about it.]
- Have Ss read the conversation again. Check for vocabulary questions.
- **Follow-up** Write on the board:

  Why is Tori having second thoughts?

  Do you think working for a biotech company would be a good job? Why?

  What would she like to do?

  What else would be a good job for Tori?

  Have Ss discuss the questions in groups. Have one or two Ss summarize the discussion for the rest of the class.

C

- **Present *Notice*** Read the information and the examples aloud. Have Ss repeat the adverbs. Tell Ss to find examples in the conversation. [*Tori:* I mean, money *is* a factor, obviously; *Tori:* But seriously, it's not *that* important.; *Jake:* Well, interestingly enough, I just read an article . . .]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.
- **Present *In Conversation*** Ask a S to read the information aloud.

About you

D

- **Preview the task** Say, "Add *-ly* adverbs to the sentences using the ideas given. Add *enough* where appropriate."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer aloud.

Answers

1. Fortunately, I made my own career choices. My parents never forced me into a career I didn't want. Luckily, I've never had second thoughts, either.
2. One of my friends is stuck in a job he really hates, unfortunately. But strangely enough, he's not making any effort to leave.
3. Oddly enough, I've never really been tempted by money. I mean, obviously a good salary is nice to have. But more importantly, you want a job that's really "you."
4. It takes years to train to be a doctor, not surprisingly. I mean, doctors make a lot of money, but seriously, I don't want to be in school that long.
5. Interestingly enough, one of my friends has just had a job offer. Unfortunately, they didn't offer him any benefits.

- Say, "Now discuss the sentences with a partner. Which are true in your situation?" Have Ss discuss the sentences. Walk around the class, giving help as necessary.

Extra activity – pairs

Pairs write a conversation similar to Jake and Tori's. The conversation needs to include at least four *-ly* adverbs, with two of them coming from the *In conversation* box. Pairs present their conversation to another pair. A few pairs present their conversation to the class.

2 Strategy plus

Why use *as a matter of fact* and *in fact*?

In conversations and discussions, speakers use *as a matter of fact* and *in fact* to present new information that they consider important or want to emphasize. They often use these expressions to give an opinion or information that is different from what other people assume or expect. (For more information, see Language Notes at the beginning of this unit.)

- **Present *Strategy Plus*** Have Ss cover the information box at the top of the page. Write on the board:

  As a matter of fact

  In fact

- Tell Ss to look back at the conversation on p. 46 and find an example of each expression. [Tori: As a matter of fact, I just had an offer from a biotech company . . . ; Jake: . . . so, in fact, teaching might be a good choice for you.] Have Ss uncover the information box.
- Ask, Why do you think people use these expressions? Have Ss call out their ideas.

CD2, Track 8

- **Play the recording** Ss listen and read along. Tell Ss to read Jake and Tori's conversation again to see the expressions in context.

A CD2, Track 9

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and compare their answers with a partner.
- **Play the recording** Ss listen and check their answers.

Answers

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

About you

B Pair work

- **Preview the task** Read the instructions aloud. Give Ss a few minutes to prepare their answers. Tell Ss to include *in fact* and *as a matter of fact.*
- **Do the task** Ss discuss the questions. Walk around the class, listening for the use of *As a matter of fact.*

3 Strategies

A CD2, Track 10

- **Preview the task** Books closed. Write on the board *I wonder why people change careers . . . .* Elicit ideas from Ss (e.g., *they want more money, they hate their job, they don't get along with their boss / co-workers*).
- Say, "Circle the best expressions to complete the conversation. It's a good idea to read the conversation before you begin. When you finish, compare your answers with a partner."
- **Do the task** Ss circle the best expressions and compare answers.
- **Play the recording** Ss listen and review their answers. Check answers with the class.

Answers

Branka I wonder why people change careers.
Josh Well, obviously, a higher salary is one reason.
Pam Yeah. Luckily, I have a pretty good salary, so . . .
Josh What if your job isn't very rewarding? In fact, that happened to a friend of mine, and he quit his job. Fortunately, it worked out for him.
Pam And not surprisingly, people just get bored.
Branka That's true. Clearly, you don't want to be stuck in a job that's not challenging.
Josh And in fact, it's a good way to get other experience.
Pam Interestingly enough, I read an article that said there'll be no more "jobs for life."
Josh I saw that, too, as a matter of fact. We'll all be changing jobs and more importantly, going back to school!

- **Practice** Have Ss practice the conversation in groups of three.

About you

B Pair work

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Say, "Discuss your reasons before you make your list." Have pairs complete the task.
- **Follow-up** Have several pairs present one of their lists to the class. Ask Ss to explain why they chose the reasons that they did.

Extra activity – pairs

Pairs choose one of the questions from Exercise A and write a longer conversation for the answer. Ss should try to include a variety of *-ly* adverbs as well as *in fact* and *as a matter of fact*. Pairs present their conversation to another pair. The "listening" pair writes the *-ly* adjectives they hear.

Lesson D *Ace that interview!*

1 Reading

- **Set the scene** Books closed. Read the title of the lesson aloud. Ask, "What does to ace something mean?" [to do something extremely well] Ask, "What are some things you can do to ace an interview?" Have Ss call out their ideas (e.g., *look nice, answer questions promptly, be positive, research the job / company before you go*).

A Prepare

- **Preview the task** Books open. Read the instructions aloud. Ask a S to read the six questions aloud. Make sure the Ss understand the questions in the activity.
- **Do the task** Tell Ss to circle the questions they think are good questions. Check answers with the class. [good questions: *a, b, c,* and *e*. Questions *d* and *f* are probably not good questions for an interview.]
- Ask, "Why are *a, b, c,* and *e* good questions?" Elicit ideas from the class (e.g., *They show you're interested in the company and not just getting a job. They show you're interested in learning more.*). Ask, "Why are *d* and *f* probably not good questions?" Get ideas from the class (e.g., *They sound as if you're more interested in yourself rather than helping the company.*)

B www.cambridge.org/viewpoint/audio

Read for main ideas

- **Preview the reading** Read the instructions aloud. Say, "Read the article twice. The first time, just read for the main idea. Don't stop to check vocabulary. The second time, write the questions from Exercise A in the appropriate places in the article. If desired, play the downloadable recording for the first reading. Ss listen and read along.
- **Do the task** Ss read and write the questions. Tell Ss to compare their answers with a partner. Say, "If you have any differences, discuss them with your partner. Use the information in the paragraph to explain your choice." Check answers with the class.

Answers

1. c. What projects are you currently working on?
2. a. How does the position fit into the company's structure?
3. b. What opportunities are there to get training?
4. e. How is performance reviewed?
5. f How much vacation will I get?
6. d. Can I work from home?

- **Present *Reading Tip*** Read the information aloud. Ask a S to find and read the sentence from paragraph 5. [This shows your desire to acquire skills and knowledge that will benefit the company.] Ask Ss, "What does *this* refer to?" [asking about opportunities to get training]
- Ask a S to find and read the sentence from paragraph 8. [If you ask this, employers will worry that you're not fully committed to the job.] Ask the class, "What does *this* refer to?" [asking about vacation time]

Extra activity – class

Ss read the article again and underline any vocabulary they do not know. Ss call out their underlined words. Write the words on the board. Ss have a dictionary race. Call out one of the new words on the board. Ss look for the word and raise their hand when they find it. The first S to raise his or her hand reads the definition aloud to the rest of the class.

C Paraphrase

- **Preview the task** Remind Ss that "paraphrase" means "say the same thing in a different way." Read the instructions and sentence 1 aloud. Ask Ss to look in the article and find the sentence that was paraphrased. [But have you prepared for the most difficult interview question of all: "Do you have any questions for us?" (para. 1)]
- **Do the task** Ss read and underline the paraphrased sentences. Check the answers with the class.

Answers

1. But have you prepared for the most difficult interview question of all: "Do you have any questions for us?" (para. 1)
2. "A candidate can't afford to trip up on this question," says Erica Lee, a career advisor in Los Angeles. (para. 2)
3. "Managers spend most of their time worrying," says Lee. "Clearly, an employee who takes that stress away is like gold to them." (para. 3)
4. This shows your desire to acquire skills and knowledge that will benefit the company. (para. 5)
5. This question demonstrates that you appreciate the importance of being accountable, meeting deadlines and targets. It also shows that you understand the value of constructive criticism and guidance. (para. 6)
6. If you ask this, employers will worry that you're not fully committed to the job. (para. 8)

About you

D React

- **Preview and do the task** Read the instructions aloud. Say, "If you've never had a job interview, which questions do you think you would have asked?" Have Ss discuss the questions in small groups.
- **Follow-up** Ask groups to report their answers to the class.

2 Focus on vocabulary

About you

- **Preview the task** Say, "Complete the sentences with the noun form of the words given. Use the article to help you." Ask a S to read the first sentence aloud. Say, "To find the noun form of *solve*, scan the article and find a similar word. Read the sentence. Does the meaning seem similar?" Elicit the answer. [solution] Ask, "Where is it in the article?" [para. 3]
- **Do the task** Have Ss complete the sentences. Check answers with the class: Have individual Ss each read a completed sentence.

Answers

1. solution (para. 3); 2. importance (para. 6); 3. value (para. 6); 4. criticism (para. 6); 5. guidance (para. 6); 6. assessment (para. 9); 7. need (para. 9).

- Have a S read aloud the example sentence. Have pairs take turns using the words and giving examples.

3 Listening and speaking

A Pair work

- **Preview and do the task** Say, "Read the advice about how to answer interview questions." Read the five pieces of advice (a–e) aloud. Check that Ss understand them. Help with vocabulary as needed.
- Ask, "Why are these good rules to follow?" Elicit ideas (e.g., 1: *perhaps less training will be needed;* 2: *you're prepared to answer questions / you can think quickly;* 3: *show your attitude is positive;* 4: *show you have a serious interest in the job;* 5: *being prepared shows interest and willingness to succeed*).
- Ask, "What other rules can you think of? Use ideas from the lesson to think of other rules." Have Ss complete the task. Have Ss share some of their rules (e.g. *be positive, answer questions in a way that makes you look good, be honest and don't lie about your experience, speak clearly and not too fast*).

B CD2, Track 11

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-269 Ss listen and match the person with the broken rule. Replay the recording if necessary. Check answers with the class. If students have different answers, have them explain their choices.

Answers

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

C CD2, Track 12

About you

- **Preview the task** Say, "Think of a job you might want to interview for. Listen to the interview questions again, and prepare your own answers. The example is a possible answer for question 1." Ask a S to read it aloud.
- **Play the recording** Audio script p. T-269 Ss listen and write their answers. Pause the recording between questions to give Ss time to answer.
- Say, "Now compare answers with a partner. Do you think your partner followed the rules in Exercise A?"
- **Follow-up** Have a few Ss report answers that didn't follow the rules to the class.

Writing *My responsibilities included . . .*

In this lesson

- Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Ask Ss to scan the page to find where each aim is taught. [use paragraphs for different topics: Exercise A; use nouns in formal writing: Exercise B; avoid errors with uncountable nouns: Common errors]
- **Preview the writing** Say, "This lesson looks at writing a personal statement." Point out the writing topic and read it aloud. Explain that they will write a personal statement as part of an application for college, graduate school, or a job. Say, "As part of writing a personal statement you will learn to use paragraphs for different topics, use nouns to make your writing sound more formal, and avoid errors with uncountable nouns."

A Look at a model

- **Preview and do the task** Read the instructions aloud. Say, "Looking for key words in the paragraphs will help you decide." Have Ss complete the task.

Answers

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

B www.cambridge.org/viewpoint/audio

Focus on language

- **Preview and do the task** Say, "How does the writer express the ideas below? Underline the sentences in the personal statement in Exercise A." While Ss complete the task, write on the board:

  1. I was interested in business.

  2. I was responsible for writing reports.

  3. I decided to do this internship.

- Check answers with the class: Ask individual Ss to each read a sentence from the board and its correct answer. [1. My interest in business began in high school. (para. 1); 2. My responsibilities included organizing the meetings and writing reports. (para. 1); 3. The decision to do this internship was based on my wish to pursue a career in the hospitality industry. (para. 3)]
- Underline *was interested* and *was responsible*. Ask, "What kinds of words are they?" [past form of *be* + adjective]. Underline *decided* and ask, "What kind of word is it?" [a verb] Ask, "What words replace these underlined words in the model?" [interest, responsibilities, decision] "What kinds of words are they?" [nouns]
- **Present the grammar for writing chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording.
- **Understand the grammar for writing** Have Ss compare the sets of sentences. Point out the verbs that are used after the nouns in the second set [began; included; was based on]. Say, "When you write a personal statement, you have to write about things you did. Instead of starting every sentence with *I* + a verb, you can use nouns. Using nouns makes your writing sound more formal and academic. This can also impress examiners who grade your papers and help you get higher grades."
- Write the following on the board:

  This experience has taught me that it's important to be patient and understand people.

- Ask Ss what nouns are used to express the underlined ideas in the model in Exercise A [the importance of patience and understanding]. (For more information, see Language Notes at the beginning of the unit.)

C

- **Preview the task** Read the instructions aloud and ask Ss how they would complete the first sentence. "How would you complete it?" [. . . advertising student events and raising money.]
- **Do the task** Say, "After you rewrite the sentences, check to see that you changed, added, or took out everything you need to. Then compare your answers with a partner." Discuss any differences.

Answers

1. My responsibilities included advertising student events and raising money.
2. My interest in the media has grown over the last three years.
3. My work in a software company helped me improve my time-management skills.
4. My / The decision to go into nursing was based on my / a wish to pursue a career in caregiving.

D Brainstorm

- **Preview the task** Read the instructions aloud. Say, "Depending on the application you choose, you may not need to include every topic in Exercise A."
- **Do the task** Remind Ss that when they brainstorm, they write all their ideas. They can choose the ones they want to keep when they organize their statement.

E Write and check

- **Preview the task** Read the instructions aloud.
- **Present *Common Errors*** Books closed. Say, "Here are some common errors with uncountable nouns." Write on the board:

  This gave me an invaluable experience.

  My work experiences include an internship at a hotel.

  I would like a work in hotel management.

  Say, "Work with a partner. Correct the errors."
- Check answers with the class. Write in the corrections on the board. [This gave me ~~an~~ some invaluable experience. My work experiences includes an internship at a hotel. I would like a job / position in hotel management.]
- Books open. Read the information aloud. Say, "You can review the list of uncountable nouns in the Common Errors box on page 43 if you need help."
- **Do the task** Have Ss complete the task.

Vocabulary notebook *Meet that deadline!*

If done for homework

Briefly present the Learning Tip and the task directions. Explain collocations to Ss. Say, "Collocations are words that are typically and most often used together, for example, verbs with nouns. Here are some examples." Write on the board, underlined as shown:

miss a deadline (not lose or fail a deadline)

have a tight deadline (not a tense deadline)

Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "Look at the noun *deadline* in the example. What verbs are commonly used with it?" [have, meet, miss, set] Ask, "What adjective is used?" [tight] Say, "Collocations are words that are most often used together."

A

- **Preview and do the task** Read the instructions aloud. Say, "Use each verb once." Point out that the first one has been done as an example. Have Ss complete the task. Check answers with the class.

Answers

1. face competition
2. make or save money
3. make progress
4. show interest
5. submit an application
6. acquire knowledge
7. achieve a goal
8. follow advice

B

- **Preview and do the task** Read the instructions aloud. Point out that the first one has been done as an example. Have Ss complete the task. Check the answer(s) for each noun with the class. Have Ss call out any other adjectives they added.

Answers

1. stiff competition (fierce)
2. a dream job (great / ideal / interesting)
3. impressive résumé (good / excellent)
4. relevant skills (useful)
5. invaluable feedback (useful)
6. relevant training

C **Word builder**

- **Preview and do the task** Read the instructions aloud. Point out that the first one has been done as an example. Have Ss complete the task. Check the answers with the class. Have Ss call out the words they added.

Answers

Verbs

a. give, offer, take, ignore, seek advice
b. fill out, complete an application
c. set, achieve, reach a goal

Adjectives

a. fierce, intense competition
b. positive, negative feedback / advice
c. formal, vocational training
d. social, technical skills
e. good, practical, helpful advice / feedback / training

- **Present *Dictionary Tip*** Read the information aloud.

Extra activity – pairs

Each pair is assigned a letter of the alphabet (exclude *q*, *v*, *x*, and *y*) Each pair finds five countable and five uncountable nouns. The first pair to find the nouns wins.

On your own

- **Present *On Your Own*** Read the instructions and the example aloud.
- **Follow-up** At the start of the next class, several Ss present their posters to the class.

Unit 5 Challenges

Lesson A *Giving away your things*

Grammar *Imagining situations*

(See Student's Book p. 53.)

In this lesson, Ss use *if* clauses to talk about hypothetical events in the present and past.

Form

- Present conditional statements

  If + subject + past form, subject + modal + verb

  If he looked hungry, I'd give him some money.

- Present conditional questions

  If + subject + past form, modal + subject + verb

  If you saw a homeless person on the street, what would you do?

- Past conditional statements

  If + subject + past perfect form, subject + modal + *have* + past participle

  If she hadn't mentioned it, I might not have thought of it.

- Past conditional questions

  If + subject + past perfect form, modal + subject + *have* + past participle.

  If you'd been in the car with Hannah, what would you have done?

- Mixed present and past

  A present *if* clause can contain a condition that affects a result in the past.

  If + subject + past form, subject + modal + *have* + past participle

  If they still lived in their big house, would they have raised any money?

  If he didn't have a good job, he wouldn't have given that much money.

  A past *if* clause can contain a condition that affects a result in the present.

  If + subject + past perfect form, subject + modal + verb

  If they had stayed there, they might not be so close now.

Use

- Present conditional statements with *if* clauses describe imaginary or hypothetical situations. They describe how things might be different under different conditions.
- Past conditional statements with *if* clauses talk about how things might have been different under different circumstances.

Grammar extra *Continuous forms to talk about conditions; even if and unless to talk about conditions*

(See Student's Book p. 152.)

These activities review and practice conditional sentences.

Corpus information

Common errors

Don't use *unless* when the event in the *if* clause actually happened.

If they hadn't sold their house, they wouldn't be as close now.

(NOT: ~~*Unless they had sold . . .*~~)

Lesson B *A better future?*

Vocabulary in context *Problems and solutions*

(See Student's Book p. 54.)

The interviews include vocabulary related to world issues such as hunger, poverty, unemployment, and the environment, which are presented in different forms (noun, verb, adjective).

Vocabulary notebook *Wealthy = rich*

(See Student's Book p. 61.)

The Learning Tip tells Ss that when they learn a new word, they should find a synonym for it and write a phrase that explains the word. Vocabulary to talk about world issues and challenges is reviewed and practiced.

Grammar *Talking about wishes, hopes, and regrets*

(See Student's Book p. 55.)

This lesson teaches ways of expressing wishes about the past, present, and future. It also teaches Ss to use *hope* to talk about what they want to be true in the past, present, and future. Finally, Ss learn to express regret with *wish* and the past perfect.

Use

Structures with *wish* describe how the speaker would like a situation or event to be different from how it was, is, or will be.

- *Wish* + past form

  Wish and a past form is used to imagine a different situation or event in the present.

  Aya wishes we could eradicate poverty.

  (The truth is that we can't eradicate poverty.)

- *Wish* + past perfect

  Wish and the past perfect is used to imagine a different situation or event in the past.

  Luis wishes everywhere hadn't gotten so polluted.

  (The truth is that everywhere did get polluted.)

- *Wish* + *would* + verb

  Wish + *would* + verb is used for situations or events that the speaker cannot control or that the speaker wants someone else to do something about in the present or future.

  Pin wishes someone would solve the hunger problem.

  (The truth is that Pin can't control the hunger problem and wants someone else to do it.)

- *Hope*

  Hope is used to talk about things the speaker wants to be true in the past, present, or future.

  Tom hopes they (will) create more jobs.

  (It's possible that they will create more jobs. Tom wants this to be true.)

Grammar extra *Use of wish with would; Strong wishes with If only*

(See Student's Book p. 153.)

These activities review the use of *wish* with *would* and show how to express strong wishes with *If only*.

Corpus information

Verbs in *if* clauses

People say *If I was* . . . more than *If I were* . . . , although *were* is considered more correct to describe imaginary situations. Verbs in *if* clauses can be either affirmative or negative, but tend to be mostly affirmative.

Common errors

Don't confuse *wish* and *hope*.

I hope this information will be helpful to you.
(NOT: ~~*I wish this information would be helpful to you.*~~)

Don't confuse *if only* and *only if*.

I would miss work only if I were sick. **OR** *I would only miss work if I were sick.*
(NOT: ~~*I would miss work if only I were sick.*~~)

Verbs after *wish*

In conversation, *I wish I was* is three times more frequent than *I wish I were*. However, *were* is considered more correct, especially in writing. Verbs after *I wish* can be either affirmative or negative, but they tend to be affirmative. People sometimes say *I wish I would have done* ..., instead of *I wish I had done* ..., but this is considered incorrect and should not be used in writing or examinations. However, *I wish I could have done it* is perfectly correct.

Lesson C *What if . . . ?*

Conversation strategy *Imagining possible scenarios*

(See Student's Book p. 56.)

- To make a point, speakers often put forward hypothetical situations for consideration. For example, *Suppose everybody gave to charity instead of buying useless gifts* asks the listener to imagine a world where people did this. Speakers also use *What if* and *Imagine* to do this. In addition, *What if* and *Suppose* can be used to make suggestions in conversations where a problem is being solved.
- Because *What if*, *Imagine*, and *Suppose* are used to imagine possible scenarios and ideas, they can be followed by a past form of the verb. They can also be followed by present verb forms, especially in suggestions (e.g., *A: What if we don't buy each other gifts this year? B: OK, let's not.*)

Corpus information

What if . . . ?

What if . . . ? is the most common of these expressions. It is mostly used in follow-up questions. It doesn't usually start a conversation.

Strategy plus *I suppose*

(See Student's Book p. 57.)

- *I suppose* is a useful hedging or softening expression. Speakers can use *I suppose* when they are not absolutely sure or want to give the impression that they are not sure.
- People use *I suppose* as a response to show the other person is right or has a good point. Using *I suppose* as a response could indicate doubt, slight disagreement, or resignation.

Lesson D *Mercy Ships*

Writing *Volunteering*

(See Student's Book p. 60.)

This lesson teaches Ss to write a polite inquiry regarding volunteer work. The grammar for writing presents dummy *it* as a subject or object after verbs like *appreciate* and *find*. It also points out a common error with missing subjects.

- Writing a polite inquiry

  Ss are given a model of an email requesting more information about volunteer work. It also includes briefly describing a problem and offering a solution.

- Dummy *it*

  The dummy, or empty, *it* does not refer to a specific thing but to a general situation. The dummy *it* can be used in non-imperative clauses that need a subject. *It* is also required as an object after certain verbs like *appreciate, prefer, find* . . . + adjective.

Corpus information

Common error

Avoid using a form of *be* to start a statement.

It would be useful to talk to someone.
(NOT: ~~*Would be useful to . . . .*~~)

Challenges

Introduce the theme of the unit Tell Ss that this unit looks at some of the challenges facing the world today. Ask, "What are some of these problems? Look at the picture for ideas." Elicit answers (e.g., *hunger, unemployment, being homeless, the economy, war*). Point out the box the volunteer is holding. Say, "When a person or group has a drive, they're trying to collect as much as they can of something. In cold-weather places, a group might have a coat drive. They try to collect as many coats as they can to distribute to the poor and the homeless." Read the unit aims aloud.

Lesson A *Giving away your things*

1 Grammar in context

- **Set the scene** Say, "The art at the top of the page includes homelessness as a problem. Why do you think some people end up homeless?" Elicit ideas (e.g., *can't find work, lost a job, have drug or alcohol problems, have a mental illness*). Ask, "What can people do to help the homeless?" Ss call out their ideas (*give them money, buy them food, urge the government to build affordable housing or shelters*).

Culture note

Social service agencies try to help the homeless by providing food and shelter. Shelters are places that provide beds for the night. Unfortunately, during very cold weather, there are usually more homeless people than there are beds for them. Other services can include free hot meals, clothing, and medical care.

A

- **Preview and do the task** Ask, "Are there a lot of homeless people in your area?" Have Ss call out their answers. (If the class is held in a small town or area that doesn't have a homeless problem, ask Ss to think about a large city they know or have visited.)Ask, "How do people generally react toward the homeless?" Ask Ss for their ideas (e.g., *they ignore them, they give them money, they feel sorry for them, they feel threatened by them*).

B CD2, Track 13

- **Preview the task** Read the instructions aloud.
- **Do the task** Tell Ss to read the article for the main ideas. (If desired, play the recording while Ss read along.) Say, "Don't stop to check the meaning of new vocabulary. Then read the article again and write your answer to the question."
- Have Ss complete the task. Check the answer with the class.

Possible answer

Hannah's family sold their home and gave half the money to a charity in Africa. They did this after Hannah saw a homeless man next to an expensive car at a stoplight. It upset her that some people have a lot of money and others have so little, and she wanted to make a difference.

- Have Ss call out any vocabulary they don't know. Write it on the board. Have classmates give definitions or explanations of words they know. Help with any remaining vocabulary.

C Pair work

- **Preview the task** Write on the board:
  When did it all start?
  Where were Hannah and her father going?
  What did they see?
  How did it affect Hannah?
  What was her mother's reaction?
  What kind of charity did they help?
  What other benefits did the family get out of this?
- Have Ss work with a partner to find answers to the questions.
- **Do the task** Read the instructions aloud. Ss close their books and retell the story.
- **Follow-up** Ask a S to read the last sentence of the story aloud. Ask, "How can I visit the website or get more information online?" Elicit ideas from the class (e.g., *Type "Salwen family" and / or "Power of Half" into your favorite search engine. Choose the site(s) you want to visit.*).

Extra activity – groups

Ss decide what things, if any, they would be willing to sell to raise money for causes they care about. (Ss have to own the item.) Groups make a list of things they would sell. Groups present their lists to the class.

Extra activity – groups

Groups imagine they are responsible for spending the million dollars from the Salwens' home to 1) improve conditions for the homeless in their town, and 2) help them find a new direction in life.

Write on the board as suggestions:

housing, food, job training, child care, education

Groups use these or their own ideas and decide how to spend the money. Groups report their ideas to the class.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Say, "The article has examples of imagined situations and events – things that are different from what is true now or what actually happened. We will look at the grammar used for this."
- Say, "Circle the correct verb forms to complete the sentences below. Use the article to help you."
- **Do the task** Have Ss complete the task.

Answers

1. saw; 2. have become; 3. hadn't seen.

- **Focus on the form** Ask, "Are any of these sentences about real situations?" [no]
- Say, "Notice that each sentence has two parts or clauses: a main clause and an *if* clause." Have a S read out each *if* clause. Ask, "Does the *if* clause describe an imaginary or real situation or event?" [imaginary]. Say, "These sentences are called *conditional sentences*. The *if* clause is a condition – or an imagined idea – and the main clause is the result, or effect. Look at each sentence. Is it about the present or the past?" [1. the present, 2. the past, 3. the past and the present]
- **Present the grammar chart** Read the information aloud or, if desired, play the downloadable recording. Ask Ss to look at the chart and to cover the left-hand side. Go through the first two sections. Ask "What verb forms are used in the main clause and *if* clause for sentences about the present?" [main clause = modal + verb; *if* clause = past form] "How about for sentences about the past?" [main clause = modal + *have* + past participle; *if* clause = past perfect form]
- Tell Ss to look at the bottom section of the chart. Ask Ss which clauses are about the present and which are about the past. [question: *if* clause about the present, main clause about the past; answer: *if* clause about the past, main clause about the present]
- Say, "Notice that the verbs in the *if* clauses and the main clauses can be affirmative or negative."
- Ask, "When do you use commas in conditional sentences?" [When the *if* clause comes first.] (For more information, see Language Notes at the beginning of the unit. For extra help with conditionals, go to Grammar Extra p. 152.)

About you

B

- **Preview the task** Read the first part of the instructions. Ask Ss to call out the correct form of *not see* for Sentence 1. [hadn't seen] Ask, "How did you know the *if* clause was in the past?" [that day]
- **Do the task** Have Ss complete the conversation.

Answers

1. A Would, have had, hadn't seen / had not seen
   B hadn't stopped / had not stopped, might not have decided, would have done . . .
2. A 'd been / had been, would, have reacted
   B I'd seen / had seen, I wouldn't have done / would not have done
3. A 'd been / had been felt
   B I'd have been / would have been / would be. I'd had to / had had to move. But I guess, I'd have agreed / would have agreed
4. A would, do, asked
   B I had

- Tell Ss to ask and answer the questions with a partner.

3 Listening and speaking

A CD2, Track 14

- **Preview the task** Read the first part of the instructions.
- **Play the recording** Audio script p. T-269 Ss listen and write the numbers of the summaries.

Answers

If I wanted to help, I'd . . .

1: use the car less; 3: donate my time; 2: watch my spending on groceries.

- **Play the recording again** Say, "Listen again and complete the sentences for each person." Ss listen and complete the sentences. Play the recording again so Ss can review their work. Check answers with the class.

Possible answers

I'd be able to do it if I . . .	*I'd give to . . .*
1: rode my bike	1: a children's charity
3: organized my schedule	2: a food kitchen
2: bought less food	3: a local school

About you

B Class activity

- **Preview and do the task** Read the instructions aloud. Have Ss create their charts, then walk around the class and ask their classmates. In large classes, have each S ask six classmates.
- **Follow-up** Have several Ss report one of the ideas they heard.

Lesson B *A better future?*

1 Vocabulary in context

- **Set the scene** Books closed. Say, "In Lesson A, we talked about some things that we, as individuals, could do to help. In this lesson, we'll talk about global problems that require large-scale, organized responses by groups of people."

A CD2, Track 15

- **Preview the task** Ask, "What are some of the biggest problems that the world faces today? Make a list." Have Ss call out their ideas. Write them on the board (e.g., *war, the economy, natural disasters, hunger, poverty*).
- Say, "Now listen to four people answer the question, 'What's the biggest challenge facing the world today?' As you listen, look at the ideas on the board. Which are the same or similar to the challenges mentioned by the four people?"
- **Play the recording** Ss listen to the four speakers. Have Ss call out the ideas they heard.
- **Replay the recording** Books open. Ss listen and read along.

About you

B

- **Preview the task** Say, "Circle the correct form of the words to complete the sentences. Look at the sentence and decide if you want a noun, a verb, or an adjective." Write on the board:

  noun *verb* *adjective*

- Do sentence 1 with the class. Ask, "Is *Unemployed* or *Unemployment* the correct choice?" [Unemployment] "Why?" [Unemployment is a noun. We need a noun for the subject of the sentence.] Say, "Use the article to check your choice."
- **Do the task** Ss complete the sentences. Check answers with the class. For each answer, ask Ss to identify the part of speech.

Answers

1. Unemployment is not a big problem. There's plenty of investment in jobs. (noun, noun)
2. There's no solution to the problem of poverty. Its eradication is impossible. (noun, noun)
3. There's definitely a problem with the distribution of wealth. (noun)
4. I know people are starving, but hunger isn't the biggest issue. (adjective, noun)
5. My priority would be environmental protection – sorting out pollution. (noun, noun)
6. There should be more job creation programs for young people. (noun)

- Say, "Discuss the sentences with your partner. Do any reflect your views?" Have several pairs report a view that was similar and a view that was different.

Word sort

C

- **Preview the task** Say, "Write the words in bold in the article in a chart like this. Add any other words you know." Point out the example in the chart.
- **Do the task** Ss complete the chart. Check answers with the class: Sketch a chart on the board. Have Ss call out the words and say where to put them.

Answers

Noun	Verb	Adjective
eradication	eradicate	-----
poverty	-----	poor
distribution	distribute	-----
wealth	-----	wealthy
protection	protect	-----
environment	-----	environmental
pollution	(pollute)	polluted
investment	invest	-----
hunger	----*	hungry
starvation	(starve)	starving
unemployment	(employ)	unemployed
creation	create	(creative)

The words in parentheses are not in the text.

*There are phrasal verbs *hunger for / after*, but these are metaphorical, not literal.

- Ask Ss to use *pollution* in a sentence. Write Ss ideas on the board (e.g., *Pollution is killing the planet. We have to put an end to pollution.*). Say, "Now use each noun to write a sentence about world problems. Then tell your partner." Call on several Ss to say one of their sentences aloud.

Tell Ss to turn to Vocabulary Notebook on p. 61. of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-61.)

Extra activity – pairs

Pairs choose a sentence from Exercise B or one of their own sentences from Exercise C. Pairs write a short opinion similar to one of those in Exercise A. Pairs present their opinion to another pair. Several pairs present their opinions to the class.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Read and explain the title of the grammar section. Say, "When you wish something, you feel sorry about a situation or event and you want things to be different. When you hope, you want something to happen or be true. When you regret something, you feel sad about mistakes in the past."
- Tell Ss to read Aya's interview on p. 54 again. Read the first sentence in Exercise A aloud. Ask, "Is this sentence true or false?" [false] "How do you know?" [She says "I wish we distributed wealth more fairly."]
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. False. (I just wish we distributed wealth more fairly.)
2. True. (I just wish everywhere hadn't gotten so polluted.)
3. False. (I really wish someone would find a solution.)
4. True. (I wish the government would do something to reduce unemployment and create new jobs.)

- **Focus on the form and use** Write on the board:

  I just wish we distributed wealth more fairly.
- Ask, "Is Aya's wish for the past or for the present?" [present] "Do we distribute wealth fairly?" [No] "What verb form follows *wish*?" [past form] "Why do you think she uses a past form?" [She is imagining a different situation.]
- Read the underlined sentence from Luis' conversation. Ask, "Is Luis' wish about the past or the present?" [past] "What verb form follows *wish*?" [past perfect form] "Why?" [He imagines a different situation in the past.]
- Read the underlined sentence from Pin's conversation. Ask, "Is Pin's wish about the past or about the present and future?" [the present and future] "What verb form comes after *wish*?" [*would* + *verb*]
- Read the underlined sentence from Tom's conversation. Ask, "Is this a wish for the past or present and future?" [present and future] "What verb form comes after *wish*?" [*would* + *verb*]
- **Present the grammar chart** Read the information aloud. If desired, play the downloadable recording.
- **Understand the grammar** Say, "Look at the first section. When you use wish to imagine a situation that is different in the present, use a past form." Ask, "Why does the example use *could*, not *can*?" [could is a past form]
- Read the second example aloud. Point out that both *was* and *were* are shown.
- **Present *In Conversation*** Read the information aloud.
- Have Ss look at the second section on *wish* + past perfect form. Say, "The pollution began years ago, so this sentence is a wish about the past."
- Tell Ss to read the bottom section. Say, "When you use *I hope* to talk about the future, it suggests that you think there is a real possibility the situation or event will happen. You can use the present tense or *will*." Write on the board:

  1. Tom hopes they create more jobs.

  2. Tom hopes he won't say anything silly.

  (For more information, see Language Notes at the beginning of the unit. For extra help with *wish*, go to Grammar Extra p. 153.)

About you

B

- **Preview and do the task** Say, "Rewrite the sentences with the words given. Sometimes there is more than one answer." Ss complete the task and then compare answers with a partner. Check answers with the class.

Answers

1. wouldn't / didn't pollute; 2. they do / they'll do / someone does; 3. had invested; 4. weren't / wasn't; 5. would do more / did more to protect; 6. knew; 7. hadn't ignored; 8. didn't upset.

- Say, "Discuss the sentences with a partner. Do any of them represent your views?"

3 Viewpoint

A Pair work

- **Preview and do the task** Read the instructions aloud. Tell Ss to write the complete sentences.

B Group work

- **Preview the task** Tell groups to discuss their sentences, agree on the three most pressing problems, and decide on some solutions.
- **Present *In Conversation*** Read the information aloud.
- Ask a pair of Ss to read the example conversation aloud. Say, "Notice how strong this response sounds with *definitely*."
- **Do the task** Ss complete the task. Walk around the class, giving help as needed. After groups complete the activity, have them present one idea to the class.

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 140. (For more information, see Language Notes at the beginning of this unit. See the teaching notes on p. T-140.)

Lesson C *What if . . . ?*

1 Conversation strategy

Why use *What if . . . ?*

Speakers often suggest hypothetical situations (scenarios) for consideration. As a way of making a point or an argument about something, they invite the listener to imagine what would happen in the hypothetical situation. For example, the scenario "*Suppose everybody gave to charity instead of buying useless gifts?*" asks the listener to imagine a world where people did this. The implication is that the world would be a better place. Speakers use expression like *What if . . .*, *Imagine . . .*, and *Suppose . . .* to do this. *What if . . .* and *Suppose . . .* can be used to make suggestions in conversations where a problem is being solved. (For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Books closed. Say, "When you buy someone a gift, what kinds of things do you buy?" Have Ss call out their ideas. Ask, "What do you buy for the person who seems to have everything they need?" Call on Ss to answer.

A

- **Preview the task** Books open. Read the instructions aloud. Check that Ss understand the three choices. (For more information, see the Culture Note below.)

Culture note

Charitable organizations will do these things on your behalf for a fee. "Plant a tree" means that for a single donation a tree will be planted, usually in a special area, on behalf of the person receiving the gift. "Adopt a polar bear" means a symbolic adoption for a one-time payment. Sponsoring a child usually requires monthly payments that go toward food, clothing, medicine, education, and so on. Some agencies provide a profile of the child and enable correspondence between the sponsor and the child.

- Ask, "What responsibilities do you have to think about with each of these?" Elicit ideas from the class (e.g., *If you plant a tree or adopt an animal, it's only a one-time donation. If you sponsor a child, it's a long-term commitment.*).
- **Do the task** Ask several Ss which things they would consider.

B CD2, Track 18

- **Preview the task** Books closed. Read the instructions aloud. Add, "Write a short answer for each question."
- **Play the recording** Ss listen and write. Replay the recording if necessary. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class. [Lucia: buying toys for kids is ridiculous because they have so many. We buy a lot of useless gifts. It would be better to give to charity instead. Jim: kids would be disappointed if they didn't get a gift and someone planted a tree for them instead.]

C

- **Present *Notice*** Read the information aloud. Explain that a scenario is a description of possible events. Have a S read the example sentence aloud. Ask, "What form is the verb?"[past form] Say, "Remember that when you use one of these expressions you are talking about an imaginary situation."
- Say, "Read the conversation again. Find the other examples." Have a S read them aloud. [Jim: But just imagine you were five years old and you got this card from your aunt that said she planted a tree for you somewhere. Lucia: Well, what if I adopted a polar bear for him?]
- **Present *In Conversation*** Read the information aloud.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

About you

D

- **Preview and do the task** Say, "Complete the conversations with *suppose, what if,* or *imagine.* There may be more than one answer." Have Ss complete the task. Check answers with the class: Have individual pairs each read a conversation aloud.

Answers

All spaces can be filled by *suppose, imagine,* or *what if.* Although *what if* doesn't usually start a conversation, it wouldn't be wrong if it did.

- **Practice** Tell Ss to practice the conversations, taking turns playing each role. Then say, "Now practice again, giving your own answers."

Extra activity – class

Each S chooses one question from Exercise D to ask classmates. Ss conduct a survey of their classmates and present a summary of the responses to their group or the class.

Extra activity – class

Half the class are designated "shoppers." Shoppers think of a friend or relative to get a gift for, but they don't know what to get. Ss walk around the class asking non-shoppers for suggestions. Non-shoppers make suggestions for socially conscious gifts.

2 Strategy plus

Why use *I suppose?*

In conversation, a speaker may use I *suppose* when he or she is unsure of something or wants to give the impression of being unsure. *I suppose* can also be used as a response to show the speaker is right or has a good point. (For more information, see Language Notes at the beginning of this unit.)

CD2, Track 19

- **Present *Strategy Plus*** Tell Ss to look at Jim and Lucia's conversation again and find examples of *I suppose*. [Jim: I suppose there's no point in getting him just another toy; Jim: I suppose it is; Lucia: I suppose]
- **Play the recording** Ss listen and read along.
- **Present *In Conversation*** Read the information aloud. Ask, "How much more common is *I suppose* as a full sentence? [Eight times.]

A CD2, Track 20

- **Preview and do the task** Say, "Match each question with two answers. Write the letters *a* to *f*." Have Ss complete the task.
- **Play the recording** Ss listen and check their answers.

Answers

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

- **Practice** Tell Ss to practice the conversations in pairs. Ss take turns asking each question. Each S responds with one of the two correct answers.

About you

B Pair work

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

3 Strategies

About you

A Group work

- **Preview the task** Read the instructions aloud. Ask a S to read the list of ideas aloud. Check that Ss understand the ideas in the list. Elicit suggestions from Ss and write them on the board (e.g., *for third world villages: make donations to buy a cow, goat, or chicken; help build a school; collect and send school supplies*).
- Have a pair of Ss read the example conversation aloud.
- **Do the task** Have Ss complete the task. Walk around the class, giving help as necessary.
- **Follow-up** Have groups call out any ideas they added. Write them on the board. Ask groups which ideas they thought they could do easily.

B Pair work

- **Preview the task** Say, "Agree on one idea that you would like the class to adopt. You can choose your idea from the list in your book or from the list on the board. Prepare a presentation to 'sell' your idea to the class."
- Elicit ideas from the class about selling points to include (e.g., *cost, benefits, ease of adopting the idea, number of people involved*). Remind Ss to use *what if . . .* ? and the imperatives *suppose* and *imagine*.
- **Do the task** Have Ss prepare their presentations, and then present their idea to the class. The class votes on the best idea.

Extra activity – groups

Groups agree on one of the ideas presented and brainstorm a fundraising campaign for the idea. Write the following ideas on the board:

final goal	*sell: baked goods*
slogan	*arts and crafts*
posters	*raffle tickets*
social networking site	*put on a play or concert*

Groups can use these and their own ideas for their campaign. Groups present their campaign to the class. The class votes on the best fundraising campaign.

Lesson D *Mercy ships*

1 Reading

- **Set the scene** Write *mercy* on the board. Ask Ss if they know the meaning of the word. Have a few Ss call out ideas. Say, "In this article, *mercy* is a kindness that you show to other people who are in difficult circumstances."

A Prepare

- **Preview the task** Say, "Look at the photo. What can you guess about the person on the left? What does the title of the article suggest?" Have Ss call out their ideas.

B Read for main ideas

- **Preview the reading** Say, "Read the article about Mercy Ships. Don't stop to check the meaning of new vocabulary. Read for the main ideas. What does the Mercy Ships organization do? How is Dr. Cheng involved? Write your answers."
- **Do the reading** Ss read and write their answers. Have Ss compare the information in their answers in pairs. Pairs write their final answers.
- Check answers with the class: Have several pairs read their final answers.

Possible answers

Mercy Ships runs a hospital ship that brings world-class surgical and medical services to people in countries where there is a need.
Dr. Cheng volunteers on the Mercy Ships and does surgery for people with tumors.

Extra activity – pairs

Write on the board:

What does the organization Mercy Ships do?

What is Dr. Cheng's history?

What are the benefits to doctors on the ship?

With books open, pairs review the information in the article. With books closed, partners work together to answer the questions. When finished, pairs look at the article again and confirm the information they remembered.

Extra activity – groups

Write on the board:

Should anyone be allowed to volunteer on a Mercy Ship, or should people need a special skill?

Should there be age restrictions for the volunteers? If so, what should they be?

Did you know about Mercy Ships before you read this interview? If no, what could you do to help the organization become better-known?

Groups discuss the questions and report their answers to the class.

C Read for detail

- **Preview and do the task** Tell Ss to complete the sentences about the article. Have Ss complete the task and compare their answers with a partner. Tell Ss that their answers may be slightly different. Check answers with the class.

Possible answers

1. If Don and Deyon Stephens hadn't been in the Caribbean, they would never have had their vision for Mercy Ships.
2. If Dr. Cheng hadn't worked with Mercy Ships, he thinks he would be a different person today.
3. If the grandmother hadn't had surgery, she might not have gotten close to her family again / she might never have hugged her grandchildren again.
4. If Mercy Ships didn't exist, millions of people wouldn't have had surgery or received humanitarian aid and medical supplies.

- Ask, "Are these sentences about real or hypothetical situations?" [hypothetical]

2 Focus on vocabulary

A

- **Preview the task** Read the instructions and number 1 aloud. Tell Ss to look at Dr. Cheng's first answer to find the word with the root form *devastate.* [devastation] Tell Ss to scan the rest of the interview to find the second word. [devastated (Dr. Cheng's last answer)]
- **Do the task** Have Ss complete the task. Check answers with the class. Point out to students that *The* + adjective means "people who are . . . ." For example, *the injured* means people who are injured."

Answers

1. devastation, devastated
2. lump, growth
3. huge, large, enormous
4. benign
5. dentist, doctor, general surgeon
6. the injured, the sick, the patients

B Pair work

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Say, "Scan the article to find the word. Read the sentence to remind yourself how it's used. Don't read sentences directly from the interview. Paraphrase the ideas."

3 Listening and speaking

A CD2, Track 21

- **Preview the task** Read the instructions aloud. Tell Ss to read the four choices before they listen.
- **Play the recording** **Audio script p. T-270** Ss listen and check (✓). Play the recording again. Ss listen and review their answers. Check answers with the class.

Answers

How to help Mercy Ships
The jobs that are available with Mercy Ships
An ordinary woman who wanted to help

B CD2, Track 22

- **Preview the task** Say, "Listen again. Are the sentences true or false? Write T or F." Tell Ss to read the five sentences and to think about which part of each sentence could be false.
- **Play the recording** **Audio script p. T-270** Ss listen and write T or F. Have Ss compare their answers with a partner. Replay the recording and have Ss correct the false statements. Check answers with the class.

Answers

(Note: The answers in parentheses are examples of corrected sentences.)

1. F (Lots of other people work on the ships.)
2. F (She works to provide food for people on the ship.)
3. T
4. F (She worked on a Mercy ship as a hospitality officer.)
5. F (They can accept people who want to work short-term or long-term.)

About you

C Group work

- **Preview and do the task** Read the instructions aloud. Ask individual Ss to each read a discussion question aloud. Have a S read the example aloud. Ss complete the task in groups.
- **Follow-up** For each question, assign a different S to lead a class discussion about the groups' answers.

Extra activity – groups

Write on the board:

unsung hero: a person whose hard work and achievements are not properly noticed or praised

Groups think of other unsung heroes and their accomplishments. Each group tells the class about one of the people they discussed. The class decides how these people could be rewarded (e.g., a *medal*, a *banquet*, a *cash* "*thank you*").

Writing *Volunteering*

In this lesson

- Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Say, "The title of this lesson is "Volunteering," and the first aim is to make a polite inquiry. If you're volunteering, what kind of information would you probably inquire about?" Ask Ss for ideas (e.g., *information about dates, locations, volunteer opportunities*). Ask Ss to scan the page to find where each aim is taught. [use paragraphs for different topics: Exercise A: make a polite inquiry: Exercise A; use *it* as a subject and an object: Exercise B; avoid errors with verb subjects: Common errors]
- **Preview the writing** Say, "In this lesson, you will prepare to write an email to a volunteer program." Point out the task and read it aloud. Explain that they will write an email that will practice the three aims presented in this lesson.

A Look at a model

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

Answers

Dear Sir or Madam:
I would like to volunteer with your program as an English-teaching assistant in July. I have read the information on your website and have a number of queries.
Your website says that the programs run from Saturday to Saturday. I would find it difficult to arrive on Saturday. Would it be a problem if I joined the program on Sunday? Also, I would appreciate it if you could send me more details about the accommodations.
In addition, it would be useful if I could talk to someone who has volunteered with you before. Is there anyone I can contact in my area?
Thank you for your assistance. I look forward to hearing from you.
Sincerely,
Mary L. Griffin

B www.cambridge.org/viewpoint/audio

Focus on language

- **Present the grammar for writing chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording.
- **Understand the grammar for writing** Have Ss look at the top section of the chart. Write on the board *It's 3 o'clock*. Ask, "What's the subject of the sentence?" [it] Say, "Sentences in English need a subject. When there isn't a word, phrase, or clause to use, we use the word *it*. We call this use of it a 'dummy *it*.'"
- Tell Ss to look at the bottom section of the chart. Write on the board, *What time is it*? Say, "Some English verbs require an object." Ask a S to read the examples from the chart aloud. Ask Ss to call out the object in both example sentences. [it]
- **Present *In Conversation*** Read the information aloud. Elicit verbs similar to *love* that need to be followed by an object or a dummy *it* (e.g., *like, adore, hate, dislike*).
- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

1. We would prefer it if you could arrive on Saturday, because we do the training that evening.
2. We would appreciate it if you could confirm your arrival time as soon as possible.
3. [You don't need to add *it* to this sentence.]
4. You will find it useful to talk to someone about volunteering.
5. There are volunteers in your town, so it is not a problem to put you in touch with someone.

C Write and check

- **Preview the task** Read the instructions aloud. Say, "Before you begin, look at the model again. How does the email begin?" [Dear Sir or Madam:] "How did Mary end her inquiry?" [Thank you for your assistance. I look forward to hearing from you. Sincerely, . . .]
- **Present *Common Errors*** Books closed. Write on the board:

  Would be useful to talk to someone.

  Ask Ss what's wrong with the sentence. [It has no subject.]
- Books open. Read the information aloud.
- **Do the task** Have Ss complete the task.

Extra activity

Ss leave their inquiries on their desks for classmates to read. Ss go around the class reading each other's work. Ss choose one paper and write responses to the inquiry.

Vocabulary notebook *Wealthy = rich*

If done for homework

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

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "When you write the synonym of a new word, be sure you understand the meaning of the word or phrase you add. There may not be a synonym, or there may be more than one. It's a good idea to write a phrase that explains the new word." Ask a S to read the examples in the box.

A

- **Preview and do the task** Read the instructions aloud. Point out that the first one has been done as an example. Have Ss complete the task. Check answers with the class.

Answers

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

B

- **Preview and do the task** Read the instructions aloud. Elicit ideas for a synonym or paraphrase for *to protect* (e.g., *to keep safe, to take care of*). Say, "If you need help, reread the interviews on p. 54." Have Ss complete the task. Check answers with the class. Have a few Ss call out their answer for each word.

Answers

1. to protect: to take care of / keep safe
2. starving: very hungry
3. to pollute: to make something dirty or damage it
4. to distribute: to give out
5. to create: to make

C **Word builder**

- **Preview the task** Read the instructions aloud. Elicit ideas for a synonym or paraphrase for *abolish* (e.g., *to end something unpopular*). Remind Ss to use a good dictionary.
- Have Ss complete the task. Check answers with the class: Have a few Ss call out their answer for each word.

Answers

1. abolish: *syn.* eradicate; end, get rid of; stop; to put an end to something
2. conservation: *syn.* preservation; protection of plants, animals, and wildlife areas
3. destruction: *syn.* devastation; When something is destroyed
4. population: *syn.* people, residents; the people who are living in a certain area
5. resource: something of value that can help you, e.g. natural resources

- **Present *What Do We Want To Eradicate?*** Books closed. Ask, "What are some things we should eradicate for a better world?" Elicit ideas from Ss (e.g., *poverty, hunger, crime*). Write them on the board. Books open. Have a S read the information aloud. How many did Ss think of?

Extra activity – pairs

Write on the board:

What do we want to . . .

protect?

abolish?

invest in?

Partners discuss and make lists. Pairs share their lists with the class.

On your own

- **Present *On Your Own*** Read aloud the instructions and the example from the flip pad.
- **Follow-up** At the start of the next class, several Ss present their list of news stories to the class.

Unit 6 Into the future

Lesson A *The future of money*

Grammar *Describing future events*

(See Student's Book p. 62–63.)

In this lesson, Ss add to their knowledge of future forms by looking at factors that can influence their choice.

Form

- If / time clauses with future meaning

  If / When / Before / After + subject + present form, subject + modal + verb

Use

- Continuous forms after *be going to, will, may, might*
  Continuous forms are used to talk about events that are expected to be in progress in the future. They suggest that these things will happen as part of the normal course of events.

  I think people are going to be using a lot less cash in the future.

- Be going to

  This lesson teaches the use of *be going to* when there's evidence now for a future event.

  Everyone's going to use (credit) cards more in the future.

- Will, may, might

  Will, may, and *might* are used to make predictions. *Will* usually indicates 100 percent certainty. *May* and *might* suggest less than 50 percent. Notice that adverbs like *probably* can be added either after *will* or before *won't.*

  Every cell phone will (probably) have a chip.

  There may / might not be a use for cash.

- If / time clauses with future meaning

  When a sentence about the future includes a subordinate *if* clause or a time clause (beginning with *when, before,* etc.), the verb in the subordinate clause is usually in the present form. The main clause carries the idea of future time.

  If we only use cards, what are the kids going to do?

  You'll use your cell phone when you buy things in the future.

Corpus information

Using continuous forms

The continuous form is mostly used after *will* and *be going to. Be going to* + continuous form is not common in writing.

Grammar extra *Plans and intentions with* be going to *and* will

(See Student's Book p. 154.)

These activities review and practice the uses of *will* and *be going to* and the use of present forms of the verb in clauses that refer to the future.

Speaking naturally *Silent consonants*

(See Student's Book p. 140.)

The relationship between English spelling and pronunciation is often difficult to predict. In this lesson, Ss see and practice a variety of words with silent consonants. Examples are *gh* in *light, k* in *know,* and *h* in *hour.*

Lesson B *Presenting the future*

Vocabulary in context *Expressions used in presentations*

(See Student's Book p. 64.)

This lesson teaches vocabulary for giving presentations.

Vocabulary notebook *Present yourself!*

(See Student's Book p. 71.)

The Learning Tip suggests that Ss create "idea strings." When they learn a new expression that can begin a sentence, they write some different ways to complete the sentence.

Grammar *Expectations, necessity, requests, etc.*

(See Student's Book p. 65.)

This lesson presents some of the main functions covered by common modals.

Use

- Expectations: *should / ought to*

  There should / ought to be a handout going around. (If you don't have your handout now, you'll get one soon.)

- Guesses: *must / might / could / may*

  The projector must be warming up. (I'm certain it's warming up.)

  It might / could / may be broken. (It's possible it's broken.)

- Necessity: *should / ought to / have to / need to / had better*

  Had better is used for strong advice for specific situations, rather than for advice about general matters.

  I should / ought to / have to / need to / had better stop. (It's necessary for me to stop.)

  Must is also used for necessity, usually with *I* in fixed expression like *I must admit.* With other persons (*You must . . .* etc.) it can be very strong. *Must* is more commonly used for making guesses and speculating.

- Suggestions / advice: *might want to*

  Stronger, more forceful recommendations can be made with *should* and *ought to.*

  You might want to check out the articles on the handout. (It's a good idea for you to look at them.)

- Ability: *can*

  Can you all see the screen? (Are all of you able to see the screen?)

- Failure (to operate): *won't*

  Won't carries the sense of "refuses to."

  The projector won't connect to my laptop. (When I try to connect my laptop to the projector, nothing happens.)

- Requests: *could / would / can*

  Could and *would* sound slightly less direct and more polite than *can*.

  Could / Would / Can somebody turn off the lights? (I want somebody to turn off the lights, please.)

- Offers: *will / can / could*

  I will / can / could make the screen bigger. (I'm going to make the screen bigger if it's helpful for you.)

- Permission: *may / could / can*

  Could is more polite than *can*, and *may* is more polite than *could*. *May* is considered formal.

  May / Could / Can I ask a question? (Is it all right with you if I ask a question?)

Grammar extra *Modals*

(See Student's Book p. 155.)

These activities review and practice the affirmative and negative forms of modal verbs that express necessity and possibility.

Lesson C *I would think . . .*

Conversation strategy *Softening opinions*

(See Student's Book p. 66.)

In conversation, people often soften their opinions by using *would* in expressions like *I would think* (rather than just *I think*). Using *would* in this way makes the person's opinion sound less forceful. Examples include *I would / 'd say . . .*, *I would / 'd think . . .*, *I would / 'd imagine . . .*

A I wonder if we'll still be going to the movies in ten years.

B Oh, I think so.

A I don't know. I'd say we probably won't.

Corpus information

I would think, etc.

In conversation, people mostly say *I would say, I would think*, and *I'd say*.

Strategy plus *I think so.*

(See Student's Book p. 67.)

The lesson teaches responses with the use of *so* and *not* as pro forms or substitutions for what was said previously, for example:

A I wonder if we'll still be going to the movies in ten years.

B Oh, I think so.

Speakers also use *I guess so* and *I hope so* in a similar way. In the negative, the form for *I think* is different from the form for *I guess* and *I hope*.

A I wonder if we'll still be going to the movies in ten years.

B I don't think so / I guess not / I hope not.

There are differences in meaning. *I (don't) think so* suggests the speaker is more certain than *I guess so / not*. *I hope so / not* means "I want this to be true / not to be true."

Lesson D *Future news*

Reading tip *Addressing the reader*

(See Student's Book p. 68.)

The Reading Tip explains that in articles that are meant to be personally relevant to the reader, writers often address or "talk to" the reader as *you, we, everyone*, or *people*.

Writing *Future living*

(See Student's Book p. 70.)

In this lesson Ss write a one-paragraph article. They learn a paragraph structure of topic, supporting sentences, and concluding sentence. They also use common modal + adverb combinations, and learn to avoid common errors with adverbs.

- Sentences in a paragraph

  Paragraphs sometimes have the parts described below. It is useful for students to become familiar with these types of sentences as part of learning how to organize their writing.

  Topic sentence: gives the main idea

  Supporting sentences: give reasons / examples / explanations to support the topic sentence

  Concluding sentence: summarizes the paragraph

- Modal + adverb

  Using adverbs after modal verbs in academic writing has been shown to affect grades in a positive way. A range of adverbs is presented, mostly for use with *will*. The use of *well* after *may, might*, and *could* is also taught.

  To add certainty: *will + inevitably / certainly / undoubtedly*

  Negative events are often described with *will + inevitably*

  "Certain after some time": will + eventually

  "Fairly certain": will + likely / probably

  "More certain": may / might / could + well

  In affirmative sentences with *will*, the adverb comes between *will* and the main verb. In negative sentences it can go before or after *will not*:

  Education will certainly be different.

  Education certainly will not be different.

  The adverb *well* can only go after *may, might*, or *could*.

  Negative sentences with *may / might / could + well* are far less common, especially with *might* and *could*.

Into the future

Introduce the theme of the unit Books closed. Tell Ss that the topic of this unit is "Into the future." Elicit from Ss what aspects of our lives will be different in the future (e.g., *technology, world issues, medicine*). Mention technology if Ss haven't. Ask, "What changes will technology bring?" Ss call out their ideas (e.g., *more online education, new forms of communication*). Read the unit aims aloud.

Lesson A *The future of money*

1 Grammar in context

- **Set the scene** Say, "Imagine it's ten years in the future. You're buying a cup of coffee. How will you pay for it?" Ask a few Ss (e.g., *cash, debit card, prepaid debit / cash card*).

A

- **Preview and do the task** Ask, "How many different ways are there to pay for things these days?" Ask several Ss. Write the payment methods they mention on the board. Ask, "Which ways do you prefer?" Have a S read the example aloud. Then have several Ss say which payment method they prefer and why.

B CD2, Track 23

- **Preview the task** Books closed. Read the instructions aloud. Say, "Write your answers."
- **Play the recording** Ss listen and write. Replay the recording if necessary.
- Books open. Check answers with the class. [cash, debit cards, credit cards, prepaid debit cards, coins, paper money, cell phones]
- Check that Ss understand what each payment method is.
- Have Ss compare the answers from the activity to the list on the board. Ask, "Are there any ways on the board that aren't mentioned in the activity?" If yes, ask the class to think of a possible reason (e.g., *Checks weren't mentioned. I think it's because they're very seldom used.*). Ask, "Are any ways mentioned in the activity that are not on the list on the board?"

C

- **Preview the task** Read the instructions aloud. Have a S read the questions aloud. Check that Ss understand the meaning of *obsolete* [something that no longer exists or is no longer in use because something has replaced it] and *inevitable* [certain to happen].
- **Do the task** Say, "More than one student may answer 'yes' to each question." Have Ss complete the task and compare their answers with a partner. Say, "If an answer is different from your partner's, look at the comments again and decide which is correct." Check answers with the class.

Answers

1. Oliver, Sam
2. Amanda, Judith
3. Amanda, Sam
4. Judith
5. Amanda, Judith

Extra activity – groups

Group members discuss the questions in Exercise C, giving their own reasons. For each question, groups make a note of what the majority thinks will be true in the future. Groups report to the class. The class discusses the questions on which there is a difference of opinion.

2 Grammar

A www.cambridge.org/viewpoint/audio

Figure it out

- **Preview and do the task** Say, "Complete the summaries of the discussion on page 62 using the same verb forms that the students use." Have Ss complete the task. Check answers with the class.

Answers

1. are going to be using; 2. won't be disappearing; 3. might be looking; 4. you'll just use, buy.

- **Focus on the use** Say, "Look at sentence 1. Why does Amanda think this way?" [People don't carry much cash now.] "Read Oliver's comment again. Is he certain that cash won't disappear?" [yes] "Look at sentence 3. Why does Sam use *might*?" [He doesn't know if paper money will become obsolete.]
- Say, "Look at sentences 1 to 3. What verb forms do they all have in common?" [*be* + *-ing*, or a continuous form] Ask, "What verbs come before *be* + *-ing*?" [1. are going to 2. won't 3. might] Ask, "What time are they referring to?" [the future] Say, "Look at sentence 4. What verb forms does Judith use?" [*will* + verb and the present of *buy*] "Are both verbs referring to the future?" [Yes]
- **Present the grammar chart** Ask individual Ss to each read a section of the chart aloud. The class listens and reads along. If desired, play the downloadable recording.
- **Understand the grammar** Say, "This chart looks at forms for talking about future events and the factors that can help you decide which one you want to use." Read the top section of the chart aloud. Ask Ss to look at Amanda's commentary and find two examples. [. . . people are going be using a lot less . . . ; . . . , we'll probably be doing all our shopping online.] Say, "You can say either *going to use* or *going to be using*. The continuous form suggests that this will be in progress in the future and that this is expected or due to happen."
- Ss look at the second section of the chart. Ask, "What was Amanda's evidence in sentence 1 in Exercise A?" [People don't carry much cash now.] "Look at the third section of the chart. Remember that in sentence 2, Oliver was certain. He was making a prediction with *will*. What other verbs can you use for predictions?" [may / might] "Which verb do you use when you are most certain?" [will] "When you use an adverb like *probably* with *will* and *won't*, where should you put it?" [after *will*; before *won't*]
- Have Ss look at the bottom section. Say, "In the example sentences, what are the verb forms in the main clauses?" [future] "What are the verb forms in the *if* clause and the *when* clause?" [present] "Even though the entire sentence refers to the future, the *if* clause and the time clauses use the present form of the verb."
  (For more information, see Language Notes at the beginning of this unit. For extra help with future forms, go to Grammar Extra p. 154.)
- **Present *In Conversation*** Read the information aloud.

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer aloud.

Answers

1. might disappear
2. won't be using, becomes, we're going to miss
3. there's, won't need
4. pay
5. won't be, we're going to be shopping, won't be, decide
6. everyone's going to be using, won't have to

About you

C Pair work

- **Preview and do the task** Read the instructions aloud. Have Ss discuss the questions.
- **Follow-up** Have pairs share some of their ideas with the class.

3 Listening

A CD2, Track 24

- **Preview the task** Read the instructions aloud. Have a S read the six issues. Make sure Ss understand the meaning of each choice. Have Ss call out the issues that they think will not be mentioned.
- **Play the recording** Audio script p. T-270 Ss listen and check (✓) the issues they hear. Have Ss compare answers. Replay the recording so Ss can review their answers. Check answers with the class.

Answers

convenience, debt, crime, privacy.

B CD2, Track 25

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-270 Ss listen and write *a*, *b*, or *c*. Check answers with the class.

Answers

convenience: b or c; crime: c; debt: b; privacy: a.

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 140. (See the teaching notes on p. T-140.)

Lesson B *Presenting the future*

1 Vocabulary in context

- **Set the scene** Books closed. Say, "Imagine you are going to see a presentation on, for example, transportation in the future. What presentation tools would you expect the presenter to have or use to make the presentation clearer for the audience?" Have Ss call out ideas (e.g., *notes, computer and projector, interactive whiteboard, remote mouse, pointer, large screen, handouts*).

A CD2, Track 28

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen for the main idea. Check the answer with the class. [The general topic is the future of clothing.]

B Pair work

- **Preview the task** Say, "Listen again. This time, pay attention to the details." Play the recording from Exercise A again. Read the instructions aloud.
- Books open. Have Ss cover the presentation in Exercise A. Ask individual Ss to each read one of the questions aloud. Check that Ss understand them. Say, "Discuss each question with your partner. Work together to write your answers."
- **Do the task** Pairs complete the task. Check answers with the class: Read a question and have a pair read their answer. Ask other pairs if they have anything to add or delete. Write the final class answer on the board.

Answers

1. She says hello and turns on the projector. She checks that everyone can see the screen. She asks someone to turn off the lights. She sends a handout around.
2. She talks about the impact of technology on the clothes we will wear in the future.
3. Clothes will: a) use body energy to recharge cell phones, computers, etc.; b) detect health problems; c) be self-cleaning; d) heat or cool.
4. She has no more time, and she has to turn it over to the next speaker.

- Tell Ss to uncover the presentation and read through it. Check for vocabulary questions.

Word sort

C

- **Preview the task** Ask Ss to look at the chart. Read the six steps in the chart aloud. Say, "Find expressions that the speaker uses in her presentation to do these things. One of the expressions has been put in the chart for you. Find it in the presentation." Ask a S to say which paragraph it's in (para. 1).
- **Do the task** Say, "Now complete the chart and compare with a partner. Write the number of the paragraph where you found the expression." Ss complete the task. Check answers with the class.

Answers

Start the presentation: *Let's get started.* (para. 1); *I'd like to begin by . . .* (para. 2)
Introduce the topic: *I want to look at . . . ,* (para. 2); *I'll be talking about . . .* (para. 2)
Check that everyone can see or hear: *Can you all see the screen?* (para. 1)
Refer to a slide, a handout, or a question: *As you'll see on this slide, . . . ;* (para. 3) *There should be a handout going around* (para. 1); *I'll allow time for questions and comments at the end* (para. 2); *Does anyone have any questions or comments?* (para. 4)
Go to a new person or topic: *Let's move on . . . / look at . . .* (para. 3)
End the presentation: *(Anyway,) that's all I have time for . . .* (para. 4); *I'd better stop there . . .* (para. 4); *Does anyone have any questions or comments?* (para. 4) *I'll just conclude by saying . . .* (para. 5)

Extra activity – pairs

Ss test each other on the chart in Exercise C. Partners take turns asking and answering (e.g., *S1: What expressions can you use to refer to a slide? S2: As you'll see on this slide*).

Tell Ss to turn to Vocabulary Notebook on p. 71 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-71.)

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview and do the task** Say, "How does the speaker express the ideas below? Underline the sentences in the presentation." Have Ss complete the task. Check answers with the class.

Answers

1. Um, there should be a handout going around, too.
2. I'm just waiting for the projector – it won't connect.
3. Would somebody turn the lights off, please?

- **Focus on the use** Ask, "How is each sentence different? What has changed?" Ask individual Ss. [1. I believe *there's* . . . changes to *There should be* . . . 2. *The projector is unable to connect* changes to *it won't connect*. 3. *Can somebody turn the lights off?* changes to *Would somebody* turn the lights off, please?] Ask, "What kinds of verbs are *should, won't,* and *would*?" [modal verbs]
- **Present the grammar chart** Books open. Read the information in the chart aloud. Ss read along and repeat the examples. If desired, play the downloadable recording.
- **Understand the grammar** Say, "This chart reviews modal verbs and some of the meanings or messages they express."
- Check that Ss understand the meanings. Read down the items on the left side of the chart, one at a time. Ask a S to explain each term and read the example sentence. [Expectation = you think or believe something will happen; Guess = say something when you don't have all the facts but you think something is true; Necessity = something needs or has to be done; Suggestions / advice = "This is a good idea for you."; Ability = the power, skill, or possibility to do something successfully; Failure (to operate) = not work / run properly; Request = ask someone to do something; Offer = suggest you can do something for somebody; Permission = allow or let somebody do something] (For more information, see Language Notes at the beginning of this unit. For extra help with modals, go to Grammar Extra p. 155.)

B CD2, Track 29

- **Preview the task** Say, "Circle the best modal verbs to complete the extracts from a presentation. Read each sentence carefully and decide what meaning the modal has."
- **Do the task** Have Ss complete the task. Tell Ss to compare their answers with a partner. Say, "If your answers are different, explain your choice to your partner."
- **Play the recording** Ss listen and check their answers.

Answers

1. "OK, can you hear me at the back? Good. So, let's get started. You should all have a handout by now. Oh, wait – the projector won't come on. It might be turned off. Could someone help me with it, please? Oh, it's not plugged in! Sorry. OK. So, can you see that clearly?"
2. "So, I'm sure you must be wondering how clothes can have health benefits in the future. It might be useful to play you something I heard on the radio. It's about hats that will turn hard when something hits them so they act like a helmet. So, I need to turn on the sound. Um, that must be the volume here. Oh, I'd better turn it up. That's better. You ought to be able to hear at the back."
3. "So, let's move on. There are lots of fun possibilities, too. Simon, may I ask you to stand up, please? Thank you. Oh, you might want to turn around and face everyone. And would you show everyone your T-shirt? So, in the future, imagine T-shirts like this but with words or images that change color or react to music. Well, that's all I have time for. I have to stop now. Does anyone have any questions or comments?"

Extra activity – pairs

Ss choose five different modal verbs from the chart and write a sentence for each one. Partners exchange papers, read the sentences, and identify the meaning of each modal verb.

C Group work

- **Preview the task** Read the instructions aloud. Say, "Before you begin, brainstorm ideas for each topic. There are lots of ideas for clothing in this lesson. If you want to talk about money, you can get some ideas from Lesson A. What are some ideas for shopping?" Ask a few Ss (e.g., *online shopping, order groceries on the Internet, no more cashiers*). Remind Ss to review the expressions from Exercise 1B.
- **Do the task** Have groups prepare their presentation. Tell groups to choose one person to give their presentation.
- Say, "As you listen to the presentations, raise your hand when you hear one of the expressions from page 64."

Lesson C *I would think . . .*

1 Conversation strategy

Why soften opinions?

In conversation, people sometimes soften the things they say if they want to sound less direct or definite. They may express their opinions with less certainty so that they don't sound too forceful. They can do this by beginning an opinion with *I would think / say / imagine*. (For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Books closed. Say, "Do you think you go out to movies more or less often than you did five years ago? Raise your hand if it's less often." Ask a few Ss why they go more or less often (e.g., *Less: I'm too busy with school and work; I just download movies I want to see. More: It's a nice evening out. I like to see movies as soon as they're released*).

A

- **Preview and do the task** Ask a S to read the instructions aloud and to ask the class, with a show of hands, how many classmates prefer to go to a movie and how many prefer to watch at home.
- Ask, "Why do you prefer going to a theater?" Ss call out ideas (e.g., *the screens are bigger, there's more atmosphere, it's more fun to go out with friends*). Ask Ss why watching movies at home can be preferable (e.g., *It's more convenient, it's cheaper, you can pause the movie whenever you need to*).

B CD2, Track 30

- **Preview the task** Read the instructions aloud. Tell Ss that Harry is the second male speaker. Say, "Write your answer."
- **Play the recording** Ss listen and write. Replay the recording if necessary. Have Ss compare their answer in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answer.
- Check the answer with the class. [Harry thinks people will continue going to the movies. He thinks theaters will find ways to attract people, like making movies more realistic by having seats that move.]
- Ask, "Why is Chris in favor of movie theaters?" [They're ideal for a first date.] "Do you think going out to a theater is important to Tina? Why?" [No; she says it's easier and cheaper to watch movies at home.] "What changes does Chris think there might be at the theater?" [There could be gaming. You'd be able to change the way the movie ends.]
- Have Ss call out any vocabulary they don't know. Write it on the board. Have classmates give definitions or explanations of words they know. Help with any remaining vocabulary.

C

- **Present *Notice*** Read the information aloud. Ask a S to read the examples aloud. Tell Ss to find examples in the conversation. [Tina: I'd say we probably won't. Harry: I would think that movie theaters will find ways to attract more people. Harry: Yeah. I would imagine people will always want to go to the movies, . . .]
- **Practice** Tell Ss to practice the conversation, taking turns playing each role.
- **Present *In Conversation*** Ask a S to read the information aloud.

Extra activity – groups

Write on the board:

1. *All movies will be 3D.*
2. *We'll have virtual movies. Special headsets will let you feel like you're in the movie.*
3. *Special headsets will be able to translate movies into any language.*

Groups have conversations about these ideas using the three expressions from *In conversation*.

About you

D CD2, Track 31

- **Preview the task** Say, "Listen to the opinions below. Complete each one with the softening expression you hear."
- **Play the recording** Ss listen and write. Check answers with the class. Have individual Ss each read an opinion aloud.

Answers

1. I would say	2. I would think
3. I would imagine	4. I'd say
5. I would imagine	6. I'd think

- Say, "Now discuss the opinions with a partner. Which do you agree with?" Have Ss discuss the sentences. Walk around the class, giving help as necessary.
- **Follow-up** Ask several Ss which of the opinions they agree with.

2 Strategy plus

Why use *I think so*?

In responses, it's not usually necessary to repeat the whole statement or question that you are responding to. For example, to respond to the statement "I wonder if we'll still be going to the movies in ten years," the speaker does not need to say "I think we'll still be going to the movies in ten years" or "I hope we'll still be going to the movies in ten years." Instead, speakers can use *so*: *I think so* or *I hope so*. The word *so* replaces or substitutes for *we'll still be going to the movies in ten years*. In the negative, use *I don't think so, I guess not, I hope not*. They mean *I think / guess / hope we won't still be going to the movies in ten years*. (For more information, see Language Notes at the beginning of this unit.)

CD2, Track 32

- **Present *Strategy Plus*** Have Ss cover the information box at the top of the page.
- Say, "Look at the conversation on p. 66 and underline these expressions: *I think so, I hope not, I guess so*.
- **Play the recording** Ss uncover the information box, listen, and read along. Tell Ss to read the conversation on p. 66 again to see the strategies in context.
- Ask, "Why does Harry say 'Oh, I think so'?" [He believes they'll still be going, but can't know for sure.] "What does *so* refer back to or replace?" [we'll still be going to the movies in ten years] "Why does Harry say 'I hope not'? What does this refer to?" [It refers to going on first dates to the movies. He doesn't want it to be true in the future that people won't go to the movies on first dates.] "Why does Tina say 'I guess so'?" [She agrees in a less definite way.] "What does *so* refer back to?" [movie theaters will find ways to attract more people].
- **Present *In Conversation*** Books closed. Tell Ss to write *I think so, I guess so,* and *I hope so* and to number them from 1 to 3 – from most common to least common. Have several Ss call out the order they chose. Ss open their book and compare their guesses. Ask how many Ss were correct. Say, "Look at the expressions in the negative. Notice that we say *I don't think so* but *I guess not* and *I hope not*."

A

- **Preview the task** Say, "Complete the conversations with appropriate responses from above." Tell Ss to read through the conversations and make sure they understand them. Remind Ss that there may be more than one correct answer, and that some responses may be negative.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. I don't think so. / I guess not.
2. I hope not. / I don't think so.
3. I think so. / I guess so.
4. I guess so. / I think so.
5. I think so. / I guess so.

- **Practice** Have Ss practice the conversations with a partner, taking turns reading each part.

About you

B Pair work

- **Preview the task** Read the instructions aloud. Tell Ss to try to use as many of the six responses as possible.
- **Do the task** Ss discuss the questions. Walk around the class, listening for the use of *I think so / I don't think so, I hope so / not, I guess so / not*.

3 Listening and strategies

A CD2, Track 33

- **Preview the task** Read the instructions aloud. Check that Ss understand the topics. (A virtual reality game is a computer-generated game where the player feels as though they are truly part of the game.)
- **Play the recording** Audio script p. T-270 Ss listen and number. Replay the recording. Ss listen again and review their answers. Check answers with the class.

Answers

1. reading
2. live music
3. virtual-reality games
4. travel

B CD2, Track 34

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-270 Ss listen and check (✓). Check answers with the class.

Answers

1. reading: disagree
2. live music: agree
3. virtual-reality games: agree
4. travel: disagree

About you

C Group work

- **Preview and do the task** Read the instructions aloud. Have a pair of Ss read the example aloud. Ss discuss the topics in groups. Walk around the class, giving help as necessary.
- **Follow-up** Have groups present some of their ideas to the class.

Extra activity – groups

Ss decide what the ideal movie theater of the future will be like. What features will it contain? Groups make brief notes to describe it and present their ideal theater to the class. The class decides which features they like best.

Lesson D *Future news*

1 Reading

- **Set the scene** Books closed. Say, "The title of this lesson is 'Future news.' The title of the reading is 'What does the future look like?' What does the future look like to you? What general areas will see change?" Ask one or two Ss (e.g., *technology, medicine*). Say, "Write as many things as you can think of that will probably change. You have 30 seconds." When the time is up have Ss call out the ideas they thought of.

A Prepare

- **Preview and do the task** Say, "Look at the headings from an article." Have a S read the four headings aloud. Check that Ss understand the vocabulary in the headings. Ask, "What do you think the article is about?" [Things that will change in the future: medicine, shopping, weather / climate, and computer technology.]

B www.cambridge.org/viewpoint/audio

Read for main ideas

- **Preview the reading** Say, "Read the article for the main ideas. Don't stop to check the meaning of new vocabulary. Write the headings above the correct sections of the article."
- **Do the reading** Ss read and write their answers. If desired, play the downloadable recording. Have Ss compare their answers in pairs. Pairs write their final answers. Check answers with the class.

Answers

1. High-tech checkouts on the way!
2. Warmer, wetter, and more extremes!
3. Miracle cures!
4. More intelligent than a human!

- **Present *Reading Tip*** Read the information aloud. Say, "When *you* and *we* are used this way in articles, they have the same meaning as *everyone* and *people*. Using *you* and *we* makes the article seem more personal."
- Tell Ss to scan each article and find an example. For each article, ask a S to read an example sentence aloud.

Extra activity – pairs

Write on the board:

Section 1	Section 3
efficient	*artificial*
set foot in	*surgeon*
produce (n)	*transplant*
"smart scales"	*treat (v)*
treatment option	
Section 2	**Section 4**
climatologist	*therapist*
coastal	*artificial intelligence*
ecologists	*precise*
extinct	*search engine*
huge scale	
icecap	
impact	
seek	
ultimately	

Different pairs work on different vocabulary sections. Pairs copy their lists on a separate piece of paper. They read the corresponding section in the article again and write definitions for the words. They may not use dictionaries. Pairs exchange papers and use their dictionaries to check.

Extra activity – pairs

Write on the board:

Computerized shopping carts
Hi-tech grocery store checkouts and "smart scales"
Conversing with computers
Your personal therapist is a computer

Partners discuss the topics and decide which one(s) they think are good or bad ideas. Pairs share their ideas and reasons with the class.

C React

- **Preview the task** Say, "Review the four articles. For each one, work with a partner and write a sentence to summarize the main idea." Have Ss complete the task. Check answers with the class. [1. Computers will make grocery shopping easier and give us all the food information we need. 2. Changes in our climate will have negative effects in many parts of the world. 3. In the future, technology will provide a number of options for people who have lost limbs in accidents. 4. Because of artificial intelligence, we'll be able to have conversations with computers.]
- Say, "Look back at the article and write notes about the items below." Ask a S to read them aloud.
- **Do the task** Have Ss complete the task and compare answers with a partner.
- **Follow-up** Have a class discussion. Go over each point and ask several Ss to report their answers. Alternatively, have a S lead the discussion.

2 Focus on vocabulary

A

- **Preview the task** Read the instructions aloud. Point out that the first one has been done. Say, "Scan section 2 and find the sentence that provided the answer." [Climatologists say our climate will get wetter and wetter, . . .]
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. climatologists	2. ecologists
3. migrants, refugees	4. economists
5. retailers	6. consumers
7. inventors, victims	8. therapists

B Pair work

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Have Ss complete the task.
- **Follow-up** Ask pairs if there were any areas that they couldn't agree on. Ask pairs with a disagreement to call out the question number(s). Write them on the board. The class has a short discussion of each question on the board.

3 Viewpoint

A Group work

- **Preview the task** Read the instructions aloud.
- **Present *In Conversation*** Ask a S to read the information and examples aloud.
- Point out the example and have a pair of Ss read it aloud. Ask, "Do we know where Speakers A and B got their information about schools? [No] Say, "When you are repeating or quoting information and you can't or don't want to say where you got it, you can use one of the expressions in the box.
- Say, "Look at the example conversation again. Speaker A doesn't want to sound very definite. Which expression softens the opinion?" [I would say]
- **Do the task** Groups complete the task. Go around the class, and help as needed.

B Class activity

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

Extra activity – class

Ss reread one of the four articles on p. 68. They write two questions about the future, based on the article (e.g., *Will we be using our computers for checkups instead of going to the doctor's office?*)

Ss walk around the room and survey their classmates. Then they report on the responses.

Extra activity – groups

Write on the board:

Changes in technology for the home, in medicine, and work will be designed to make our lives easier. What will people do in the future if daily life becomes too easy?

Groups discuss the issue. Several groups report to the class.

Vocabulary notebook *Present yourself!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Say, "This Learning Tip uses 'idea strings.' A string is a series of related things or events. In this Learning Tip, you'll see a string of ideas that can be used to complete an expression." Read the information and the example aloud. Ask, "How many ideas are in the example idea string?" [two] Ask Ss to call out other ideas to add to the example "string."
- **Present *Let's* . . .** Read the information aloud. Say, "Each of these three *Let's* . . . expressions can have different meanings." Write the column on the left on the board:

I'm going to talk about	*(Let's look at)*
Let me think	*(Let's see)*
Look at	*(Let's look at)*
Imagine / Suppose	*(Let's say)*
Let's talk about	*(Let's look at)*
For example	*(Let's say)*

- Ask Ss to match the expressions in the *Let's* box with the items on the board. Check answers (in parentheses above) with the class.
- The most common expressions with *Let's* in academic speaking are *Let's see*, *Let's say*, and *Let's look at*. *Let's see* is often a "time to think" strategy. Sometimes it means "Let's try and find out" or "Let's look at . . ."
- *Let's say* often means *imagine* or *suppose*: "Let's say you want to learn these expressions – what's the best way?" It can also mean *for example*: "We can compare two English-speaking countries, let's say Canada and Ireland."
- *Let's look at* is often used by teachers and presenters to mean "Let's now discuss or think about . . ." as well as being an instruction to physically look at something like a slide.

A

- **Preview and do the task** Read the instructions aloud. Ask Ss which expression begins number 1. [Can you see . . .] Say, "Now give me another idea for completing the question." Elicit ideas (e.g., *the screen / the picture*). Have Ss complete the task. Check answers with the class. Have Ss call out the ideas they added.

Answers

Possible student additions are in parentheses.

1. Can you see . . . (the screen / the picture?)
2. There should be . . . (a survey / a photo going around)
3. I want to look at . . . (the food industry / education in the future)
4. As you'll see . . . (on the questionnaire, / in the picture,)
5. I'll allow time for . . . (comments / feedback at the end)
6. Let's . . . (continue. / take a break)

B

- **Preview and do the task** Read the instructions aloud. Say, "Choose a topic you like. Remember, all the sentences you complete are part of the same presentation." Have Ss complete the task. Have a few Ss read their completed sentences to the class.

C **Word builder**

- **Preview and do the task** Read the instructions aloud. Tell Ss to read all the expressions in both lists. Ask Ss to call out the expression that means the same as number 1. [b. I'll also briefly talk about] Have Ss complete the task. Check the answers with the class.

Answers

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

On your own

- **Present *On Your Own*** Read the instructions and the example presentation opening aloud.
- **Follow-up** At the start of the next class, Ss report how many of the expressions they used. Alternatively, have Ss record their presentations and submit them for review.

Checkpoint 2 *Units 4–6*

Tell Ss to look through Viewpoint Checkpoint 2. Ask, "Which tasks look easy to you? Which ones look hard?" Tell Ss to choose a task that they think will be hard for them, go back to the unit where the language is taught, and review it before beginning the Checkpoint.

1 Words for work

This task recycles vocabulary for talking about work and finding a job. It also recycles grammar structures for describing future events and the conversation strategy of using *would / 'd* in expressions like *I would say* for softening opinions.

About you

A

- **Preview and do the task** Say, "Complete the sentences with verbs." Read item 1 aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. Follow	2. Have / Get, acquire	3. Show
4. save / make	5. achieve	6. Make, meet
7. Submit	8. face	

- Read the rest of the instructions and the example sentence below item 8. Ss work in pairs to discuss the five most important pieces of advice. Remind them to use *would / 'd* to soften their opinions.
- **Follow-up** Have a few Ss tell the class which advice they thought was the most important. Encourage them to explain their opinions. Then take a class vote to decide on the five most important pieces of advice.

About you

B Pair work

- **Preview the task** Read the instructions aloud. Ask a S to read the example sentence aloud. Have Ss work individually to write their sentences and then in pairs to compare ideas.
- **Do the task** Give Ss five minutes to write as many sentences as they can. Then have them compare ideas with a partner.
- **Follow-up** Have Ss report to the class the most interesting sentences they heard.

2 Wishes, hopes, and regrets

This task recycles conditional sentences and the use of the verbs *wish* and *hope* to talk about wishes, hopes, and regrets. It also recycles the conversation strategies of giving and correcting information.

A

- **Preview and do the task** Say, "Circle the correct verb forms to complete the conversations." Read the example aloud. Have Ss complete the task. Check answers with the class.

Answers

1. *A* So, when you look back on last year, do you wish you'd done anything differently?
   B Yeah. I suppose. Like, I wish I hadn't spent so much last semester. You know, if I hadn't bought so many clothes and things, I wouldn't be in debt now.
2. *A* What would you change about your city if you had the opportunity?
   B Well, I wish we could do something about the subway. I mean, I wish the trains weren't so crowded. And I wish people wouldn't throw trash on them.
3. *A* If someone had offered you a job last year, would you have taken it?
   B As a matter of fact, I was offered a job. And I might have taken it if it had been a really good job, but it wasn't. But if I had taken it, I wouldn't be in this class now. I just hope I'll get a job next year.
4. *A* If you could raise money for a charity, which charity would you choose?
   B Well, if I had to choose a charity, I'd probably choose one for kids. In fact, I donated money to one last year. I hope it made a difference.

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

About you

B Pair work

- **Preview and do the task** Read the instructions aloud. Call on two Ss to read the example aloud. Have Ss work in pairs and take turns asking and answering the questions in Exercise A.
- **Follow-up** Ask a few Ss to report on something they learned about their partner (e.g., *Sarah wishes she had studied harder last year.*).

Extra activity – pairs

Pairs write two conversations about wishes, hopes, or regrets. A few pairs present their conversations to the class.

3 The state of the world

This task recycles vocabulary for talking about world issues and ways to help. The task also recycles countable and uncountable nouns, and generalizing and specifying with articles. In addition, it recycles the conversation strategies of showing your attitude toward what you say and showing you're not 100 percent sure of what you say.

A • **Preview and do the task** Read the instructions and item 1 aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. Investment in education is expensive, but it saves money eventually. Education is crucial because educated people are less likely to live below the poverty level.
2. Research shows that 10 percent of the population owns over 70 percent of the wealth.
3. People are more likely to be sick if there's pollution. Polluted air affects your health.
4. In areas of high unemployment, over 25 percent of people don't have a job. You often find that people suffer from mental illnesses in these areas.
5. In the world today, 925 million people don't have enough to eat. We really need to do more to eradicate hunger or starvation. The distribution of food should be more efficient.
6. If you are interested in the protection of the environment, buy cotton that is organic. There is some evidence that growing cotton causes serious environmental damage.

About you

B **Pair work**

- **Preview the task** Read the instructions aloud. Have a S read the example. Ask, "Why does the speaker begin the first sentence with *I suppose*?" [to show that he or she isn't 100 percent sure] Then ask, "And why does the speaker start the second sentence with the word *Clearly*?" [to show his or her attitude]
- **Do the task** Ss work in pairs to discuss the information in Exercise A.
- **Follow-up** Ask a few pairs to share some ideas for solutions to the problems.

Extra activity – individuals / pairs

Individual Ss write four more sentences describing world issues and ways to solve them. Ss then discuss their ideas in pairs, as they did in Exercise 3B.

4 Prepare and present yourself

This task recycles modal verbs to express expectations, necessity, requests, etc. It also recycles expressions used in presentations and the conversation strategies of giving responses with *think*, *guess*, and *hope*, and of suggesting possible scenarios or ideas.

A • **Preview and do the task** Read the instructions and A's first line aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

A Hey, Bob. Can I ask you a question? Do you have a minute?
B Um, I guess so. I've got a class at ten, but I should have a few minutes. What is it?
A Well, I have a second interview for a job tomorrow, and I really should get ready for it. I need to think about what to ask, you know, about salary or benefits and stuff.
B Yeah. You ought to think about what you want. You might want to make a list.
A OK. Would you help me? I've got my laptop. Oh, it won't turn on.
B You'd better plug it in. OK, so let's see . . . Do they provide health insurance?
A Oh, I hope so. They must have it. Don't all companies offer some help with insurance?
B I don't think so. Not all of them do. And ask, "Can I work from home?" Do they allow it?
A I guess so. I know some people do. Oh, and they should offer training.

B • **Preview and do the task** Read the instructions, the categories, and the example expression. Have Ss complete the word webs and then compare answers in pairs. Check answers with the class by having Ss call out ideas; alternatively, ask Ss to write their ideas on the board.
- **Follow-up** Find out who came up with the most expressions for the word web.

C **Pair work**

- **Preview the task** Read the instructions and the example aloud. Have Ss brainstorm ideas for an ideal company.
- **Do the task** Ss work in pairs to prepare their presentations. Remind them to use *what if . . . ?*, *suppose*, and *imagine* when suggesting possible ideas.
- **Follow-up** Have a few volunteer pairs give their presentations to the class. Provide feedback.

Unit 7 Getting along

Lesson A *House rules*

Vocabulary in context *House rules*

(See Student's Book p. 74.)

This lesson teaches phrasal verbs related to living and getting along with roommates. Ss learn vocabulary for such things as house rules (*clean up*), roommate conflicts (*put up with*), and solutions for problems (*give up [habits]*).

Vocabulary notebook *Look forward to it!*

(See Student's Book p. 83.)

The Learning Tip tells Ss that when they learn a phrasal verb, they should use it in a true sentence to help them remember it. Phrasal verbs that can be used to describe people's attitudes and behaviors are reviewed and practiced.

Corpus information

We're running out of . . .

In conversation, the things people talk most about running out of are *time, money, space,* and *breath.*

Grammar *Using phrasal verbs*

(See Student's Book p. 75.)

Phrasal verbs consist of a verb and a particle. One verb can take several different particles. Their meanings are often idiomatic. The lesson teaches the use of intransitive phrasal verbs, separable transitive phrasal verbs, transitive phrasal verbs with fixed word order, and phrasal verbs with prepositions, sometimes called phrasal prepositional verbs.

Form

- Intransitive phrasal verbs

  These are phrasal verbs that have no object (e.g., *come in, get back, show up*).

  If you get back late, come in quietly.

- Separable transitive phrasal verbs

  Some transitive phrasal verbs are separable, which means that an object can go between the verb and the particle.

  Short noun objects can go either between the verb and the particle or after the particle. Object pronouns must come between the verb and the particle.

  Turn off the TV. OR *Turn the TV off.*
  Turn it off. NOT ~~*Turn off it.*~~

- Phrasal verbs with more than one meaning

  Some phrasal verbs have more than one meaning, and some may be used either intransitively or transitively (e.g., *get back, work out*).

  What time did you get back last night?
  Did you get your book back?

- Transitive phrasal verbs with fixed word order

  Some transitive phrasal verbs are inseparable, which means that the particle must come after the verb (e.g., *get through, get over, go over*).

  You'll get over the problem.
  You'll get over it.

  The phrasal verb *have over* always has the pattern *have (somebody) over.*

  I often have friends over.

- Phrasal verbs with prepositions

  Some phrasal verbs also take a preposition. The verb, the particle, and the preposition are all necessary to give the phrasal verb its meaning. Examples are *put up with, run out of,* and *look forward to.*

  If you run out of patience, come up with some rules.

Grammar extra *Objects with separable phrasal verbs* and *phrasal verbs followed by the* -ing *form of the verb*

(See Student's Book p. 156.)

These activities review and practice objects with separable phrasal verbs as well as phrasal verbs followed by the *-ing* form of the verb.

Lesson B *Does family size matter?*

Grammar *Describing experiences*

(See Student's Book p. 77.)

The lesson teaches when to use an infinitive (*to* + verb) and when to use *-ing* forms (verb + *-ing*). Following an adjective, either form is possible, but the use is different (see below).

Use

- Infinitive (*to* + verb) after adjectives

  Infinitives are used after adjectives, especially with *it* clauses. This use is common with generalizations.

  It was impossible for her to have time for herself.

- Infinitive (*to* + verb) after nouns or pronouns

  An infinitive can be used after a noun or pronoun to add more details.

  There was always someone to play with.

  An infinitive can be used after a noun or pronoun to say what something is used for.

  We always had nice clothes to wear.

- *-ing* forms (verb + *-ing*) after adjectives

  -ing forms can be used after adjectives. This is common when people describe an actual experience.

  It was a bit lonely being by myself all the time.

- *-ing* forms (verb + *-ing*) after expressions

The following expressions are followed by *-ing* forms: *have fun, have (no) trouble, have (no) problem(s), be worth.*

I had fun / no problems growing up in my family.

It's not worth worrying about.

Corpus information

Common errors with infinitives

A common error students make is to add *for* or use *for* instead of *to*.

We had books to read. (NOT: ~~*for to read, for read*~~)

Lesson C *What I mean is . . .*

Conversation strategy *Making your meaning clear*

(See Student's Book p. 78.)

The lesson teaches expressions speakers can use to clarify what they said by adding to it or by repeating the idea using different words. These expressions signal to the listener to pay attention to what the speaker says next.

- Making your meaning clear

What I'm saying is, . . . *I'm (just) saying . . .*

I'm not saying . . . *What I mean is, . . .*

I mean, . . . *I don't mean . . .*

In other words, . . .

Strategy plus *I have to say . . .*

(See Student's Book p. 79.)

I have to say is used in conversations when the speaker wants to make a strong or controversial statement.

Corpus information

Saying what you feel

In conversation, people use these expressions to say how they really feel. In order of use, they are: *Honestly, I have to say, (Quite) frankly, To be honest (with you), To tell you the truth.*

Speaking naturally *Conversational expressions*

(See Student's Book p. 141.)

This section gives Ss practice in hearing how speakers use conversational expressions such as *What I'm saying is* and *To tell you the truth.* These expressions are usually said quickly.

Lesson D *How not to get along!*

Reading tip *Starting with a question*

(See Student's Book p. 36.)

The Reading Tip explains that writers often start with a question to set the scene for the topic they're going to address. This helps readers activate their own thoughts about the subject, which makes the content more accessible.

Writing *What do you expect?*

(See Student's Book p. 38.)

The task in this lesson is to write an introduction to an essay.

Ss learn about how to recognize and write thesis statements. It also includes patterns for *What* clauses, which are a good choice of structure for thesis statements.

Corpus information

***What* clauses**

Different structures can be used for a thesis statement, but *What* clauses are a good choice, because they often convey the most important information in a paragraph.

- Thesis statements

The thesis statement in the introduction tells the reader the main point or argument of the essay.

- *What* clauses

The following patterns are taught and practiced:

What + *be* + adjective + *be* + noun

What + *be* + adjective + *be* + *to* + verb

What + *be* + adjective + *be* + *that* clause

What + subject + verb + *be* + noun

What + subject + verb + *be* + *to* + verb

What + subject + verb + *be* + *that* clause

Grammar extra *More patterns with infinitives and it clauses*

(See Student's Book p. 157.)

These activities review and practice additional patterns with infinitives and *it* clauses.

Getting along

Introduce the theme of the unit Books closed. Read the unit title aloud. Ask, "What does it mean to get along with someone?" Elicit ideas from Ss (e.g., *you don't argue or fight, you're good friends*). Ask, "What people should you try to get along with?" Elicit ideas from Ss (e.g., *friends, family, classmates, co-workers, boss, teacher*). Say, "In this unit, we'll talk about getting along with different kinds of people." Books open. Have individual Ss each read a lesson aim aloud. Ss listen and read along.

Lesson A *House rules*

1 Vocabulary in context

- **Set the scene** Write on the board:

  Live and let live.

Ask Ss if they know what this means. [You don't tell me what to do, and I don't tell you what to do.]

- Say, "Imagine that you have just moved into an apartment with friends. You know what they're like socially, but you don't really know what their personal at-home habits are. Do you think 'Live and let live' would work?" Call on several Ss to answer, giving reasons.

A CD3, Track 2

- **Preview the task** Write *house rules* on the board. Ask, "What are house rules?" [Rules for a home that tell the people who live there what they should and shouldn't do.] Ask, "Why do we have them?" Elicit ideas from Ss (e.g., *to make sure the housework is shared, to stop fights or arguments, to help everyone get along*).
- Say, "Imagine you're going to share an apartment with friends. Think of one house rule you'd want. Write it down." Ask a few Ss to read their rule aloud.
- **Do the task** Have Ss read the article. (If desired, play the recording while Ss read along.) Ask, "Is your rule mentioned? If yes, raise your hand." Ask those Ss to call out the rule that was mentioned. Ask Ss whose rules were not mentioned to read theirs to the class. Write them on the board.

About you

B Pair work

- **Preview and do the task** Tell Ss to complete the expressions in the questions with words from the article. Say, "Many of the expressions you need are in bold in the article."
- Have Ss complete the questions. Check answers with the class.

Answers

1. **have** friends over; 2. **running** out **of**; 3. **wake** anyone up; 4. **put** off; 5. **go** over; 6. **give** things back; 7. **comes** up; 8. **come** up **with**; 9. **put** up **with**; 10. **give** up; 11. **look** forward **to**; 12. **clean** up.

- Have Ss call out any vocabulary they don't know. Write it on the board. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.
- Have Ss take turns asking and answering the questions with a partner.

Word sort

C

- **Preview the task** Say, "Complete a chart like this with the ideas in Exercise B." Ask a S to read the examples aloud.
- **Do the task** Have Ss complete the chart. Say, "Now compare charts with a new partner."
- **Follow-up** Ask several Ss to report one way they are different from their partner.

Extra activity – groups

Ss form small groups and compare their charts from Exercise C to find ways they are different. Ss identify differences that could become problems if they were housemates and then write a house rule that works for everyone. Groups tell the class the difference they identified and the rule that takes care of it.

Tell Ss to turn to Vocabulary Notebook on p. 83 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-83.)

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview and do the task** Read sentence 1 aloud. Ask, "How does the article express the idea in bold?" [get back late] Say, "Rewrite the sentences, changing the ideas in bold." Ss complete the task. Check answers with the class.

Answers

1. get back; 2. turn off; 3. give (it) back; 4. put up with.

- **Focus on the use** Ask, "In sentence 2, what did *don't leave the lights on* change to?"[turn off the lights] "In sentence 3, what did *return* change to?" [give back] "In sentence 4, what did *tolerate* change to?" [put up with] Say, "The ideas in bold are expressed as phrasal verbs."
- **Focus on the form** Say, "Phrasal verbs include a verb and a particle." Write *verb + particle* on the board. Ask Ss to name some particles from Exercise 1B. (e.g., *over, back, up, off*) Say, "The verb form can change, but the particle never changes."
- **Present the grammar chart** Books open. Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording.
- **Understand the grammar** Have Ss look at the top section of the chart. Write *intransitive* on the board. Ask, "Do intransitive phrasal verbs have objects?" [no]
- Ss look at the second section. Write *transitive* on the board. Ask, "Do transitive phrasal verbs have objects?" [yes] "What's the object in the first example?" [the TV] "Where can a noun object go?" [between the verb and the particle; after the particle]
- Say, "Look at the example with *it* as object. Where can a pronoun object go?" [between the verb and the particle] Say, "In a separable phrasal verb, you can put an object between the verb and its particle."
- Ss look at the third section. Ask, "What are the possible objects in the first example?" [the problem, it] "Where do they go?" [after the particle] Say, "With some verbs, both noun and pronoun objects must go after the particle." Ask, "Where does the object go with *have over*?" [before the particle]. Say, "Some transitive phrasal verbs have a fixed word order. *Fixed* means that it can't be changed."
- Ss look at the bottom section of the chart. Say, "Some phrasal verbs are made up of verb + particle + preposition. With these phrasal verbs, neither the particle nor the preposition changes."
- Say, "When you learn a phrasal verb, note whether it is transitive, intransitive, or separable." (For more information, see Language Notes at the beginning of this unit. For extra help with phrasal verbs, go to Grammar Extra p. 156.)

About you

B

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

Answers

1. looking forward to; move in with; 2. come up with; 3. clean up any mess / clean any mess up; 4. come up; work out ; 5. shown up; woken up your family / woken your family up; 6. put up with it; have them over and go over things; 7. run out of them; give them back . . .

- **Practice** Have Ss take turns asking and answering the questions with a partner.

C Pair work

- **Preview and do the task** Read the instructions and the example aloud. Ss complete the task.
- **Follow-up** Have several pairs present their rules to the class.

3 Listening and speaking

A Pair work

- **Preview and do the task** Have Ss read the items in the chart. Check that Ss understand them. Read the instructions aloud. Have pairs decide. Have several pairs tell the class their choice.

B CD3, Track 3

- **Preview the task** Say, "Listen to four people talk about roommates. What was each person's problem? Check *a* or *b*."
- **Play the recording** Ss listen and check (✓). Check answers with the class.

Answers

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

- **Play the recording again** Say, "Listen again. Write one thing each roommate didn't do." Ss listen and write. Replay the recording. Ss review their answers. Check answers with the class.

Answers

1. Marc didn't: give back the phone / ask before he made calls
2. Hana didn't: take the trash out / clean up after meals / put the table and chairs back.
3. Emilio didn't: put his shoes away in the closet / pick up his dirty laundry / clean up his mess.
4. Cassie didn't: clean up her mess / pick up her clothes.

About you

C Group work

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Groups share their ideas with the class.

Lesson B *Does family size matter?*

1 Grammar in context

- **Set the scene** Write on the board:

  Who's an only child?

  Who has siblings?

  Explain that a sibling is a brother or a sister. Check that Ss understand the expression "only children."
- Ask, "How many brothers and sisters do you have?" Ss call out answers. Say, "This is what we're going to talk about today: What it's like to grow up in different types of families."

A CD3, Track 4

- **Preview the task** Books closed. Say, "Listen. Who is from a big family? Who is from a small family? Which two people were only children? Can you figure it out?"
- Say, "These are the people you'll hear speak." Write on the board:

  1. Osman *3. Lilli*

  2. Sophia *4. Sean*

  Tell Ss to write their answers.
- **Play the recording** Ss listen and write. Have Ss compare their answers with a partner. Ask Ss to call out the answers to the questions.
- **Play the recording again** Books open. Ss listen, read along, and review their answers.
- Check answers with the class. Ask, "Who is from a big family?" [Osman] "Why do you think so?" [He talks about having people to talk, play, and share with. It was hard to find a quiet place to study.]
- "Who is from a small family?" [Lilli]. "How do you know?" [It was just the three of them.]
- "Which two people were only children? [Sophia and Sean] "How do you know Sophia is an only child? [She was lonely being by herself all the time. There was no one else to blame if she got in trouble.] "How about Sean?" [He had lots of opportunities to socialize with other kids in school.]
- **Preview the task** Read the instructions aloud. Say, "When you give your reasons, refer to things the people said about their experiences growing up."
- **Do the task** Ss check (✓) the boxes and prepare their reasons. Partners compare and discuss their answers.
- Check answers with the class. For each question in the chart, have several pairs give their views and reasons.

Possible Answers

I think Osman sounds like he had a very happy childhood. He got along really well with his siblings, and he says he played with them.

None of them seemed really unhappy, though Sophia seemed lonely.

I think Sophia probably missed having siblings because she says she was a bit lonely.

Lilli's mother was a single parent, which can't have been easy. Sean says there was pressure on him to do well in school.

Osman sounds like he enjoyed playing with his siblings, and Lilli says they were a close family, too.

Extra activity – groups

Group members talk about growing up. They compare their experiences of childhood with the people in the article. Write these questions on the board:

Who did you share secrets with as a child?

Did you long for somewhere quiet?

How did you occupy yourself as a child?

Who did you socialize with as a child?

Were you able to get away with things when you got into trouble?

Was there a lot of pressure on you to do well in school?

Groups discuss the questions. A few groups share their ideas with the class.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Say, "Look at sentence 1. What are the two verb forms in bold?" [infinitive, verb + *-ing*] Say, "Look at Osman's answer. Find a sentence similar to sentence 1." [I think it's important . . .] Ask, "Which form will you circle?" [infinitive: *to grow up*]
- Say, "Circle the correct verb forms to complete the rest of the sentences. Use the article to help you."
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. to grow up; 2. playing; 3. to eat; 4. being.

- **Focus on the use** Write on the board, underlined as shown:
  1. *It's important (for children) to grow up . . .*
  2. *She was lonely playing by herself.*
  3. *She always had enough to eat.*
  4. *Sam had no problems being an only child.*
- Say, "In numbers 1 and 2 on the board, *important* and *lonely* are both adjectives. What verb forms come after adjectives?" [infinitive, verb + *-ing*]
- Say, "In number 3, what does *enough* mean?" [enough food] "Here, *enough* is a pronoun; it means 'enough of something.' The verb is *eat*, so we can assume the noun is *food*. An infinitive comes after the pronoun."
- Point out the expression *had no problem* in number 4. Ask, "What verb form comes after this expression?" [verb + *-ing*]
- Say, "So, we're looking at the verb forms you can use after adjectives, nouns, pronouns, and expressions like the one in number 4."
- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording. Ss listen and repeat the examples.
- **Understand the grammar** Say, "The chart shows when to use an infinitive and when to use verb + *-ing*." Ask Ss to look at the top left section of the chart. Say, "It's common for a generalization to be in a clause that begins with *it* + adjective. Follow this pattern with an infinitive."
- Say, "Look at the top right section of the chart. The correct choice after an adjective in this example is verb + *-ing*. This pattern is used to talk about an actual experience. The subject of this clause is *I*, but it doesn't have to be."
- **Present *In Conversation*** Read the information aloud.
- Ask Ss to look at the bottom left section of the chart. Ask, "Which example sentence uses an infinitive to say how the noun or pronoun is used?" [We always had nice clothes to wear.] Read the second example sentence aloud. Ask, "What does the infinitive do here?" [It adds a detail.]
- **Present *Common Errors*** Read the information aloud.
- Ask Ss to look at the bottom right section. Say, "These expressions are always followed by verb + *-ing*. Other similar expressions are *have a good time, have difficulty,* and *have a hard time.*" Write the expressions on the board. (For more information, see Language Notes at the beginning of this unit. For extra help with other patterns with infinitives and *it* clauses, go to Grammar Extra p. 157.)

About you

B

- **Preview and do the task** Say, "Complete the comments with a correct form of the verbs." Have Ss complete the task. Check answers with the class.

Answers

1. It's hard to imagine growing up . . . we had lots of fun making up games together . . . it's impossible to be lonely.
2. . . . anybody to share problems with. I had no trouble finding kids to play with, though.
3. . . . my job to take care of my brothers. There were a lot of things to do . . . but parents don't have much time to spend with each kid.
4. . . . It was hard to sit / sitting . . . it was easier to be / being together.

- Say, "Discuss the views with a partner. Do you agree with each other?" Have Ss complete the task. Ask pairs to report an interesting part of their discussion.

3 Viewpoint

About you

A Pair work

- **Preview the task** Read the instructions aloud.
- **Present *In Conversation*** Read the information aloud. Ask Ss if they know any others. [The thing is . . . The main / important thing is . . . The point is . . .]
- **Do the task** Ask a S to read the example aloud. Have Ss complete the task.

B Class activity

- **Preview and do the task** Read the instructions aloud. Have pairs present their arguments. Then have the class vote.

Lesson C *What I mean is . . .*

1 Conversation strategy

Why use expressions to make your meaning clear?

In conversation, people often make their point in different ways to ensure that what they are saying is clear to the listener. They might add more information and detail or repeat the same ideas using different words. Expressions such as *What I mean is, . . .* and *In other words, . . .* enable speakers to do this.

(For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Have Ss cover the text of the conversation. Say, "Look at the picture. The young man, Franco, is talking to an older friend of the family. What might they be talking about?" Have Ss call out their ideas.

A

- **Preview the task** Ask a S to read aloud the items in the box. Check that Ss understand the meaning of each item. Read the instructions aloud.
- **Do the task** Ask a few Ss to say which things should be done in high school, in college, and after college. Have Ss work in small groups to discuss the questions. Groups share their decisions with the class.

Culture note

In the United States, the general terms *college* and *university* are used interchangeably.

B CD3, Track 5

- **Preview the task** Books closed. Write *friction (between people)* on the board. Say, "A wants B to pay rent, but B wants to save his money, so there's a lot of friction. What does *friction* mean?" [disagreement that causes stress and unhappiness] Write *give (me) a break* on the board. Say, "A's parents keep reminding her of all their house rules. She wishes they'd give her a break. What does *give somebody a break* mean?" [stop being so strict]
- Read the instructions aloud.
- **Play the recording** Ss listen and write. Replay the recording if necessary. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check the answers with the class. [Franco is finding living with his parents difficult. They want him to pay rent, and he really wants more support from them until he gets on his feet. Sarah thinks it's probably hard for Franco's parents, too. She thinks Franco should pay rent to his parents.]
- Ask Ss to call out any vocabulary problems. Provide definitions.

C

- **Present *Notice*** Read the information aloud. Ask a S to read the expressions for making your meaning clear.
- Say, "Read the conversation again. Which of these expressions does Franco use? How about Sarah? Highlight or underline them." Have Ss call them out. [Franco: *I'm not saying . . . , I'm (just) saying . . . , I don't mean . . . , In other words, . . .* ; Sarah: *What I mean is, . . .*]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

About you

D

- **Preview the task** Read the directions aloud. Say, Before you begin, read all the comments. Make sure you understand them." Check for questions about the comments. Point out that the first one has been done for them. Check that Ss understand why *d* is correct.
- **Do the task** Have Ss complete the task and compare their answers with a partner. Check answers with the class.

Answers

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

- Say, "Now discuss with a partner. Are any of the situations true for you?" Have pairs discuss the comments. Have pairs share their answers with the class.

Extra activity – pairs

Ss write a conversation similar to Franco and Sarah's about a college student whose parents expect him / her to do three of things mentioned in Exercise 1A. Each pair reads their conversation to another pair. Have several pairs read their conversations to the class.

2 Strategy plus

Why use *I have to say . . .?*

In conversation, people may have to make a strong statement or comment of a controversial nature. An expression such as *I have to say . . .* signals that the speaker is about to give a strong personal opinion. (For more information, see Language Notes at the beginning of this unit.)

CD3, Track 6

- **Present *Strategy Plus*** Read aloud the information and the example in Strategy Plus. Tell Ss to look at Franco and Sarah's conversation again and find *I have to say . . .* Ask, "Why does Sarah use this expression? What message is she trying to give Franco?" [She uses it because she's going to say something Franco probably won't want to hear. She's trying to tell him to face the facts.]
- **Present *In Conversation*** Ask a S to read the information aloud. Say, "One of these expressions is used in the conversation. Which one? Who says it?" [Franco uses *frankly.*] Tell Ss that these expressions often mean "I know you don't want to hear this, but . . ."

A CD3, Track 7

- **Preview the task** Say, "Listen. Write the expressions you hear."
- **Play the recording** Ss listen and write. Replay the recording. Ss listen and review their answers. Check answers with the class.

Answers

1. *B* I honestly don't think it is . . . But I have to say I think . . .
2. *B* I don't really know, to tell you the truth . . . , and I have to say I think that's a bad idea.
3. *B* To be honest with you, I think it depends . . . , and quite frankly, she couldn't afford . . .

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

B CD3, Track 8

- **Preview the task** Read the instructions aloud. Have Ss complete the task. For each question, ask a few pairs to present their conversation to the class.

3 Listening and strategies

A

- **Preview the task** Ask, "What is a boomerang?" [A curved stick that comes back to the person who throws it.] Ask, "What is a boomerang kid?" [A child who comes home to live after being away from home.]
- **Do the task** Read the instructions aloud. Ask Ss to read the advice. Check that Ss understand all the ideas. Have Ss work with a partner to complete the activity. Have several pairs report to the class.

B CD3, Track 8

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-272 Ss listen and check (✓). Have Ss compare answers in pairs. Replay the recording. Ss listen and review their answers. Check answers with the class.

Answers

Refuse to lend money.
Don't buy clothes or personal items.
Insist he / she has to apply for a job every day.
Set a move-out date.

C CD3, Track 9

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-272 Ss listen and write *yes* or *no*. Have Ss compare their answers in pairs. Check answers with the class. For extra practice, have Ss write the reason for each answer. Replay the recording if necessary.

Answers

Refuse to lend money. *No.* (Steve doesn't think he can do that because his daughter's friends all have financial help.)
Don't buy clothes or personal items. *Yes.* (Steve thinks this rule is reasonable.)
Insist he / she has to apply for a job every day. *Yes.* (Steve thinks this rule sounds like a good one.)
Set a move-out date. *Yes.* (Steve thinks this rule sounds tough. But he says it sounds appealing.)

About you

D Group work

- **Preview the task** Read the instructions aloud. Ask a S to read the example aloud and to point out the expressions used. [to be honest; what I mean is]
- **Do the task** Have Ss complete the task. Have several groups present their lists of reasonable rules.

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 141. (See the teaching notes on p. T-141.)

Lesson D How *not* to get along!

1 Reading

- **Set the scene** Ask, "What are some good ways to keep friendships alive?" Have Ss call out their ideas (e.g., *keep in touch, respect friends, listen to them, do things together*).

A Prepare

- **Preview the task** Say, "Satire is a way to criticize people or ideas with humor. People use satire to point out faults in individuals or groups." Ask, "What do satirical articles do? Check (✓) the boxes below." Tell Ss to read the possible answers. Check that Ss understand them.
- **Do the task** Ss discuss the list and decide on their answers. Check answers with the class.

Answers

make fun of people
use humor to criticize people
exaggerate or say the opposite of what's true
joke about social or political trends

- Ask, "Do you enjoy reading satire?" Ask Ss to give examples of satire. Say, "Explain what you like or don't like about it." Have Ss discuss the questions in groups. Have groups report to the class. Alternatively, have a class discussion.

B www.cambridge.org/viewpoint/audio

Read for style

- **Preview and do the reading** Read the instructions aloud. Say, "Read the article without stopping. Read for the main ideas. Then review the correct ideas in Exercise A. Read the article again and write the examples you find."
- Ss read and write their answers. Have Ss compare the information in their answers in pairs.
- Check answers with the class: Have several pairs read their final answer.

Answers

The article says the opposite of what's true. It suggests that people don't want to have friends, whereas they usually do. Steps 1 to 5 tell you how to lose friends, which people don't want to do.
It jokes about social trends like how people spend time alone (playing online games for hours, etc.) and watching TV infomercials.

- **Present *Reading Tip*** Read the information aloud. Write on the board:

  Who needs friends?

  Say, "This question is the first sentence of the article. If I showed you only that sentence, what would you expect the article to be about?" Elicit Ss ideas (e.g., *why we all need friends, the importance of having friends, how to make friends*). Say, "The question has set the scene in your mind. In other words, it has started you thinking about the topic. In this case, when you start reading things that are the opposite of what you expect, you know this is a satirical article."

Extra activity – groups

Groups think of two more ways to drive friends away. They write a paragraph title and a few sentences that give examples. Groups read their paragraphs to another group. Have a few groups present their paragraphs to the class.

Extra activity – groups

Groups discuss and say three behaviors they could tolerate and three behaviors which they could not. Ss use the ideas in the article or their own ideas. Groups tell the class their final decisions.

C Understanding reference

- **Preview the task** Ask Ss to look at number 1 in the activity. Read the first expression aloud. Point out that *them* is underlined. Ask, "What kind of word is *them*?" [plural pronoun] "What kind of word does a plural pronoun refer to?" [plural noun] Tell Ss to find the expression in paragraph 1. Check that Ss understand why *them* refers to *friends*. Finally, point out that *friends* comes before *them* in the paragraph.
- **Do the task** Read the instructions aloud. Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. your friends; before; 2. hanging out with them; before; 3. your friends; before; 4. paragraphs 3–7; after; 5. playing online games, etc.; after; 6. returning friends' calls is a waste of time; after; 7. talking to a friend; before; 8. talking about yourself; before; 9. being late; before.

About you

D Pair work

- **Preview and do the task** Read the instructions and the discussion questions aloud. Have Ss complete the task.
- **Follow-up** For each discussion question, ask a few pairs to report their ideas to the class.

2 Focus on vocabulary

A

- **Preview the task** Ask Ss if they know what an idiom is. [a group of words that has a particular meaning that is different from the meanings of the individual words] Say, "The words in bold are idiomatic expressions." Read the instructions aloud. Say, "Remember, use the context – the sentence, and if necessary the paragraph, to help you. Guess the meaning, then look at the list."
- **Do the task** Have Ss complete the task. Have Ss compare their answers in pairs. Say, "If your answers are different, use the context in the article to explain your choice." Check answers with the class.

Answers

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

B Pair work

- **Preview and do the task** Read the instructions and the example sentence aloud. Ask a few Ss to read the example aloud, but to finish the sentence with their own advice. Have Ss complete the task.
- **Follow-up** For each expression, have a few Ss report their advice to the class.

3 Viewpoint

Group work

- **Preview the task** Have a S read the problems aloud. Ask, "Do you have problems like these with people you know?" Ask, "What other problems do people have with their friends?" Elicit ideas from Ss and write them on the board (e.g., *borrows stuff and doesn't give it back, can't keep a secret, posts things online without permission*) Say, "You'll be discussing suggestions for solving the problems." Ask a S to read the example suggestion aloud.
- **Present *In Conversation*** Have a S read the information aloud. Ask, "What expression in the example makes a suggestion?" [It's a good idea to . . .]
- **Do the task** Have Ss complete the task. Tell Ss to use all of the expressions for making suggestions.

Extra activity – groups / class

Ss form new groups. For each problem mentioned in Exercise 3, groups decide on their own best suggestion. Groups present their suggestions to the class. The class votes on the best solutions.

Extra activity – pairs

Pairs write a conversation about a friend one of them is having problems with. Ss can use ideas from Exercise 2A, Exercise 3, and the strategies in Lesson C of this unit. Pairs present their conversation to another pair. A few pairs present their conversation to the class.

Writing *Friends or family?*

In this lesson

- Read the lesson aims aloud. Ask a S to read the definition of a thesis statement from Exercise B.
- **Preview the writing** Say, "In this lesson, we are going to look at an introduction to an essay." Explain that they will end the lesson by writing an introduction to an essay on this topic to practice the three aims presented in this lesson.

A Brainstorm

- **Preview the task** Point out the task at the top of the page. Read it aloud. Read the instructions aloud. Elicit reasons to agree (e.g., *you can be yourself with your family*). Elicit reasons to disagree (e.g., *sometimes it's easier to talk to friends*).
- **Do the task** Have Ss complete the task. Ask several Ss to read their reasons. Write the reasons on the board. They may be helpful for Ss when they do the writing task.

B Look at a model

This introduction recycles contrasting ideas in writing with expressions Ss learned in Unit 1 such as *On one hand, . . . / On the other hand.*

- **Preview and do the task** Read the instructions and the definition of a thesis statement aloud. Tell Ss to read the essay question again. Ask, "What will you find out in the thesis statement?" [if the writer agrees or not] Have Ss read and underline.
- Ask, "Does the writer agree with the saying?" [no] "Which sentence tells you that?" [What is more important than being part of a family, in my view, is having a strong network of friends.] Ask, "What's the thesis statement?" [What is more important than being part of a family, in my view, is having a strong network of friends.]
- Ask, "What happens in the paragraph before the thesis statement?" [The writer briefly describes the issue and gives both sides of the issue.] Ask, "Which expressions does the writer use to contrast the arguments?" [*On one hand, . . . / On the other hand, . . .*]

C www.cambridge.org/viewpoint/audio

Focus on language

- **Present and understand the grammar for writing chart** Read the information aloud. If desired, play the downloadable audio.
- Say, "Look at the first example in the chart." Write on the board:

  What + be + *adjective* + be . . .

  Ask, "What can you add to a *what* clause with this pattern?" [a noun; *to* + verb; *that* clause]
- Say, "Look at the second and third examples." Write on the board:

  What + *subject* + *verb* + be . . .

  Say, "These *what* clauses have the same pattern, but they're separate in the chart. That's because *what* can be added depends on the verb in the *what* clause."
- Point at each pattern individually and have a S read the example from the chart that goes with it.
- **Present *In Conversation*** Read the information aloud.
- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. What is essential is a good . . . / What is essential is to have a good . . . / What is essential is that you have a good . . .
2. What everyone needs is the support . . . / What everyone needs to have is the support . . .
3. What is important is to show respect . . . / What is important is that you show respect . . .
4. What is clear is that family relationships . . .
5. What this means is that blood . . .

D Write and check

- **Preview the task** Read the instructions aloud. Say, "In Exercise A, you brainstormed reasons to agree or disagree with the essay questions. Look at your notes to help you decide which side you will argue for."
- **Present *Common Errors*** Books closed. Write on the board:

  Is important to have good friends.

  Ask, "What's wrong with this sentence?" [There's no subject.] "Look at the chart. How can you fix it?" [Begin the sentence with *What* and add *is* between *important* and *to*.] Read the information aloud. Point out that the sentence could also have been fixed by adding *It*.
- **Do the task** Have Ss write the paragraph. Walk around the class, giving help as needed.

Vocabulary notebook *Look forward to it!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Read the information aloud. Have a S read the example aloud. Ask, "How did the writer personalize *look forward to*?" [used it in a sentence about his / her sister]

A

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

Answers

Answers will vary.

- **Present *We're running out of . . .*** Books closed. Write on the board:

coffee	*breath*	*money*
time	*work*	*energy*
patience	*water*	*space*

Say, "People run out of all these things. Which four do you think they talk about most?" Have Ss call out their choices.

- Books open. Ask a S to read the information aloud. Ask how many Ss guessed all four correctly.

B

- **Preview the task** Read the instructions and the example sentence aloud. Have Ss read over the phrasal verbs. Have Ss call out any whose meaning they have forgotten. Classmates help out with definitions or examples.
- **Do the task** Have Ss write sentences about the person they chose. Ask several Ss to read a few of their sentences to the class.

Answers

Answers will vary.

C **Word builder**

- **Preview and do the word builder task** Say, "Find the meanings of the phrasal verbs below. You can use a dictionary. Write the meanings." Have Ss find the meanings. Check answers with the class.

Possible answers

1. *get around to (doing) something:* finally find time to do something you intended to do or would like to do
2. *come across (as):* give other people a certain feeling or opinion about you
3. *go along with:* agree to something or be willing to accept something
4. *go through:* experience, especially something unpleasant or difficult
5. *look out for someone:* support someone, take care of or feel responsible for someone
6. *look up to someone:* admire and respect someone

- Now use the phrasal verbs to write about the person in Exercise B.

Extra activity – individuals / groups

Ss choose six phrasal verbs from this page and write true sentences about themselves. Ss then form a group and choose one person to read. The reader reads the six sentences. Group members guess whose sentences they are.

On your own

- **Present *On Your Own*** Read the instructions aloud. Say, "Try to use as many phrasal verbs as you can. What phrasal verb did this woman use to talk about her mother?" [put up with]
- **Follow-up** At the start of the next class, several Ss show their photos and read the accompanying sentences.

Unit 8 Food science

Lesson A *Vertical farming*

Grammar *Information focus*

(See Student's Book p. 84.)

In this lesson, Ss review their knowledge of the passive. Active and passive sentences are contrasted in a variety of verb forms.

Form

- Active sentences

  Subject + (modal) + verb + object

  Doer / cause + action + receiver of action

  Experts expect the population to rise.

  They're going to discuss the issue.

  They will grow crops (in water).

- Passive sentences

  Subject + be + past participle

  Receiver of action + action

  The population is expected to rise.

  The issue is going to be discussed.

  Crops will be grown (in water).

Use

- A verb can be active or passive. The active form of a verb focuses on the "doer," or cause, of the action, which is the subject of the sentence. It says what the "doer" does.
- In contrast, the passive focuses on the "receiver" of the action. The "receiver" is the subject. The verb tells what happens to the subject.

  The passive is often used when the "doer" is not known, is not considered to be important information, or is obvious from the context. When it is important to include the cause of the action, the "*doer*" (also called the *agent*) can be introduced with *by*.

Grammar extra *Question forms in the passive*

(See Student's Book p. 158.)

These activities review, extend, and practice question forms in the passive.

Lesson B *Food for Health*

Vocabulary in context *Top foods for health*

(See Student's Book p. 86.)

The lesson teaches the names of body parts and systems and discusses foods that can help maintain them. For example, *Blueberries may be good for your brain. They can help you concentrate and can improve your memory.*

Vocabulary notebook *Picture this!*

(See Student's Book p. 93.)

The Learning Tip tells Ss about the benefits of a picture dictionary. Ss are encouraged to create one on their own computer.

- Ss review and practice the names of parts of the body. They talk about health tips for the body parts.

Corpus information

On the other hand . . .

Hand is the body part that is used most in expressions in conversation. The most common are: *on the one hand; on the other hand; (get) out of hand; (do something) by hand.*

Grammar *Describing causes and results*

(See Student's Book p. 87.)

The lesson teaches verb complements for the verbs *help, let, make, allow, cause, enable, keep, prevent, protect,* and *stop* when they are followed by objects and another verb.

Form

- Verb + object + verb

  This pattern is for use with *help, let,* and *make. Help* can also be used with an infinitive. When *make* is used in the passive, the *to* is needed.

  Blueberries are said to help you concentrate.

  Make the pain go away with cherries.

  Kids are sometimes made to eat foods they don't like.

- Verb + object + infinitive

  This pattern is for use with *allow, cause, enable,* and *help.*

  Eating too much salt may cause your blood pressure to rise.

  Researchers say chili peppers enable you to lose weight.

- Verb + object + *from* + *-ing* form

  This pattern is for use with *keep, prevent, protect,* and *stop. Prevent* and *stop* can also be used without *from.*

  Avocado may prevent / stop your skin (from) aging.

  Kiwis are said to keep your eyesight from deteriorating.

Corpus information

Help

In conversation, the verb *help* is normally followed by the infinitive without *to*. This pattern is about eight times more frequent than *help* followed by the infinitive with *to*.

Use

- The verbs in this lesson are part of a larger group of verbs known as *causatives*. These verbs refer to actions that cause something else to happen.

Grammar extra *Verb + object + infinitive* and *More verb patterns*

(See Student's Book p. 159.)

These activities review and practice verb + object + infinitive patterns and verb + object + adjective patterns.

Corpus information

Common error with want

A common error is to use a *that* clause after *want*.

I want all my friends to have a healthy diet. (NOT: I want ~~that~~ all my friends have . . .)

All right *and* OK

In the Viewpoint activity, Ss are reminded to use *All right* and *OK* to start a new topic or to agree. *OK* is one of the top 100 words in conversation. It is about six times more frequent than *all right*. *All right* is one of the top 400 words and expressions.

Lesson C *Why do they do that?*

Conversation strategy *Using questions to make a point*

(See Student's Book p. 88.)

In conversation, when speakers want to make a point, they often use rhetorical questions. Rhetorical questions are questions that don't require an answer from the listener, either because the answer is implied or because it is obvious from the context.

For example, in the conversation on page 88, Edward's question, *Can all those additives be good for you?* suggests that he thinks they are not good for you. Debra answers *Yeah*, not as an answer to the rhetorical question, but to show that she agrees with Edward. Speakers often use rhetorical questions to make a point, or to support their viewpoint in a discussion. They don't expect the listener to answer them, although listeners may give their answers to show agreement or disagreement.

Strategy plus *Giving examples*

(See Student's Book p. 89.)

In conversation, people use examples to support a point, make their meaning clear, or give a fuller explanation. These are some expressions used:

They make claims ***such as / like . . .***

Some claims are misleading – ***for instance, / for example, . . .***

Take cereal, for instance.

Look at *food coloring . . .*

Speaking naturally *Strong and weak prepositions*

(See Student's Book p. 141.)

This lesson looks at when speakers use strong and weak forms of prepositions. Prepositions that occur somewhere mid-sentence are usually weak. Those occurring at the end of a sentence are usually strong. The exception is the preposition *to*, which is always strong when it comes before a word that begins with a vowel sound.

Lesson D *Where did all the bees go?*

Reading

(See Student's Book p. 90.)

Ss read an article concerning a scientific mystery: why are bee colonies disappearing? Ss become familiar with the situation and the theories about why it is happening. In addition, Ss answer questions dealing with statistics. The reading provides background knowledge for the writing assignment that follows.

Writing *Ups and downs*

(See Student's Book p. 92.)

The task in the lesson is to write a report for a science class. As part of this, the lesson shows Ss how to write about the statistics in graphs and charts that describe trends. Ss learn how to talk about approximate numbers and the correct prepositions to use after verbs and nouns that describe trends. It also points out a common error students make when using the verbs *fall, rise,* and *grow* to describe trends.

- Talking about graphs, charts, and trends

  In the activity, Ss see a number of statements that describe trends over time. By matching them to graphs or a chart, Ss learn expressions such as *increase, decline,* and *rise* and the prepositions that follow them.

- Grammar for writing

  Ss learn expressions for talking about trends with verb + *by* (*increase / decline by* + number) and expressions with noun + *in* (*rise / decline in something*, and *of* + number).

  Expressions for approximate numbers are also presented, (e.g., *approximately, roughly, almost, more than, less than*).

Corpus information

Common errors with verbs (*fall, grow, rise*)

A common error Ss make is to add *down* and *up* to the verbs *fall, rise,* and *grow* to describe trends.

The bee population **fell**, then **rose / grew**.
(NOT: . . . ~~fell down / rose up / grew up.~~)

Food science

Introduce the theme of the unit Ask, "What are some of your favorite foods?" Have Ss call out their answers. Ask, "Do you think your favorites are healthy?" Have Ss respond. Say, "In this lesson, we'll talk about food. We'll talk about growing it and a problem in agriculture today. We'll look at what's good and bad for us." Read the unit aims aloud.

Lesson A *Vertical farming*

1 Grammar in context

- **Set the scene** Books closed. Ask, "Do you know where most of the fruits and vegetables you eat come from? What are the main crops grown near here? What time of year are they harvested?" Have Ss call out their ideas.
- Ask, "Are crops here affected by drought? Are there ever any food shortages? Where can you see greenhouses around here?" Elicit answers.

A

- **Preview the task** Write on the board:
  1. *What kinds of farms are there in your (this) country?*
  2. *What do they grow or produce?*
  3. *Which foods does your country import and export?*
- Have Ss discuss the questions in groups. Then have groups report their answers to the class.

B CD3, Track 12

- **Preview the task** Books open. Read the instructions aloud. Ask, "In a radio or TV interview, what is an *anchor*?" [the interviewer – the person asking the questions]
- **Play the recording** Ss listen and read along.
- Ask, "Who is Celia?" [the environmental correspondent] "What are the predictions for the year 2025?" [The world population is expected to rise to 8 billion. There won't be enough land to grow food on.]
- Ask, "What kind of farming is being discussed at the conference?" [vertical farming] Confirm that Ss understand the meaning of *vertical*. [standing or pointing straight up] Ask, "Which photo best illustrates the topic?" [d]
- Have Ss call out any vocabulary they don't know. Write it on the board. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.

C Pair work

- **Preview the task** Read the instructions and the questions aloud. Ask, "What does *conventional* mean here?" [the way things are usually done, with nothing new or different]
- **Do the task** Have pairs complete the task. Have a few Ss share their responses with the class.

Possible answers

It's important because the world's population is growing, and there won't be enough food for everyone.

They'll be like high-rise greenhouses. They'll be built in cities.

They will be indoors, not outside, and they will grow crops in water instead of soil.

Food will probably be cheaper because transportation costs will be less.

Extra activity – groups

Write on the board:

Population growth

Climate change (drought / flooding)

Farmland needed for housing

Groups discuss these problems and decide which ones are most relevant to their country. Groups report to the class.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview and do the task** Say, "How might the journalists say the sentences below? Rewrite the sentences, starting with the words given. Use the interview to help you."
- Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. The population is expected to rise by 3 billion.
2. The idea was invented by Dickson Despommier.
3. Crops won't be affected by the weather.

- **Focus on the form and use** Write on the board:

  Some people expect the population to rise by 3 billion.

  The population is expected to rise by 3 billion.

  Say, "Look at the first sentence. Who does the action?" [some people]. "What is the action?" [expect] "What receives the action?" [the population]
- Say, "When the verb in a sentence tells what action the subject did, the sentence is *active*.
- Say, "Look at the second sentence. The subject is *population*, and the verb is *is expected*. Did the subject do an action?" [no] Say, "When the verb in a sentence tells what happened to the subject, the sentence is *passive*.
- Ask, "What form is the verb in the first sentence on the board?" [simple present] Ask, "What form of *be* is used in the second sentence?" [simple present] Say, "The verb in a passive sentence is a form of *be* and a past participle."
- Talk about the remaining sentences in Exercise 2A in the same way.
- **Present the grammar chart** Give Ss a few moments to read the chart.
- **Understand the grammar** Say, "This chart shows sentences in both active and passive forms." Have Ss look at the left side of the chart. Say, "These sentences all have an active verb and they focus on who or what did or caused an action."
- Have Ss look at the right side of the chart. Say, "In a passive sentence, the receiver of the action is the focus, so it's the subject of the verb."
- Have Ss identify the subject of each sentence and the form of *be* that is used in the passive sentences. Ask Ss to find the sentences that include the "doers" and say who or what they are. [a professor; the weather] Ask, "Why are the doers not identified in the other sentences?" Elicit Ss responses (e.g., *We don't know who they are; Who they are isn't important.*).

  (For more information, see Language Notes at the beginning of this unit. For extra help with question forms in the passive, go to Grammar Extra p. 158.)

B CD3, Track 13

- **Preview the task** Say, "Rewrite the underlined parts of the sentences from the rest of the interview. Use the passive and add *by* where it is needed."
- Tell Ss to read the three conversations. Check that they understand the sentences.
- **Do the task** Have Ss complete the task and compare their answers with a partner. Tell Ss to use the chart to discuss any differences.
- **Play the recording** Ss listen and check their answers.

Answers

1. ***A*** crops will be grown; this is done
   B nutrients are added; less energy is used by the plants; are grown
2. ***A*** too many pesticides are used
   B pesticides won't be needed; the crops will be protected; the use of pesticides will be reduced; has been contaminated by pesticides
3. ***A*** vertical farms are going to be seen
   B they can't be built; Some trials were carried out; a report was written; it hasn't been published; they're not / they aren't going to be built; the situation must not be ignored and action should be taken; more food is going to be needed; a solution needs to be found

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

About you

C Group work

- **Preview and do the task** Read the instructions. Have three Ss read the example conversation aloud. Have Ss call out some disadvantages of vertical farms (e.g., *cost of building the vertical farm, cost of electricity, they might not work in drought areas, increase in truck traffic around the building*).

  Have Ss complete the task. Then have groups report to the class.

Extra activity – pairs

Imagine that it is 20 years in the future. Many vertical farms have been built. Write on the board:

What has (not) been done?

What might (not) still be done?

What can be done?

What will (not) be done?

Pairs write a short presentation describing the results. Pairs give their presentation to another pair.

Lesson B *Food for health*

1 Vocabulary in context

- **Set the scene** Books closed. Ask, "How do you choose the foods you eat every day? Do you choose carefully?" Elicit Ss responses (e.g., *No: I just eat what I feel like; Someone else makes my meals; Yes: I have food allergies; I'm trying to gain / lose weight*).

A CD3, Track 14

This exercise and the reading below recycle non-defining relative clauses with *which* (See Unit 2, Grammar chart p. 21.)

- **Preview and do the task** Say, "How many foods can you think of that are good for your health? Make a list and be specific. Don't just say *fruits and vegetables* – give examples."
- Have Ss complete their lists and compare the foods they chose with a partner.
- Books open. Say, "Now read the website article. Which of your foods were mentioned?" Have Ss read the article. Ask a few Ss how many of the foods in the article they had on their lists.
- Tell Ss to underline and call out any vocabulary they don't know. Write it on the board. Tell Ss to reread the captions they had trouble with. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.

Extra activity – groups

Groups make a list of other foods that are good for health. The list should also give the health benefits of each food. Have groups share their lists with the class. The class can agree with, disagree with, or correct the health benefits given for each food.

Word sort

B

- **Preview the task** Read the instructions aloud. Ask a S to read the examples aloud. Ask, "Where was this example in the website article?" [number 1]
- **Do the task** Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

blueberries: brain – help you concentrate; improve your memory

cherries: headaches – may make the pain go away

ginger: heart – might reduce cholesterol; may protect from heart disease

hibiscus tea: blood pressure – may lower blood pressure

avocados: skin – may prevent skin from aging

mushrooms: immune system – may protect from colds and flu

chili peppers: metabolism – may increase your metabolism and help with weight loss

apples: liver – may remove toxins

raisins: muscles – help build strong muscles

pineapple: digestive system – might keep you from getting an upset stomach

milk / soybeans / tofu: bones and teeth – strengthen bones and teeth

kiwis and mangoes: eyesight – may keep eyesight from deteriorating

Extra activity – groups

Write on the board:

The average high school / college student has poor eating habits.

Groups decide if they agree or disagree with the statement on the board and give examples.

Extra activity – pairs

Write on the board:

TV ads for food products that contain a lot of added sugar should include a warning about why these things are not healthy.

Pairs discuss and then share their opinion with the class.

Tell Ss to turn to Vocabulary Notebook on p. 93 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-93.)

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview and do the task** Tell Ss to read sentence 1. Ask, "Which word in this sentence do you think will help you choose *keep* or *keeping*?" [help] Say, "Look for words with a similar function in the other two sentences. Circle the correct option in each question. Use the article to help you."

Answers

1. keep; 2. to rise; 3. from getting.

- **Focus on the use** Write *help, cause*, and *prevent* on the board. Ask, "In the sentences, which verb was followed by another verb in base form (infinitive without *to*)? [help] "Which verb was followed by an infinitive?" [cause] "Which verb was followed by the *-ing* form of the verb?" [prevent] "What else was used with *prevent* and the *-ing* form?" [from]
- **Present the grammar chart** Read the information aloud. If desired, play the downloadable recording. Ss listen and read along.
- **Understand the grammar** Say, "Certain verbs include the idea of causing something to happen or not happen. There are three patterns for these verbs."
- Have Ss look at the top section. Say, "The verbs *let* (meaning *allow*) and *make* follow the pattern verb + object + verb. *Help* also follows this pattern, but can be used with an infinitive as well."
- Have Ss look at the middle section of the chart. Point out the verbs that follow the pattern verb + object + infinitive.
- Have Ss look at the bottom section of the chart. Say, "The verbs *keep, prevent, protect*, and *stop* use the pattern verb + *from* + *-ing* form." Ask, "Which verbs can be used without *from*? [prevent, stop] (For more information, see Language Notes at the beginning of this unit. To see and practice more examples of verb + object + infinitive and more verb patterns, go to Grammar Extra p. 159.)
- **Present *In Conversation*** Books closed. Write on the board:

  1. Blueberries are said to help you concentrate.

  2. Blueberries are said to help you to concentrate.

  Ask, "Which of these do you think people say more often – 1 or 2?" Have Ss vote. Books open. Ask a S to read the information aloud.

B

- **Preview and do the task** Read the instructions aloud. Tell Ss to read the sentences before they begin. Check that Ss understand the sentences. Have Ss complete the task. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

1. to rise; lower / to lower
2. make; eat
3. having / from having; cope / to cope
4. to concentrate; from aging
5. getting / from getting
6. to eat
7. from performing; behave
8. from getting

About you

C Pair work

- **Preview the task** Read the instructions and the example aloud. Ask a few Ss for more examples (e.g., *I didn't know chocolate may enable you to concentrate better.*).
- **Do the task** Partners complete the task. Have several Ss each report one of the changes in eating habits they might make.

3 Viewpoint

Pair work

- **Preview the task** Read the instructions aloud. Say, "Add your own ideas to those from the lesson. List ten ideas that would work well on a website that is visited by many different kinds of people." Ask a pair of Ss to read the example aloud.
- **Present *In Conversation*** Read the information aloud. Ask, "Why is *OK* used in the example conversation?" [to start a new topic] "Why does B use *all right*?" [to agree] Tell Ss the two expressions are interchangeable with these uses.
- **Do the task** Ss complete the task. Have several pairs present their lists to the class.

Extra activity – pairs

Ss make a list of the names of five foods from the lesson. Ss exchange lists with their partner. Partners take turns saying whether or not they should eat each food, using a verb from the grammar chart to explain the reason.

Lesson C *Why do they do that?*

Why use questions to make a point?

Rhetorical questions are questions that don't require an answer from the listener, either because the answer is implied or because it is obvious from the context. Speakers often use rhetorical questions to make a point or to support their viewpoint in a discussion. They don't expect the listener to answer them, although listeners may give their answers to show agreement or disagreement. (For more information, see Language Notes at the beginning of the unit.)

1 Conversation strategy

- **Set the scene** Books closed. Say, "When you have a meal at home, do you often have processed foods?" Have Ss call out answers. Ask, "When you buy processed foods, do you read the labels to find out what's in them?"

Extra activity – pairs

Partners have two minutes to list as many processed foods as they can (e.g., *cereal, instant noodles, canned soup*). The pair with the most items wins.

A

- **Preview the task** Books open. Read the instructions aloud.
- Ask a S to read the research findings aloud. Check that Ss understand these expressions: *processed food* [food that has been prepared or treated in some way before the consumer buys it. Sometimes chemical additives are used to make it last longer in the package or to give it extra taste or color]; *additives* [chemicals that are added to processed foods].
- Ask Ss to call out any other vocabulary questions they have. Help with definitions or examples.
- **Do the task** Have Ss discuss each finding with a partner.
- **Follow-up** Read each finding aloud. For each one, ask Ss if they are like average consumers.

B CD3, Track 15

- **Preview the task** Books closed. Say, "Now listen to the conversation. What's the problem with food, according to Edward and Debra? Write brief notes about the answer."
- **Play the recording** Ss listen and write. Have Ss discuss and compare answers in pairs. Partners write their final answer together. Replay the recording if necessary.
- **Play the recording again** Books open. Ss listen, read along, and review their answer.
- Check the answer with the class. [They think we eat too much processed food and are concerned about additives in food such as coloring and artificial flavors. They also wonder how much truth is in manufacturers' claims about the health benefits of their products.]
- Have Ss read the conversation again. Check for vocabulary questions.

C

- **Present *Notice*** Read the information and the example aloud. Tell Ss to find and highlight or underline the two other examples in the conversation. [*Debra:* I mean, why do they need to add that stuff?; *Debra:* I mean, do most people really believe that stuff?]

D CD3, Track 16

- **Preview the task** Say, "Complete the rest of Edward and Debra's conversation with the rhetorical questions in the box. Before you begin, read the conversation and all the questions in the box." Check that Ss understand the sentences.
- **Do the task** Have Ss complete the task and compare answers with a partner. Play the recording. Ss listen and check their answers.

Answers

Debra: . . . . Why don't they educate kids about these issues? . . .
Edward: . . . . I mean, why is it so expensive?
Debra: . . . . Why don't people cook anymore? . . .
Edward: . . . . Isn't it a shame?

Extra activity – class

Replay the recording for Exercise D (CD3, Track 16). Ss listen for the rhetorical questions and say whether they use rising or falling intonation.

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

About you

E Pair work

- **Preview and do the task** Read the instructions aloud. Ask a S to read aloud the rhetorical questions from the conversation. Say, "Use these questions and the questions from Exercise D for ideas." Have Ss complete the task.
- Ask several pairs to share their ideas with the class.

2 Strategy plus

Why give examples?

In discussions, speakers give examples to support a point, to make their meaning clear, or to give a fuller explanation. For example, ". . . we eat too much processed food. *Take cereal, for instance . . .*" (For more information, see Language Notes at the beginning of this unit.)

- **Present *Strategy Plus*** Ask, "Why do you use examples in your conversations?" Elicit answers from Ss (e.g., *to make sure people understand me, sometimes it's the easiest way to explain something*).

CD3, Track 17

- **Play the recording** Ss listen and read along.
- Have Ss read the conversation again. Say, "Highlight or underline the expressions used to give examples."
- Ask, "What is *cereal* an example of?" [processed food] "What are *food coloring* and *artificial flavors* examples of? [additives] "How about *Lowers your cholesterol*?" [claims made by manufacturers]

About you

- **Preview the task** Have Ss read the sentences. Check that Ss understand them. Say, "Complete the sentences with your own ideas. Take sentence 1, for instance. What are some possible answers?" Ask a few Ss for their ideas (e.g., *pizzas, fries, chocolate bars*).
- **Do the task** Have Ss form groups. Read the complete instructions aloud. Have Ss complete the sentences and compare their answers with the group.

Possible answers

1. hamburgers / fries
2. potato chips / peanuts
3. lowers cholesterol / good for your heart / helps you lose weight
4. melons / bananas / kiwis / broccoli / carrots
5. additives / food coloring / chemicals / preservatives

3 Listening and strategies

A

- **Preview and do the task** Read the instructions aloud. Ask, "What is Jamie Oliver doing in picture *a*?" Elicit Ss ideas (e.g., *talking to other chefs about what to cook; listening to a restaurant owner*).
- Partners discuss the photos. Have Ss call out their ideas (e.g., *a. talking to other chefs about what to prepare / cook; b. signing one of his books; c. signing a petition d. having lunch with children / visiting an elementary school; giving a cooking demonstration*).

B CD3, Track 18

About you

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-272 Ss listen and number the photos, then compare their answers in pairs. Replay the recording. Ss listen and check their answers.

Answers

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

C CD3, Track 19

- **Preview the task** Say, "Listen again. Answer the questions. Just write a few words to help you remember. Don't try to write complete sentences." Have Ss read the questions and make sure they understand them.
- **Play the recording** Audio script p. T-272 Ss listen and write. Have Ss compare and discuss their notes with a partner. Replay the recording. Ss listen and review their answers. Have partners work together to write an answer to each question.
- Check answers with the class.

Answers

1. He wanted to change how Americans think about their food.
2. He wanted to get rid of junk food in school lunches.
3. They were pretty upset.
4. He has had a huge impact.

D CD3, Track 20

About you

Pair work

- **Preview the task** Read the instructions aloud. Tell Ss you will pause after each speaker. Ask a pair of Ss to read the example.
- **Play the recording** Audio script p. T-273 Pause after the first interview. Point out that the speaker used an example. Have partners discuss the first speaker.
- Continue the recording and pause after the second speaker. Ss discuss what was said. Continue in this way with the remaining speakers.

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 141. (For more information, see Language Notes at the beginning of this unit. See the teaching notes on p. T-141.)

Lesson D *Where did all the bees go?*

1 Reading

- **Set the scene** Books closed. Read the title of the lesson aloud. Ask, "Do you think bees are important to us? In what way?" Have Ss call out answers. Ask, "Do you think you've seen fewer bees in the last few years?" Have Ss answer.

A Prepare

- **Preview and do the task** Books open. Read the instructions aloud. Ss work with a partner to think of as many facts as they can. Have pairs call out their facts. Write them on the board (e.g., *Bees live in hives, they make honey, they can sting.*).

B www.cambridge.org/viewpoint/audio

Read for main ideas

- **Preview the task** Write the following terms from the article on the board:

  pollen
  pollinate
  phenomenon
  lucrative

  Ask if Ss can give definitions for the words on the board. Help with any definitions Ss can't provide. [pollen: powder from the male part of a flower that causes the female part of other flowers of the same type to produce seeds; pollinate: to carry pollen from the male part of a flower to the female part; phenomenon: something that is noticed because it is unusual or new; lucrative: something that makes a lot of money / profit.]
- Read the instructions aloud. Say, "Read the article twice. The first time, just read for the main ideas. Don't stop to check vocabulary that we didn't talk about. The second time, write the answers." If desired, play the downloadable recording for the first reading.
- **Do the task** Ss read and write answers to the questions. Have Ss compare answers with a partner. Say, "If you have any differences, discuss them with your partner. Use the information in the article to explain why you chose your answers."
- Check answers with the class. [The article describes colony-collapse disorder (CCD). It's about the problem of a declining bee population. It's a serious problem because bees pollinate over 90 percent of America's fruit and vegetable crops. Without bees these crops couldn't grow. There are several possible causes for CCD. They include bees dying from a virus, a parasite, or a fungus infection, poor bee nutrition, the use of pesticides, and cell phone radiation. There is also a suggestion that bees are stressed.]

Extra activity – class

Ss read the article again and underline any vocabulary they do not know. Ss call out their underlined words. Write the words on the board. Ss have a dictionary race. Call out one of the new words on the board. Ss look for the word and raise their hand when they find it. The first S to raise his or her hand reads the definition aloud to the rest of the class.

Extra activity – pairs

Pairs write four questions about the information in the article on a separate piece of paper (e.g., *What are four flowering crops in the U.S. that bees pollinate?*) and make note of the answers. Pairs exchange papers with another pair and answer the questions. Pairs check each other's answers.

C Understanding statistics

- **Preview the task** Remind Ss that *statistics* are numbers that describe things such as people or business conditions. Ask, "What statistic is mentioned in sentence 1?" [The percent of bee colonies that beekeepers lost.] Ask Ss to look in the article and find out if the sentence is true or false. [true] Ask, "Where did you find the information?" [para. 2]
- **Do the task** Ss read, write T or F, and correct the false statements. Check the answers with the class.

Answers

1. T (para. 2); 2. T (para. 2); 3. F – Bees pollinate over 90 percent of the flowering crops in America. (para. 2); 4. F – One-third of what we eat comes from plants that are pollinated by insects. (para. 3); 5. F – Bees pollinate more than $14 billion worth of U.S. seeds and crops each year. (para. 3); 6. F – The United States grows over 70 percent of the world's almonds. (para. 4); 7. F – It would take roughly two-thirds of the bees in the U.S. to pollinate the almond crop. (para. 4); 8. T (para. 6).

About you

D Pair work

- **Preview and do the task** Read the instructions aloud. Have pairs discuss the questions.
- **Follow-up** Ask several pairs to say which facts they found surprising.

2 Focus on vocabulary

A

- **Preview the task** Read the instructions aloud. Suggest to Ss that they try to guess the noun form and then verify their guess by looking at the article.
- **Do the task** Have Ss complete the sentences. Check answers with the class: Have individual Ss take turns reading the completed sentences.

Answers

1. discovery; 2. pollination; 3. threat; 4. production; 5. disappearance; 6. survival; 7. loss.

About you

B

- **Preview and do the task** Say, "Decide which of you is Student A and which of you is Student B. Student A asks the even-numbered questions and Student B asks the odd-numbered questions."

3 Listening and speaking

A CD3, Track 23

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-273 Students listen and check (✓). Check answers with the class.

Answers

How he became interested in bees.

How to care for a hive.

B CD3, Track 24

- **Preview the task** Say, "After you hear an answer, quickly read the next question. That will help you recognize the answer when you hear it."
- **Play the recording** Audio script p. T-273 Ss listen and complete the sentences. Have Ss compare their answers in pairs. Replay the recording if necessary. Ss listen and check their answers. Check answers with the class.

Answers

1. 50–70; 2. 8.7 million; 3. 150,000; 4. 80,000; 5. 4.

C CD3, Track 25

- **Preview the task** Read the instructions aloud. Say, "Write a few words to help you remember."
- **Play the recording** Audio script p. T-273 Ss listen and write. Replay the recording if necessary. Have Ss discuss the answers with a partner. Check answers with the class.

Answers

Advantages: A backyard hive doesn't take a lot of time. It's not very expensive to set up. The rewards are enormous.

Disadvantages: You must check local laws and find out if you can keep bees in your neighborhood. Some research shows that backyard beekeepers may actually harm bees by using pesticides, etc.

D Pair work

This task recycles expressions for listing ideas. (See Unit 2, Writing, p. 28.)

About you

- **Preview the task** Read the instructions aloud. Have a S read the example aloud. Ask, "What expressions does the speaker use so he or she will not be interrupted? [He / she says "for several reasons." That means no one will interrupt him / her until the end of the answer.] Ask, "How will the listener know the speaker is finished?" [He / she is using expressions for listing ideas, like *firstly*.]
- **Do the task** Pairs discuss the questions. Have several pairs share their discussion with the class.

Writing *Ups and downs*

In this lesson

Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Tell Ss to look at Exercise A. Ask, "Which lesson aim is being taught?" [write about graphs, charts, and trends] Ask, "Which lesson aim is being taught in Exercise B, the grammar for writing chart?" [prepositions and approximate numbers] "What common error is shown?" [errors with *fall, rise,* and *grow*]

- **Preview the writing** Say, "In this lesson, you will write a report that includes numbers." Point out the writing topic at the top of the page and read it aloud. Explain that they will end the lesson by writing a report on bees for a science class that will practice the three aims presented in this lesson.

A Look at a model

- **Preview and do the task** Read the instructions aloud. Say, "Look for numbers in the sentences to help you decide. Then look carefully at the words that describe way the trend is moving."
- Point out that the first answer has been done. Have Ss complete the task. Check answers with the class.

Answers

1. c; 2. a; 3. b; 4. a; 5. d; 6. b; 7. d; 8. c.

- Tell Ss to read sentence 2 and to look at chart *a*. Ask, "How does the sentence describe the way the number moved between 1990 and 2010?" [There was a decline in the . . .] Say, "Look at sentence 8 and chart *c*. Ask, "How is the change described?" [There was a rise of just over . . .]

B www.cambridge.org/viewpoint/audio

Focus on language

- **Present the grammar for writing chart** Read the information aloud. If desired, play the downloadable recording. Ss listen and read along.
- **Understand the grammar for writing** Have Ss look at the first two sentences. Ask, "What preposition follows the verbs?" [by] Have Ss look at the bottom two sentences. Ask, "What prepositions follow the nouns? [in, of]
- Point out the column with approximate numbers. Tell Ss that these symbols were chosen for their simplicity. Tell Ss to scan the sentences in Exercise A. Ask, "Where do these expressions occur?" [before the number or percent]

  (For more information, see Language Notes at the beginning of the unit.)

Extra activity – class

Ss have 30 seconds to study the symbols and the words that describe them. Ss close their books. Write the symbols on the board in a scrambled order. Ss race to write the expressions that the symbols represent.

- **Preview and do the task** Read the instructions aloud. Tell Ss to read the entire paragraph before they begin. Have Ss complete the task and compare their answers with a partner. Check answers with the class.

Answers

decline in; drops by *about / approximately / roughly* 10 percent; fall of *about / approximately / roughly* 30 percent in the number; losses of *about / approximately / roughly* 50 percent; *nearly / almost / up to* 90 percent; a decline of *over / more than* 70 percent in its total bee population; increase of *over / more than* 45 percent in the number; production has also risen by *about / approximately / roughly* 100 percent.

C Write and check

- **Preview the task** Read the instructions aloud. Remind Ss to brainstorm the facts they want to include and to review the model sentences in Exercise A before they begin writing. Tell Ss not to forget a topic sentence.
- **Present *Common Errors*** Read the information aloud.
- **Do the task** Have Ss complete the task.

Extra activity

Ss leave their science report on their desk for classmates to read. Ss go around the class and read statements to look for a point or fact they did not include in their own report.

Unit 9 Success and happiness

Lesson A *Successful people*

Vocabulary in context *Expressions with* get

(See Student's Book p. 94.)

This lesson teaches expressions with *get* related to successful people and succeeding in business. Ss learn vocabulary related to starting a business (*get off the ground*), dealing with problems (*get you down*), and making progress (*get ahead*).

Vocabulary notebook *Get started!*

(See Student's Book p. 103.)

The Learning Tip tells Ss that when they learn a new expression, such as a *get* expression, they should think of an everyday situation where the expression would be useful. They then use the expression in a statement about the situation.

Get expressions related to success and achieving success are reviewed and practiced.

Grammar *Talking about* all *and* none

(See Student's Book p. 95.)

The lesson looks at the determiners *each, every, both (of), all (of), no, neither, neither of,* and *none of.*

Use

- Singular nouns

  Both *each* and *every* mean "all." *Each* is used to emphasize the individual components.

  Each entrepreneur was successful.

  Every restaurant rejected the recipe.

  No means "not even one."

  No entrepreneur wants to fail.

- Both / Neither

  Both and *neither* are used to discuss two people or things. *Both* means "this one and that one." *Neither* means "not this one and not that one."

  Both products got off to a good start.

  Neither product was a success at first.

  Both / neither + of is used when another determiner is present. With *both, of* is optional.

  Both (of) these men became billionaires.

  Neither of the men let failure get them down.

- Plural nouns

  Plurals with *all* and *no* are used to make generalizations.

  All successful people have a vision.

  No successful people get ahead easily.

  When statements with plural nouns are more specific, they contain another determiner, such as *these* or *the.* With the positive determiner *all, of* is optional. With the negative determiner *none, of* must be used.

  All (of) these people were successful.

  None of these people graduated from college.

- Uncountable nouns

  All is the positive determiner used with uncountable nouns. *Of* is optional when another determiner follows. *None* is the negative determiner used with uncountable nouns. *Of* is required.

  All (of) their hard work paid off.

  None of their hard work was wasted.

Grammar extra *Singular or plural verbs with determiners* and *Determiners with and without* of

(See Student's Book p. 160.)

These activities review and practice the use of singular or plural verbs after determiners as well as determiners with and without *of.*

Corpus information

It seems to me

In the Viewpoint activity, Ss are reminded to use *It seems to me* to introduce an opinion. Other expressions include *I (don't) think . . . , It seems like . . . ,* and *If you ask me, . . .*

Lesson B *Happy moments*

Grammar *Adding information*

(See Student's Book p. 97.)

The lesson gives more information about the meaning and use of *-ing* forms (verb + *-ing*).

Use

- *-ing* form as a reduced relative clause

  When a relative clause is reduced, the relative pronoun is dropped. If *be* was in the original clause (e.g., *are digging*), it is simply dropped. If there was no form of *be* in the original clause, the original verb takes the *-ing* form. This applies only to subject relative clauses, where the relative pronoun is the subject of the clause.

  There are some people digging for clams. =

  There are some people who are digging for clams.

- *-ing* form to show concurrent actions or events

  The verb in the main clause establishes the time reference for the actions or events. A comma is used between the main clause and the *-ing* forms.

I was sitting there, thinking. =

I was sitting there, and I was thinking.

- *-ing* forms before or after *be*; as subject or object of verbs

  -ing forms can be the subject or complement of *be* and the subject or object of other verbs.

  Being successful is / feels good.

  My happiest moments were playing on the beach. =

  My happiest moments were when I was playing on the beach.

  I remember sitting outside.

Lesson C *As far as happiness goes, . . .*

Conversation strategy *Focusing in on a topic*

(See Student's Book p. 98.)

The lesson teaches expressions that a speaker can use to focus in on a topic. These expressions alert the listener to a specific main point.

- Focusing in on

  As far as (success) is concerned, . . .

  As far as (careers) go, . . .

  When it comes to happiness / being happy, . . .

  . . . in terms of . . .

  In terms of differs from the other expressions because it is followed by a noun phrase or an *-ing* form.

Corpus information

Expressions for focusing in on a topic

The expressions *As far as (success) is concerned, As far as (careers) go, When it comes to happiness / being happy,* and *in terms of* are more common in formal speaking than in informal conversation.

Strategy plus *As far as I . . .*

(See Student's Book p. 99.)

- To introduce an opinion

  As far as I'm concerned, . . . can introduce an opinion. It gives the impression that the speaker has definite ideas.

  As far as I'm concerned, you can't define happiness in terms of what you own.

- To soften opinions and show uncertainty

  As far as I know and *As far as I can tell* are used when a speaker wants to soften an opinion or is uncertain about the facts.

  As far as I can tell, happiness and success are not the same thing.

Corpus information

Opinions

In conversation, *As far as I'm concerned* is the most frequent expression. It is followed by *As far as I know* and *As far as I can tell.*

Grammar extra *Verbs followed by an -ing form or an infinitive* and *Verbs of perception + object + base form or -ing form*

(See Student's Book p. 161.)

These activities review and practice verbs followed by an *-ing* form or an infinitive, as well as verbs of perception + object + base form or *-ing* form.

Speaking naturally *Stress in expressions*

(See Student's Book p. 142.)

This section gives Ss practice hearing and using conversational expressions that help a speaker focus in on a topic. Ss also practice expressions for introducing opinions. Ss learn and practice main and secondary stress.

Lesson D *The politics of happiness*

(See Student's Book p. 100.)

In this section, Ss read about happiness in other countries.

Writing *Policies for happiness*

(See Student's Book p. 102.)

In the task, Ss answer the question and give specific reasons and examples to support their answer. The lesson also presents expressions for adding ideas.

Corpus information

Writing vs. Conversation

Moreover and *Furthermore* are mostly used in formal writing and formal speaking.

- Adding ideas within a sentence

  As well as mostly connects noun phrases and adjectives.

  In addition to mostly connects noun phrases. When a verb is needed, the *-ing* form must be used after *in addition to.*

  Other forms are possible after *as well as*, but this is not presented in this lesson.

- Adding ideas to a previous sentence

  The following expressions are often used to start a sentence adding ideas to a previous sentence or sentences:

  In addition

  Furthermore

  Moreover

Corpus information

Errors when adding ideas

Here are two common errors:

Remember to use an *-ing* form after a preposition.

It makes us happier in addition to making us richer.
(NOT . . . *in addition to* ~~*make*~~ . . .)

Don't use *as well as* to connect a clause with a new subject.

This increases happiness as well as stimulating wealth.
(NOT . . . ~~*it stimulates*~~ . . .)

Success and happiness

Introduce the theme of the unit Books closed. Write the unit title on the board and read it aloud. Ask, "What do these words mean to you?" Have Ss call out their ideas. Ask, "Are all successful people happy? Are all happy people successful?" Elicit Ss ideas. Books open. Have individual Ss each read a lesson aim aloud. Ss listen and read along.

Lesson A *Successful people*

1 Vocabulary in context

- **Set the scene** Books closed. Say, "If your goal is to become a successful person, what can you do to achieve your goal?" Elicit ideas from Ss (e.g., *get a business degree, start your own business, get a good job*).

A CD3, Track 26

- **Preview the task** Say, "Work with a partner. Make a list of successful people." Give Ss time to think and write. Ask, "What makes them successful? Decide with your partner and write your ideas."
- Have several pairs name one of the people they talked about and say what makes the person successful. Write Ss ideas on the board.
- Books open. Tell Ss to read the article. Say, "Do the people on your list have the qualities described in the article?"
- Note: This is available on audio if you'd like Ss to hear it. It is not intended to be a listening activity.
- Ask, "What are the three main qualities mentioned in the article?" [vision, persistence, passion] Say, "Work with a partner again. Reread the article and write a definition for each of these qualities."
- Ask a few Ss to give their definitions. If necessary, provide the following: *vision* – the ability to imagine how something will develop in the future and then to plan for it; *persistence* – continuing to do something in a determined way despite difficulties or opposition; *passion* – a very strong interest or desire.
- Tell Ss to look at the people on their list. Ask, "Do any of the people on the list have these or similar qualities?" Have a few Ss share their answers with the class.

Culture note

Andre Agassi is a retired professional tennis player, the winner of many tournaments and a gold medal at the 1996 Olympics.

Ralph Lauren, a fashion designer, is best known for his Polo line.

Sir Richard Branson created Virgin, a group of companies that includes music, airline, and communication businesses, among others.

About you

B Pair work

- **Preview and do the task** Tell Ss to find expressions in the article to replace the words in bold. Have Ss read the sentences. Check that they understand them. Say, "The expressions you need are in bold in the article."
- Have Ss complete the task. Check answers with the class.

Answers

1. You won't get ahead / get anywhere in life or get to the top in your career if you don't like what you do.
2. It's not hard to get a business off the ground / get a business under way, but only businesses that get off to a good start will be successful.
3. You won't get anywhere / get ahead in life if you don't have a passion.
4. Failure only gets to be a problem if you let it get you down.
5. Successful people don't let anything get in their way. They get on with building their businesses.

- Ss call out vocabulary they don't know. Write it on the board. Have classmates give definitions of words they know. Give definitions for any remaining vocabulary.
- Ask, "Do you agree with the sentences? Discuss with a partner. Say why you agree or disagree. Give examples if you can."
- Ss discuss the sentences. Have a few Ss report an interesting part of the discussion.

Word sort

C

- **Preview the task** Read the instructions aloud. Ask a S to read the example aloud.
- **Do the task** Have Ss complete their charts. Say, "Now compare charts with a new partner."

Answers

starting things: get off the ground, get off to a good start, get under way
problems: get in the way, get somebody down
making progress: get ahead, (not) get anywhere, get on with, get to be, get to the top

Tell Ss to turn to Vocabulary Notebook on p. 103 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-103.)

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Say, "The grammar point here is about the ideas of *all* and *none*. Rewrite the sentences, replacing the underlined words with phrases from the article."
- Do an example with the class. Read sentence 1 aloud. Have Ss scan the article for a similar sentence. Ask a S to read it aloud. [All successful people know . . .] Ask, "What's different?" [*Every successful person* changed to *All successful people*.]
- **Do the task** Have Ss complete the task.

Answers

1. All successful people know you need a vision.
2. Both men became billionaires.
3. Neither product sold at first.
4. None of them graduated from college.
5. No success comes easily.

- **Focus on the use** Say, "Look at sentence 2. What changed?" [*The two* changed to *Both*.] Ask, "How many is *both*?" [two]
- Ask, "What's different in sentence 3?" [*The two products didn't sell* changed to *Neither product sold*.] Ask, "What form is *didn't sell*?" [simple past negative] "What form is *sold*?" [simple past] Ask, "Where's the negative?" [*Neither* is a negative word.]
- Ask, "What changed in sentence 4?" [*Not one of these people* changed to *none of them*.]
- Ask, "What happened in sentence 5?" [*Success doesn't come easily* changed to *No success comes easily*.] "What happened to *doesn't*?" [It became unnecessary when *No* was used with *success*.]
- **Present the grammar chart** Say, "Determiners are words that come before a noun, like *the, this, my, every, all*. The determiners in this chart talk about how many." Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording.
- **Understand the grammar** Present the grammar chart. Say, "The words on the left are used in positive sentences. The words on the right are used in negative sentences. *Each* and *every* are used with singular nouns to suggest *all*." Read the sentences. To emphasize individual things or people, do you use *each* or *every*?" [each] "Which word means *all* with a singular noun?" [every] "Which word means *not one*?" [no] "Where does it go in the sentence?" [in front of the noun]
- Ss look at the second section of the chart. Have Ss read the sentences with *both*. Say, "When *both* comes directly before a plural noun, don't use *of*. When there is another determiner in front of the noun, *of* is optional." Have Ss look at the sentences with *neither*. Say, "*Neither* means 'not A and not B.' *Neither* is used with a singular verb. *Of* is not optional when there's another determiner between *neither* and the noun."
- Say, "Look at the section on plural nouns." Ask, "What determiner is used with plural nouns in positive sentences?" [all]. Tell Ss to look at the negative sentences on the right. Say, "Use *no* with a general subject like *successful people*. Use *none of* with a subject that includes another determiner."
- Say, "Read the sentences with uncountable nouns. Is *of* optional with *all*?" [yes] "Is *of* optional with *none*?" [no] (For more information, see Language Notes at the beginning of this unit. For extra help with determiners, go to Grammar Extra, p. 160.)

About you

B

- **Preview and do the task** Say, "Circle the correct determiners in the conversation." Have Ss complete the task. Check answers with the class.

Answers

1. *B* Yes. All my close . . . and all of their efforts paid off. No success is easy. None of my . . .
2. *B* Well, each person is successful . . . But every friend I have is doing what they love.
3. *B* . . . but neither of their companies . . .
4. *B* . . . I'm sure every student is happy . . . Both of my roommates thought I would quit.

- **Practice** Tell Ss to practice the conversation. Say, "When you're finished, practice again, giving your own answers and ideas."

3 Viewpoint

A CD3, Track 27

- **Preview the task** Read the instructions aloud. Check that Ss understand *motivated* [willing to do something] and *outlook* [attitude]. Tell Ss you'll play the recording twice. Tell Ss not to write in complete sentences.
- **Play the recording** Audio script p. T-274 Ss listen and write. Play the recording again. Ss compare their answers. [1. think positively / have a positive outlook; 2. find a good idea / an idea nobody else has had (and get it off the ground); 3. work hard; 4. be lucky (be in the right place at the right time); 5. be motivated]

B Pair work

- **Preview the task** Have two Ss read the example conversation.
- **Present *In Conversation*** Have a S read the information aloud. Say, "In the example, this expression is used to introduce an opinion. You can also use *It seems like* or *If you ask me*."
- **Do the task** Have Ss complete the task.

Lesson B *Happy moments*

1 Grammar in context

- **Set the scene** Books closed. Ask, "What are some things that make people happy?" Elicit Ss ideas (e.g., *success, a nice family, lots of money*).

A

- **Preview and do the task** Read the instructions aloud. Have Ss call out their answers (e.g., *laughing with friends, finishing a big job, getting married, having children, enjoying a hobby, dancing or singing*).

B CD3, Track 28

- **Preview the task** Say, "Listen. What are some of the happiest moments in Anna's life? How about Wesley's? Write a few words to help you remember the answers."
- **Play the recording** Ss listen and write. Have Ss compare their answers with a partner.
- **Play the recording again** Books open. Ss listen, read along, and review their answers.
- Check answers with the class. Ask, "What were some of the happiest moments in Anna's life?" [playing on the beach as a kid] "What was the happiest moment in Wesley's life?" [graduating from college]
- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

C Pair work

- **Preview the task** Read the instructions aloud. Say, "People can read the same thing but have different ideas about it. You and your partner could answer these questions the same way. In that case, you share the same interpretation. You and your partner could have different answers. Then you have different interpretations."
- **Do the task** Say, "Read the conversation again and discuss the questions."
- Check answers with the class. For each question have several Ss give their answer.

Possible answers

1. childhood friends / brother and sister
2. Anna: Wesley comments on her successful career and Anna says, "being successful feels good."
   Wesley: He says his hard work at college finally "paid off."
3. Wesley sounds happier: He still enjoys the simple things in life. He suggests they go clam-digging. Anna doesn't seem happy. Her happiest moments were in the past. She says that success isn't everything.

About you

D Pair work

- **Preview the task** Say, "Find the expressions in bold in the conversation and check their meaning." Add, "When you find the expression in the conversation, read the context carefully, then guess its meaning. Finish the activity and compare your guesses with a partner."
- **Do the task** Have Ss complete the task and compare answers. Say, "Now check your answers with a dictionary." Review answers with the class.

Answers

1. pay off = bring benefits / rewards
2. It's (not) my thing = I'm (not) interested in it, I (don't) enjoy doing it.
3. make the most of something = do as much as you can to enjoy or benefit from something
4. all over = finished
5. go on = happen
6. isn't everything = is not the most important thing

- Say, "Now ask and answer the questions with your partner." Ask a S to read the example aloud.

Extra activity – pairs

Write on the board:

How do you react when your work doesn't pay off? Does it get you down, or do you just get on with something new? What do you do?

Would you take a job that wasn't really your thing? If yes, would you just try to make the most of it or keep looking for something else? If you didn't like it, could you be happy concentrating on the nice things that are going on around you?

Ss find a new partner and discuss the questions. Have a few pairs share their answers with the class.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Ask, "How do Anna and Wesley say these things? Find the sentences in the conversation. Underline them so you can refer to them easily."
- **Do the task** Have Ss complete the task.

Answers

1. There are so many things going on. (Anna)
2. I got so stressed taking exams. (Anna)
3. My happiest moment was graduating. (Wesley)
4. Being successful feels good. (Anna)

- **Focus on the form** Have Ss look at sentence 1. Ask, "How did Anna say it?" Write on the board,

  There are so many things ~~that are~~ going on.

  Ask, "What is *that are going on*?" [relative clause] "What words were deleted?" [*that are*]
- Write on the board,

  I got so stressed when I took exams.

  Ask, "What is *when I took exams*?" [time clause] Ask, "What words were deleted?" [*when I*] "What did *took* change to?" [taking] Ask, "Did Anna feel stress at the same time she took exams or at a different time?" [at the same time]
- Write on the board,

  My happiest moment was when I graduated.

  Ask, "How did Wesley say this? What words were deleted?" [*when I*] "What happened to *graduated*?" [It changed to *graduating*] Ask, "Was Wesley's happiest moment at the same time he graduated or at a different time? [at the same time]
- Say, "Look at sentence 4. What's the verb in the clause *When you're successful*?" [are (*be*)] "What did that clause change to?" [being successful]
- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording.
- **Understand the grammar** Ask Ss to look at the top section of the chart. Say, "To *reduce* a subject relative clause, *omit* the subject pronoun (*who, that*) and change the verb to an *-ing* form.
- Say, "Look at the middle section of the chart. The first verb in the main clause establishes the time frame – past, present, or future. The other events can be added using *-ing* forms. All the verbs have the same subject. Commas are necessary to separate the events."
- Review the information from the bottom section of the chart. Ask, "When you see an *-ing* form after *be*, how do you know it's not a continuous form?" [Look at the subject.] (For more information, see Language Notes at the beginning of this unit. For extra help with other patterns with *-ing* forms, go to Grammar Extra, p. 161.)

B CD3, Track 29

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and compare answers with a partner.
- **Play the recording** Ss listen and review their answers.

Answers

1. . . . was having dinner in Italy. . . . Watching the sunset . . . I can't remember feeling happier.
2. . . . playing volleyball . . . so winning felt really great and getting together always reminds. . . .
3. was winning the school spelling . . . so proud, standing there. . . . clapping. And seeing my parents' faces . . . for ages, not wanting it all. . . .

About you

Pair work

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

3 Listening and speaking

A CD3, Track 30

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-274 Ss listen and number the topics. Replay the recording if necessary. Check answers with the class.

Answers

1. a graduation ceremony; 2. a marriage proposal; 3. a dream vacation.

B CD3, Track 31

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-274 Ss listen and write. Pause the recording after each speaker.

Answers

1. José: His friend walked into the table, and all the diplomas fell on the floor. He felt annoyed.
2. Cho Hee: Her boyfriend couldn't find the ring. She felt embarrassed.
3. Katy: The hotel room was old and dirty. She felt disappointed.

About you

C Group work

- **Preview and do the task** Read the instructions aloud. Ss complete the task in groups.
- **Follow-up** Each group shares a story with the class.

Lesson C *As far as happiness goes, . . .*

1 Conversation strategy

Why use expressions to focus in on a topic?

In conversation, people often want or need to focus in on a topic or make clear which aspect of a topic they are about to talk about. Expressions such as *As far as (happiness) is concerned*, alert the listener to the point being discussed. (For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Say, "At the beginning of this unit we talked about the relationship between success and happiness." Have Ss cover the text of the conversation. Say, "Look at the flip chart in the picture. What item is included on both lists?" [money]

A
- **Preview and do the task** Read the instructions aloud. Ask a S to read the statement aloud. Tell Ss to discuss the statement with a partner. Say, "*In terms of* means 'by talking about.' Give a reason for your opinion."
- Ask several pairs to say whether they agreed with the statement.

Possible answers

I don't agree. I think you can be successful, but you might not be happy. I know a lot of people who have successful careers, but they're not that happy really.

I agree. You feel happy when you're successful. But you can be successful in different ways. Maybe you have a successful family life and relationship, for example.

B CD3, Track 32
- **Preview the task** Books closed. Read the instructions aloud. Add, "Listen for the speakers' comments and main ideas."
- **Play the recording** Ss listen. Replay the recording if necessary. Have pairs discuss whether they agree with the comments.
- **Play the recording again** Books open. Ss listen and read along. Ask Ss to call out any vocabulary problems. Provide definitions.
- Identify the comments with the class. [*Marta*: Happiness and success are not the same thing. Happiness is all about relationships and strong social networks. *Frank*: No possession in the world can make you truly happy. *Juliette*: Happiness is about doing things that have meaning.]
- **Follow-up** Have several Ss say which comments they agree with.

C
- **Present *Notice*** Read the information aloud. Ask a S to read the expressions for focusing in on a topic. Point out that *in terms of* is different from the other expressions because it is followed by a noun phrase or an *-ing* form.
- Say, "Read the conversation again. Find examples of the expressions and underline or highlight them." Ask individual Ss to read aloud each sentence containing the expression. [Marta: As far as happiness is concerned, it's all about relationships, I think. Marta: But as far as careers go, accounting is considered one of the best. Juliette: When it comes to being truly happy, it's about doing things that have meaning. Frank: But as far as I'm concerned, you can't define happiness in terms of what you own.]
- **Present *In Conversation*** Books closed. Write on the board:

  As far as . . . is concerned

  in terms of

  When it comes to . . .

  Tell Ss to put the expressions in order from most to least used. Then ask, "Are these expressions used more often in formal or informal conversations?" Books open. Have Ss read the information.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

About you

D
- **Preview the task** Say, "Complete the sentences with your own ideas." Ask a S to read the example sentence aloud.
- **Do the task** Have Ss complete the task and then read their answers to a partner.

Possible answers

1. When it comes to being truly happy, friendships are more important than money.
2. As far as true happiness is concerned, it has nothing to do with your job or career.
3. As far as having a successful career goes, you are only really successful if you love what you do.
4. You can't define success just in terms of your job or the things you own.
5. As far as relationships are concerned, it's important to have lots of close friends that you can rely on.

- Ask several Ss to each read a sentence aloud.

Extra activity – pairs

Ss write a conversation involving two people. One speaker tries to convince the other that money and possessions are necessary for happiness. Pairs read their conversation to another pair.

2 Strategy plus

Why use *As far as I . . .*

In conversation, people can use *As far as I'm concerned . . .* to introduce an opinion. When speakers feel some uncertainty or want to soften an opinion, they often use *As far as I know . . .* or *As far as I can tell . . .* (For more information, see Language Notes at the beginning of this unit.)

CD3, Track 33

- **Present *Strategy Plus*** Tell Ss to look at the conversation again and find *As far as I'm concerned . . .* [Frank] and *As far as I can tell . . .* [Marta]. Say, "Read what Frank and Marta say. Who is expressing an opinion?" [Frank]. "Who is perhaps less sure of an opinion, saying what they noticed?" [Marta]
- Read the information and the examples in Strategy Plus aloud.
- **Present *In Conversation*** Ss cover the In Conversation box with a piece of paper. Say, "Read the expressions in bold in the Strategy Plus box again. Which one do you think is used most often? Which ones are second and third?" Have a few Ss call out their ideas. Books open. Ask a S to read the information aloud.

About you

- **Preview the task** Say, "Complete the conversations with your own ideas." Tell Ss to read the conversations before they begin. Check that Ss understand them.
- **Do the task** Have Ss complete the conversations. Give Ss time to write their ideas. Say, "Now ask and answer the questions with a partner."

Possible answers

1. ***B*** Well, as far as I'm concerned, if everyone just got on with life, we'd all be happier. (You should live every day as though it's your last! There's no time to sit and think about that stuff. Just get on and do it!)
2. ***B*** . . . As far as I know, money definitely doesn't make people happy. (You see those people who win millions, and they're never any happier. Or people who make a lot of money in their jobs, and that doesn't necessarily make them happy, either.)
3. ***B*** You know, as far as I can tell, it probably is. (It doesn't necessarily make you happy. In fact, the people I see in successful careers are often the most stressed and unhappy.)

3 Strategies

A CD3, Track 34

- **Preview the task** Say, "Before we begin, read the conversations." Have Ss call out any vocabulary they don't know. Write it on the board. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.
- **Play the recording** Ss listen and write. Have Ss compare answers with a partner. Replay the recording. Ss listen and check. Check answers with the class: Have individual pairs each read an answer aloud.

Answers

1. ***B*** as far as I'm concerned
   A when it comes to
2. ***B*** when it comes to
   A as far as I know
   B as far as I can tell
3. ***A*** as far as I can tell
   B as far as I'm concerned; in terms of stress
   A as far as culture goes

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

About you

B Pair work

- **Preview and do the task** Read the instructions aloud. Remind Ss to use the expressions in Strategy Plus. Have Ss complete the task. Walk around the room listening for the strategies. Have a few Ss share their responses with the class.

C Group work

- **Preview the task** Read the instructions aloud. Ask a S to read the example comment aloud.
- **Do the task** Have groups decide on five things. Several groups present their five choices to the class.

Extra activity – groups

Ss stay in their groups from Exercise 3C. Groups present their list from Exercise 3C to other groups. Groups decide the three things that make people unhappiest and try to think of solutions. A few groups present their findings and solutions to the class.

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 142. (See the teaching notes on p. T-142.)

Lesson D *The politics of happiness*

1 Reading

- **Set the scene** Ask, "We've talked about individual people and happiness. What about countries and happiness? Do you think most of the people in your country are basically happy?" Have Ss call out their ideas.

A Prepare

This task recycles the conversation strategy of using *would* to soften opinions. (See Unit 6, Lesson C, p. 66.)

- **Preview the task** Read the instructions aloud. Ask a S to read the example answer aloud.
- Remind Ss about the strategy of using *would* to soften an opinion. Ask, "What are some other expressions using *would* that are used this way?" Ss call out their ideas (e.g., *I would say / imagine*).
- **Do the task** Pairs brainstorm and make a list. Have Ss call out their ideas (e.g., *wealth, economy, standard of living, available medical care, education opportunities*). Write the ideas on the board.

B www.cambridge.org/viewpoint/audio

Read for the main ideas

- **Preview the reading** Say, "Read the article without stopping to check vocabulary. Read for the main ideas. If you see one of your ideas mentioned, check (✓) the list you and your partner wrote."
- **Do the task** Ss read and check (✓). Have several pairs say which of their ideas were mentioned.
- Have Ss call out any vocabulary they don't know. Write it on the board. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.

Extra activity – pairs

Write on the board:

What three things do the happiest countries have in common?

Would a shorter work week and more vacation time make you happier? What if these things had a negative effect on your salary?

Why do you think Bhutan's GNH approach works? Could it work here / in your country?

Which ideas in the article would you ask your government to prioritize to help raise your country's GNH?

Pairs discuss the questions. Several pairs present their ideas to the class.

Extra activity – pairs

Write on the board:

higher taxes and shorter work week

higher taxes and more vacation time

strong sense of national identity

strong feeling of social cohesion

"community credit" programs

lower taxes

higher salaries for non white-collar jobs

Ss decide which of the ideas on the board they would like for themselves, personally. Then they decide which ones they think are practical and which ones are impractical.

C Reading for detail

- **Preview the task** Read the instructions aloud. Ask Ss to read statements 1 to 6 before they begin. Check that Ss understand the statements.
- **Do the task** Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. NG; 2. Y; 3. Y; 4. NG; 5. Y; 6. NG.

About you

D Pair work React

- **Preview and do the task** Read the instructions and the discussion questions aloud. Have Ss complete the task.
- **Follow-up** For each discussion question, ask a few pairs to report their ideas to the class.

2 Focus on vocabulary

A

- **Preview the task** Read the instructions aloud. Say, "Remember, use the context – the sentence, and if necessary, the paragraph – to help you. These vocabulary activities are useful because as they build your vocabulary, they help your reading and give you more choices for expressing your ideas. Both of these things can result in higher marks for you."
- Point out that the first answer has been given. Say, "Find *analyze* in paragraph 1." Ask a Ss to read aloud the sentence from paragraph 1. [According to social psychologist Adrian White, who analyzed data and surveys . . .]
- **Do the task** Have Ss complete the task. Tell Ss to check their answers in pairs. Say, "If your answers are different, use the context in the article to explain your choice." Check answers with the class.

Answers

1. analyze; 2. citizens / population / inhabitants; 3. priorities, nation; 4. policies; 5. seek, wealthier; 6. stimulate.

About you

B Pair work

- **Preview and do the task** Read the instructions and the example sentence aloud. Have pairs complete the task.
- **Follow-up** For each word, have a few pairs tell the class their sentence.

3 Listening and speaking

A CD3, Track 37

- **Preview the task** Say, "Read the sentences from a handout for a sociology class." Have Ss read the four sentences. Check that Ss understand them. Say, "Guess the missing words. Use the context and what you know to help you."
- Say, "Now listen to part of a lecture, and complete each sentence with no more than three words. You won't hear exactly the same sentences, so listen for the same information."
- **Play the recording** **Audio script p. T-274** Ss listen and write. Replay the recording if necessary. Check answers with the class.

Answers

1. happier than
2. an economic recession
3. live longer lives
4. contribute more

B CD3, Track 38

- **Preview the task** Read the instructions aloud. Say, "I will play the recording twice. Just listen the first time."
- **Play the recording** **Audio script p. T-275** Check that Ss know what a community garden is. [A piece of land, often in a city, where plants (usually vegetables) are grown. A group of people from the community take care of the plants and the garden. At the end of the season, the group shares what has been grown.]
- **Replay the recording** Say, "This time, listen and write the three proposals." Ss listen and write. Check answers with the class.

Answers

1. Improve public transportation.
2. Invest in community projects.
3. Ask people about things that affect them.

About you

C Pair work

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Follow-up** Have several pairs present their policies to the class. Write the ideas on the board.

Extra activity – groups

Groups choose one of the policies from the board or use their own idea. Groups prepare a presentation to sell the idea to the class. Groups can talk about immediate and long-term benefits, and what will be needed to put the plan into action. The class votes on which idea is the best / most useful.

Writing *Policies for happiness*

In this lesson

- Ask a S to read the lesson aims aloud. Say, "Exercise A shows you a model paragraph from an essay that is answering a question. Where on the page can you find information about how to add ideas in a paragraph?" [Exercise B] "Where can you learn to avoid common errors with expressions to add information?" [Exercise D]
- **Preview the writing** Say, "In this lesson, you will write a paragraph in an essay. The paragraph is one that would appear in a longer piece of writing." Point out the writing topic in the Task box and read it aloud. Explain that they will end the lesson by writing a paragraph that will practice the three aims presented in this lesson.

A Look at a model

- **Preview the task** Point out the task at the top of the page. Read it aloud. Read the instructions aloud.
- **Do the task** Have Ss complete the task and compare their answers with a partner. Check answers with the class.

Answers

The student thinks the government should try to make its citizens happy. The reasons are:
Happy workers are more effective and more productive.
Happy people contribute more to the community in terms of volunteering.
Happy people tend to be healthier and cost less in terms of health care.

- Ask, "What other reasons can you think of?" Have Ss call out ideas (e.g., *happier families, less crime, more community spirit, lower unemployment, friendlier neighborhoods*). Write the ideas on the board.

B www.cambridge.org/viewpoint/audio

Focus on language

- **Preview and do the task** Read the instructions aloud. Say, "We'll check the answers before we talk about the grammar chart." Have Ss complete the task. Check answers with the class. [In addition; Furthermore; in addition to]
- **Understand the grammar for writing chart** Read the information aloud. If desired, play the downloadable recording.
- Ask, "When you want to add another idea in the same sentence, what expressions can you use?" [as well as, in addition to]
- Write on the board:

  People in happy countries often have shorter work weeks + longer vacation time.

  Ask, "Which expressions can you use here?" [in addition to, as well as]
- Write on the board:

  Workers are productive + happy.

  Ask, "Which expression is more likely here?" [as well as]
- Say, "When you want to add ideas to the previous sentence or sentences, use *in addition, furthermore,* or *moreover.* These are sometimes called *transition expressions.*"
- **Present *Writing vs. Conversation*** Read the information aloud.

C

- **Preview the task** Read the instructions aloud. Tell Ss to read all the sentences before they begin. Check that Ss understand them.
- **Do the task** Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. In addition, they can affect their well-being.
2. Some governments measure their nation's happiness, as well as their GNP.
3. Furthermore, they tend to be more productive at work.
4. Moreover, it makes people unhappy.
5. People in happier countries have a shorter work week in addition to getting more vacation time.
6. People are responsible for their own health in addition to being responsible for creating their own happiness.

D Write and check

- **Preview the task** Read the instructions aloud. Say, "In Exercise A, you brainstormed reasons that governments should try to make their citizens happy. Look at your notes and the ideas on the board for help."
- **Present *Common Errors*** Books closed. Write on the board:

  It makes us happier in addition to make us richer.

  This increases happiness as well as it stimulates wealth.

  Say, "These sentences contain errors. How can you fix them?" [In the first sentence, change *make* to *making.* In the second sentence, delete *it* and either delete *stimulates* or change it to *stimulating.*] Books open. Read the information aloud.
- **Do the task** Have Ss complete the task. Walk around the class, giving help as needed.

Extra activity

Ss leave their paragraphs on their desks for classmates to read. Ss go around the class and read paragraphs to find an idea they hadn't thought of.

Vocabulary notebook *Get started!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Read the information aloud. Have a S read the example aloud. Ask, "What situation did the writer use?" [The writer is invited out, but has a lot of homework.] "What does the writer say?" [I have to get started on my homework.]

A

- **Preview and do the task** Read the instructions aloud. Tell Ss to read the sentences and the expressions in the box before they begin.

Answers

1. getting it off the ground
2. getting to be easier / gotten to be easier
3. getting me down
4. getting in the way
5. getting anywhere
6. get on with

- **Present *Dictionary Tip*** Read the information aloud.

B

- **Preview the task** Read the instructions aloud. Have Ss read the list of *get* expressions. Do the first example with the class. Write on the board:

  I was promoted after two months.

- Ask Ss to call out things to say using *get ahead* (e.g., *It's easy to get ahead in that company. She got ahead really quickly. He's really getting ahead.*).
- **Do the task** Have Ss complete the task.

Possible answers

1. My friend is having a hard time getting a promotion. "It's not easy for her to get ahead."
2. I've just started a new job. It's going well. "I got off to a good start."
3. Starting at a new school is hard at first. "It was OK once the semester got under way."
4. You want to succeed in your career. "You have to work hard to get to the top of any profession."

Extra activity – pairs

Ss take turns reading their situation from Exercise B to a partner. The partner responds to the situation using a *get* expression.

C **Word builder**

- **Preview the Word Builder task** Say, "First, read each sentence, and try to guess the meaning of the *get* expression. Check your guess in a dictionary. If you have trouble finding it, don't forget the Dictionary tip. Write the meaning. Then describe a situation and an example of something you can say using the expression."
- **Do the Word Builder task** Have Ss complete the task and compare answers with a partner. For each sentence, have a few Ss read their answer aloud.

Possible answers

1. You want things to be done in the way you like.

   "When we go out for dinner I like to choose the restaurant. I like to get my own way."

2. You didn't get much benefit from something.

   "I went to a lecture but I didn't learn much. I didn't get a lot out of it."

3. You couldn't make a person understand something.

   "I explained why I was upset, but he didn't understand. I couldn't get through to him."

4. You want to be included or participate in something.

   "I volunteered to perform in a charity concert in school. I wanted to get involved in the project."

5. You became too enthusiastic or emotional.

   "I went shopping and spent a fortune. I just got carried away."

6. You can't make a decision or take positive action.

   "I want to plan a family vacation. I just can't get it together."

On your own

- **Present *On Your Own*** Read the instructions aloud. Ask a S to read the example annotation aloud.
- **Follow-up** At the start of the next class, several Ss show the photos they annotated and read the accompanying sentences.

Vocabulary notebook *Get started!*

Learning tip **Formal or informal?**

When you learn a new expression, imagine using it in an everyday situation. Write the situation and what you would say.

I have a lot of homework, and a friend calls and asks me to go out. "I'm sorry. I can't go out with you tonight. I really need to get started on my homework."

A **Read the situations below. Complete the things you can say using the expressions in the box. Write the correct forms of *get*.**

get (me) down | get anywhere | get in the way | get it off the ground | get on with | get to be

1. My friend and I just started a small business, but it's not easy.
   "It's not easy _____*."*
2. I just finished practicing my violin, and I managed to play a more difficult piece.
   "It's definitely _____ *easier."*
3. I had a lot of problems with my ex-girlfriend last year.
   "It was really _____*. I often felt very depressed."*
4. I have a lot of homework, and it's affecting my free time.
   "All this work is _____ *of my social life!"*
5. I'm trying to write a paper, and I'm not making any progress.
   "I'm not _____ *with this!"*
6. My best friend just got divorced.
   "He just wants to _____ *his life."*

Dictionary tip

Look up all the main words in an expression, not just the first word. For example, for *get off the ground*, look up *ground*.

B **Now write your own situations and things you can say for these expressions.**

1. get ahead _____
   "_____."
2. get off to a good start _____
   "_____."
3. get under way _____
   "_____."
4. get to the top _____
   "_____."

C **Word builder** **What do these *get* expressions mean? Write a situation and something you can say for each one.**

1. I like to **get my own way**.
2. I didn't **get a lot out of** it.
3. I couldn't **get through to** him.
4. I wanted to **get involved** in the project.
5. I just **got carried away**.
6. I can't **get it together**.

It's probably hard for her to get on with her life after her divorce.

On your own

Find a celebrity magazine. What can you say about each celebrity? Annotate the photos using *get* expressions from the lesson.

Checkpoint 3 *Units 7–9*

Before you begin the Checkpoint, say, "As you do the tasks, circle the items you aren't sure about. This will help you see things you need to study more."

1 Childhood memories

This task recycles various uses of *-ing* forms and phrasal verbs. It also recycles the conversation strategy of showing that you want to make a strong statement, often to say something controversial.

A
- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the task.
- Have Ss compare their answers in pairs. Then have four different Ss read their answers to items 2–5 aloud. Correct the answers as necessary.

Answers

1. I was always the first person home after school. I used to sit by the window waiting for my mom to get home from work. I *looked forward to* seeing her car in the driveway.
2. During summer vacations, I'd *have my friends over* for play dates. There were always kids playing at our house. If we made a big mess, my mom always *put up with* it. She *cleaned it up* afterward, too!
3. I always found homework difficult. I'd *put off* doing it. Or I'd just *give up*. My dad would always *go over* it with me. He helped me with any problems that *came up*. I used to listen to him, thinking he was the smartest guy.
4. My grandma was always *coming up with* fun things to do. She never *ran out of* ideas! I remember playing with her for hours.
5. My sister was always taking my things. She never *gave them back*, either! And she'd *wake me up* early. Having to get up early was the worst.

About you

B Pair work
- **Preview and do the task** Read the instructions and the example aloud. Ss work in pairs to take turns telling childhood stories. Remind them to use *I have to say, honestly, frankly, to be honest,* and to *tell the truth* to make their statements stronger.
- **Follow-up** Have a few Ss report to the class about one of their partner's stories.

2 Happiness and politics

This task recycles using determiners. It also recycles the conversation strategy of making your meaning clear by repeating your ideas.

A
- **Preview the task** Read the instructions and the example aloud. Have Ss complete the task. Remind Ss that they may need to add *of* and that there may be more than one answer for some of the blanks.
- Have Ss compare their answers in pairs. Then check answers with the class.

Answers

1. In some countries, all college education is free. Every / Each student should get that so they don't have huge college bills to pay off.
2. Every / Each country should have a policy to make all / all of their citizens happy. Unfortunately, none of the countries in this region do that.
3. Every / Each family should pay for their own health care. It's your own responsibility.
4. Many people have no formal job training. Every / Each employee should get training.
5. No government wants its economy to fail. When there are no jobs, the priority should be to stimulate the economy and create new jobs.
6. Denmark and Finland are two of the happiest nations. Both countries spend a lot on education. Each country has good health care, too. However, neither of these countries has low taxes!

About you

B Pair work
- **Preview the task** Read the instructions aloud. To guide the discussions, write on the board:

  Do you think all college education should be free?

  Have a few volunteers share their views with the class.
- **Do the task** Have Ss work in pairs to discuss the views in part A. Ask pairs to report their opinions.
- **Follow-up** Ask, "How many of you agreed with the view in number 1? in number 2? etc."

Extra activity – individuals / pairs

Ss look back at Units 7–9 and write one question about a topic from each unit (e.g., Unit 7: *Do you always get along with the person or people you live with?*). Ss then work in pairs and take turns asking and answering the questions. Finally, Ss switch partners and report the things they learned about their first partner.

3 Healthy living

This task recycles various uses of base forms, infinitives, and *-ing* forms of verbs as well as vocabulary for parts of the body. It also recycles the conversation strategies of focusing in on a topic and introducing your ideas.

A

- **Preview the task** Ask, "What three verb forms will you need to use in order to complete these sentences?" [base form, infinitive, and *-ing* form] Read the instructions and the example aloud. Make sure Ss understand that they should add *from* only when necessary. The answer key includes *from* in parentheses where it is optional before an *-ing* form.)
- **Do the task** Ss complete the task individually and then compare answers in pairs. Check answers with the class by calling on individual Ss to read their answers aloud. Ask if other Ss have different answers.

Answers

1. It's probably good for you *to drink* milk. It may strengthen your teeth. It might also prevent your bones *(from) breaking.*
2. It can be bad for some people *to eat* too much meat. But fish may stop you *(from) getting* heart disease. It may also be good for your brain because it helps your memory.
3. It's probably not healthy *to eat* too much salt. In some cases it might cause your blood pressure *to rise.*
4. Make sure there's always fruit *to snack on* in the fridge. Fruit like blueberries can help you *concentrate / to concentrate.* And some research shows kiwis can keep your eyesight *from deteriorating.*
5. We always had vegetables *to eat* at school. And I've always enjoyed *eating* them, actually, which is good. I mean, they can protect you *from getting* all kinds of diseases. And putting avocados on your skin can make it *feel* really soft.
6. It's worth *teaching* kids about food. My family always has fun *cooking* together.
7. I've never had any trouble *watching* my weight. I eat chili peppers, and I read they enable some people *to lose* weight. I think they increase your metabolism.

About you

B Pair work

- **Preview and do the task** Read aloud the instructions, the expressions in the box, and the example. Ss work in pairs and discuss the comments in Exercise A.
- **Follow-up** Ss report to the class on their partners' eating habits.

4 Expectations

This task recycles *get* expressions and the passive. It also recycles the conversation strategies of adding examples as part of your argument and using rhetorical questions to make a point.

A

- **Preview and do the task** Read the instructions and the first item aloud. Tell Ss they can rewrite the sentences on their own paper. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

A Young people are expected to achieve so much. They need a good degree to get ahead.

B I know. They feel they have to get to the top in their careers. Or they think they won't be seen as successful. *A lot of research has been done* on the pressure this causes. It gets people off to a bad start. It's really getting to be a national problem.

A Yeah. *One of my friends was rejected by over 20 companies.* She couldn't get anywhere with her career. She just wanted to get a job and to get on with her life.

B Yeah. *Something should be done* about unemployment. I mean, *adult children are going to be supported by their parents* a lot more. Parents just want their kids to get off to a good start.

About you

B Pair work

- **Preview the task** Read the instructions and the example aloud. Say, "The instructions mention three expressions for giving examples. Can you think of some others?" Write Ss ideas on the board (e.g., *for example, look at, such as*). Then ask, "How are rhetorical questions different from other questions?" [We don't expect answers to rhetorical questions.]
- **Do the task** Have Ss work in pairs to discuss the topic in part A. Remind them to give examples from their own lives, using expressions such as *take, like,* and *for instance.*

Extra activity – individuals / groups

Ss write three sentences about things that are expected of them. They then take turns reading their sentences in groups. Lead a class discussion to see how often the same expectations were mentioned.

Unit 10 Going places

Lesson A *Travel blog*

Vocabulary in context *Describing travel experiences*

(See Student's Book p. 106.)

This lesson teaches word families for vocabulary related to feelings about and reactions to travel experiences. The word family consists of the verb and related *-ed* and *-ing* form adjectives), for example: *amaze, amazed, amazing.* (There is one exception: *impress, impressed, impressive.*)

Vocabulary notebook *So amazing!*

(See Student's Book p. 115.)

The Learning Tip tells Ss that when they learn a new word, they should check a dictionary to find other words in the same word family. Ss can use a "word fork" to record the different forms of a word.

The Dictionary Tip reminds Ss to look at example sentences to see how each form of a word is used.

- Verbs and adjective word families from Lesson A are reviewed and practiced. The noun form is added to each word family.

Grammar *Reporting what people say*

(See Student's Book p. 107.)

The lesson reviews and extends ways of reporting things that people have said without quoting them directly. This lesson focuses on reporting statements and covers structures with three common reporting verbs, the backshift of the verb tense, and changes to certain modal verbs and time expressions.

Form

In reported speech, especially about a past time, the verb often, but not always, undergoes a backshift – that is, it "shifts back" one step into the past. Some modal verbs and time expressions also change.

- Verb tense shifts

Direct speech	Reported Speech
simple present	simple past
present continuous	past continuous
simple past	past perfect or simple past
present perfect	past perfect
past perfect	past perfect
present perfect continuous	past perfect continuous

- Modal verbs

Direct speech	Reported Speech
can	could
will	would
may	might
must	had to

The following modal verbs do not change: *could, should, would, might, used to.*

- Time expressions

References to time may need to change if something is said and reported at different times; for example, "*The flights are full today and tomorrow*" becomes *He said the flights were full that day and the next day.*

Direct speech	Reported Speech
today	that day
tomorrow	the next day

- *That* in reported speech

In statements in reported speech, *that* follows the reporting verb and comes before the reported speech. It is optional.

She informed me (that) the bus had left.

Corpus information

That

After *he said* and *she said,* the word *that* can be used before the reported speech, but it is optional. For example, reporting forms such as *He said he . . .* and *She said she . . .* are about five times more frequent than *He said that he . . .* and *She said that she . . . .*

Grammar extra *Reported speech: verbs and pronouns* and *Reported speech: time and place expressions*

(See Student's Book p. 162.)

These activities review and practice the changes needed in reported speech to verbs and pronouns, and to time and place expressions.

Lesson B *I never travel without it!*

Grammar *Reporting what people ask* and *instruct*

(See Student's Book p. 109.)

The lesson teaches how to report questions people have asked and how to report requests, suggestions, or instructions.

Form

- Reported *yes-no* questions

  Reported *yes-no* questions begin with *if* or *whether*. They use statement word order and do not have question marks.

Direct speech	Reported Speech
"Are you married?"	People often ask me **if / whether I'm** married.

- Reported information questions

  Reported information questions begin with a question word. They use statement word order and do not have question marks.

Direct speech	Reported Speech
"What do you take with you?"	We asked people **what they take / took** with them.

Use

- Verb tense shift

  When people report questions or statements that are still true or relevant, and where the speaker's and reporter's time are the same, there is no need to shift the tense.

- Reporting a request, suggestion, or an instruction

  After the reporting verb (typically *ask, tell, order,* or *advise*), use an infinitive.

Direct speech	Reported Speech
"Don't use hotel shampoo."	A friend told me **not to use** hotel shampoo.
"Bring shampoo!"	A friend told me **to bring** shampoo."

Corpus information

Ask . . . if

In conversation, *ask . . . if* is more common than *ask . . . whether. Whether* is more common in formal writing.

Grammar extra *Reported speech: other reporting verbs* and *Reported speech: other verb forms*

(See Student's Book p. 163.)

These activities review and practice other verbs used to report what people say and reporting verb forms.

Speaking naturally *Silent vowels*

(See Student's Book p. 142.)

This section gives Ss practice in hearing how speakers greatly reduce or omit vowels in unstressed syllables. It also gives Ss practice in hearing and saying reduced or omitted vowels in unstressed syllables

Lesson C *So what you're saying is . . .*

Conversation strategy *Drawing conclusions*

(See Student's Book p. 110.)

- In conversation, people often verbalize conclusions about what other people say to show that they have been thinking about what the speaker has said.
- Drawing conclusions

you mean . . .	*(so) you're saying (that) . . .*
(so) what you're saying is . . .	*(so) I guess . . . (then)*

Strategy plus *In what way?*

(See Student's Book p. 111.)

In what way? can be used in conversation when the listener wants clarification from the speaker. People use *In what way?* to ask for more examples, descriptions, or details about information, ideas, or opinions.

Lesson D *Global tourism*

Reading tip *Summary paragraphs*

(See Student's Book p. 112.)

The Reading Tip explains that the final paragraph of a long article often gives a short summary of the whole article. This is a useful study tip for students doing research.

Writing *Are tourists welcome?*

(See Student's Book p. 114.)

The task in this lesson is to write an article based on the results of the survey question *Are tourists a good or bad thing?* Because there are different and contradictory ways of answering this question, Ss have to present contrasting ideas. Ss learn expressions for doing this in writing.

- Expressions for contrasting ideas

  The following are taught and practiced:

  Although / Even though to join two clauses

  Despite / In spite of to join a noun phrase or *-ing* form to a clause

  Nevertheless or *however* to begin a sentence introducing an idea that contrasts with an idea in a previous sentence.

Corpus information

Errors when contrasting ideas

A common error is to use *although* incorrectly before a noun phrase. Although this is sometimes possible in formal writing, it is best for Ss to avoid it and to use *despite / in spite of.*

***Despite** the problems, tourism has benefits.*

(NOT: ~~*Although*~~ *the problems, tourism has benefits.*)

Going places

Introduce the theme of the unit Books closed. Say, "The title of this unit is 'Going places.' What do you think we'll be talking about?" [travel] Ask Ss to name a place they'd like to travel to. Books open. Have a S read the lesson aims aloud. Ss listen and read along.

Lesson A *Travel blog*

1 Vocabulary in context

- **Set the scene** Say, "Imagine that you're going to do some traveling. You've chosen a destination, and you'd like to get some ideas about what to take, do, or expect. What kind of Internet sites would you look at?" Have Ss call out ideas (e.g., *official tourist information pages, travel blogs*). Mention travel blogs if Ss don't. Ask why a blog would be useful. Get ideas from Ss (e.g., *it's probably more truthful; you can find out how the blogger felt about the experiences*).

A CD4, Track 2

- **Preview the task** Say, "Look at the pictures from Rob's Amazon travel blog. What can you guess about Rob's trip? Work with a partner and write your guesses."
- **Do the task** Ss write their guesses. Have pairs call out their ideas (e.g., Picture 1: *He starts in a capital city;* Picture 2: *He has to take a plane somewhere. It's a small plane, so it maybe it's going to a small place;* Picture 3: *They're on a river so it could be the next part of the journey. It could be the final destination.*).
- Have Ss read the article. (A recording is available if you would like Ss to hear it. It is not intended to be a listening activity.)
- Ask, "Were any of your guesses mentioned? If yes, raise your hand." Ask those Ss to tell the class.
- Ask Ss to read the blog again and to call out any new vocabulary. Write it on the board. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.

B

- **Preview the task** Read the instructions aloud. Say, "The words you need are in bold in the article." Do the first one with the class. Ask, "Which word do you underline for *tired*?" [tiring] "When did Rob feel tired?" [during the trip to La Paz]
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

a. Rob felt tired after the trip to La Paz. (. . . the trip was . . . tiring)
b. Rob felt depressed when he heard the bus trip was 18 hours or more. (She also said . . .18 hours or more by bus – a depressing thought . . .)
c. Rob felt surprised when he was checking in at the airport. (. . . a handful of people . . . which was surprising, . . .)
d. Rob felt terrified when they were landing. (The pilot . . . Actually, it was terrifying.)

Word sort

C

- **Preview the task** Say, "Complete a chart like this with the adjectives from the blog." Ask a S to read the example answers aloud.
- **Do the task** Have Ss complete their chart. Say, "Now compare charts with a new partner."

Answers

You feel . . .	because something is	The verb is . . .
amazed	amazing	amaze
impressed	impressive	impress
fascinated	fascinating	fascinate
tired	tiring	tire
exhausted	exhausting	exhaust
depressed	depressing	depress
puzzled	puzzling	puzzle
surprised	surprising	surprise
frightened	frightening	frighten
encouraged	encouraging	encourage
challenged	challenging	challenge
terrified	terrifying	terrify
relaxed	relaxing	relax

Tell Ss to turn to Vocabulary Notebook on p. 115 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-115.)

About you

D Pair work

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

Extra activity – pairs

Pairs write the verbs from the chart in Exercise C on separate slips of paper. The slips are placed on the desk face-down. Pairs choose three slips and use them to talk about a travel incident. Ss can use the verb or adjective forms.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Say, "When we report things that people have said to us, we have to make certain changes. This is the grammar we're going to look at." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class. Write the answers on the board.

Answers

1. They told me there were seats on the 6:00 a.m. flight the next day . . .
2. Then she said there might be a delay . . .

- **Focus on the form and use** Say, "Look at sentence 1. What did *are* change to?" [were] "What did *tomorrow* change to?" [the next day] Say, "Look at sentence 2. What did *may* change to?" [might]
- Tell Ss to look at the blog again. Ask, "What was added to sentence 1 to show the sentence was reported?" [They told me] "What was added to sentence 2?" [She said]
- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording. Ss listen and repeat the examples.
- **Understand the grammar** Have Ss compare the first pair of sentences in the top section of the chart. Ask, "What did *is* change to?" [was] Have Ss look at the next pair. Ask, "What did *has left* change to?" [had left] Say, "The verb tense often shifts back in time. References to time may need to change if something is said and reported at different times." Write on the board:

  They're flying. *She leaves on Friday.*
  He has been traveling.

  Ask, "What would these change to in reported speech?" Have Ss call out the answers. Add them to the board. [They were flying. She left. He had been traveling.] Point out that *that* is optional.
- Have Ss look at the second section of the chart. Point out the modal verbs that do and don't change.
- Have Ss look at the bottom section of the chart. Say, "Always remember that the message or information you are reporting was told to you, so think about the time expressions that were originally used and decide if they need to change."
- **Present *Common Errors*** Read the information aloud. (For more information, see Language Notes at the beginning of this unit. For extra help with all the changes needed when reporting speech, go to Grammar Extra, p. 162.)

B

- **Preview and do the task** Read the instructions aloud. Have a S read sentence 1 aloud. Ask, "Which words will change?" [can, tomorrow]
- Have Ss complete the task and then compare answers with a partner. Check answers with the class.

Answers

1. Conrad said (that) we could take . . . the next day.
2. He told me (that) we would / 'd see . . .
3. He explained (that) we had to . . . that day.
4. He said (that) he'd seen . . . we might even . . .
5. He explained (that) people used to leave . . .
6. He told me (that) . . . had become . . .
7. He said (that) we should go . . . we could learn . . .

C Pair work

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

3 Listening and speaking

A CD4, Track 3

- **Preview the task** Say, "Look at each picture with a partner and think of how it might represent things you can do in Bolivia. Write a few words for each one." Read the instructions aloud.
- **Play the recording** Audio script p. T-275 Ss listen and number the pictures. Check answers with the class.

Answers

1. La Paz; 2. Lake Titicaca; 3. Eduardo Avaroa National Park; 4. Huayna Potosí; 5. Oruro.

B CD4, Track 4

- **Preview the task** Read the instructions aloud. Say, "Notice that the instructions say four *words*, not four activities."
- **Play the recording** Audio script p. T-275 Ss listen and write. Have Ss compare answers in pairs. Replay the recording if necessary. Check answers with the class.

Answers

1. La Paz: walk around the markets
2. Lake Titicaca: take a boat ride
3. Eduardo Avaroa National Park: see all the volcanoes
4. Huayna Potosí: go hiking
5. Oruro: go to a carnival

Extra activity – pairs

Partners tell each other the things to do from Exercise 3A using reported speech.

About you

C Group work

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the task.
- **Follow-up** Ss form new groups and report on an interesting destination they heard about.

Lesson B *I never travel without it!*

1 Grammar in context

- **Set the scene** Books closed. Say, "You're going on a business trip for five days. In addition to a laptop or a smartphone, name one thing you'd be sure to take." Have Ss call out ideas (e.g., *mp3 player, e-reader, book*). Write them on the board.
- Say, "Now imagine you're going on vacation for a week. Name one thing you'd be sure to take." Have Ss call out ideas (e.g., *camera, comfortable shoes, bathing suit*). Write them on the board.

A

- **Preview the task** Books open. Say, "Look at the pictures and the lists on the board. Are any of these things in the lists?" Ss check the board and call out any items.
- **Do the task** Have Ss cover the text for Exercise B. Tell Ss to look at the pictures again. Make sure Ss know what all the items are used for. Ask, "Why do you think people might take these things on a trip? Talk about the possible reasons with a partner." Have a S read the example aloud. Ss complete the task in pairs.
- Check answers with the class: Pairs call out their ideas for each item.

Possible answers

an eye mask and earplugs: for a long flight; if you're going to a noisy place; if you have trouble sleeping

a flashlight: if you go camping; if there's a risk of earthquakes or power outages

shampoo and conditioner: if you're staying with a friend; if you're going to a hotel that doesn't provide them; if you prefer to use your own [conditioner = a product people put on their hair to improve its texture and appearance]

a scented candle: to help you relax; to make you feel at home

family photos: to show other people; to look at while you're away to remind you of home; if you get lonely

green tea: if you feel tired and need to wake up; to feel at home; if you can't get green tea in the place you're visiting

B CD4, Track 5

- **Preview and do the task** Ss uncover the text. Read the instructions aloud. Have Ss complete the task.
- **Play the recording** Ss listen and check their answers.

Answers

Carl: family photos

Hugo: green tea

Teri: an eye mask and earplugs

Hae-won: a scented candle

Erkan: a flashlight

Raquel: shampoo and conditioner

About you

C Pair work

- **Preview the task** Read the instructions aloud. Ask a pair of Ss to read the example aloud.
- **Do the task** Have Ss complete the task.
- **Follow-up** Have pairs report the things they would never travel without. (If you plan to do the following Extra activity, write the items on the board.)

Extra activity – groups

Groups decide on "travel essentials." Groups agree on five things people should never travel without. Groups report to the class. The class makes a final decision on necessary items.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Say, "When we report what people ask or suggest, we have to make changes. This grammar looks at the changes we make to report questions or instructions." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class. Write the answers on the board.

Answers

1. People . . . ask me whether I'm married . . .
2. People often ask me why I always take a scented candle.
3. A friend told me to try green tea.

- **Focus on the form and use** Say, "Look at numbers 1 and 2 in your book. Number 1 is a *yes-no* question, and number 2 is an information question." Point out answers 1 and 2 on the board. Say, "These are reported questions. Do they use question word order or statement word order?" [statement word order] Say, "Compare the verb tenses in 1 and 2 in your book and the reported questions 1 and 2 on the board. What do you notice?" [They don't shift back / change.]
- Ask, "What words are added to report a *yes-no* question?" [ask, whether] "What's added to report an information question?" [ask] "What's not used?" [do]
- Say, "Look at number 3 in your book. What kind of sentence is it? [imperative] "Look at number 3 on the board. What form of the verb is used to report an imperative?" [infinitive]
- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording. Ss listen and repeat the examples.
- **Understand the grammar** Say, "The chart describes the grammar of questions and instructions using reported speech." Ask Ss to look at the top section of the chart. Say, "Reported *yes-no* and information questions use the word order of statements. *Yes-no* questions use *whether* or *if* after the reporting verb."
- **Present *In Conversation*** Read the information aloud.
- Say, "Read the middle section of the chart again. Then look at numbers 1 and 2 in Exercise 2A. This explains why the verb tense didn't shift back in those sentences."
- Ask Ss to look at the bottom section of the chart. Say, "Remember to use an indirect object after these reporting verbs for requests, suggestions, or instructions. Also, notice that *don't* becomes *not* + infinitive."

  (For more information, see Language Notes at the beginning of this unit. For extra help with other reporting verbs and reporting verb forms, go to Grammar Extra, p. 163.)

B

- **Preview the task** Say, "Lucy and her friend Sally are packing for a trip. Look at what Sally says, and complete the reports."
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. Sally asked Lucy if / whether she is / was taking her running shoes.
2. She told her to put the shoes in a plastic bag.
3. Sally wanted to know why she always takes / took a pillow.
4. She asked Lucy if / whether it has to be / had to be that pillow.
5. Sally advised her not to pack too much stuff.
6. Sally wanted to know how many bags she is / was taking.

- Ask, "What reports might be different after they get back?" [The verbs in # 1, 3, 4, and 6 would be in the past tense, not the present.]

Extra activity – pairs

Pairs cover the right side of Exercise 2B and take turns being Lucy. Student A is Lucy before the trip. Student B is Lucy after the trip. Both use the direct speech to report what Sally said. (For example, ***A***: "Sally asked me if I am taking my running shoes." ***B***: "Sally asked me if I was taking my running shoes."

3 Viewpoint

A Pair work

- **Preview and do the task** Read the instructions aloud. Ask a pair of Ss to read the example conversation aloud. Have Ss complete the task.

B Pair work

- **Preview and do the task** Read the instructions aloud. Have a S read the example aloud. Remind Ss to use reported speech. Have Ss complete the task.

4 Speaking naturally

Tell Ss to turn to Speaking Naturally on p. 142. (For more information, see Language Notes at the beginning of this unit. See the teaching notes on p. T-142.)

Lesson C *So what you're saying is . . .*

1 Conversation strategy

Why use expressions to draw conclusions?

In conversation, people often draw conclusions from what other people say and may verbalize these conclusions to show that they have not only been listening to the speaker, but have also been thinking about what the speaker has said. People might announce their conclusions to check that their understanding or interpretation is correct.

(For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Books closed. Ask, "In general, do you prefer to travel in a well-known tourist area, or to visit places where few tourists go?" Have Ss call out answers. Ask, "What exotic tourist destinations have you heard about that sound interesting?" Elicit ideas from Ss.

A

- **Preview the task** Books open. Ask a S to read the advertisement aloud. Check that Ss understand what's being described in the ad. Read the instructions aloud.
- **Do the task** Have Ss work in small groups to discuss the questions.
- **Follow-up** Groups share their conclusions with the class.

B CD 4, Track 8

- **Preview the task** Books closed. Read the instructions aloud. Tell Ss to write their answers.
- **Play the recording** Ss listen and write. Replay the recording if necessary. Have Ss compare their answers with a partner.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check the answers with the class. [Wen is very enthusiastic about the idea of going into space. Hai-Fang wouldn't like to go into space and probably can't understand why Wen would want to.]
- Ask Ss to call out any vocabulary problems. Provide definitions.

C

- **Present *Notice*** Read the information aloud. Ask a S to read the expressions for drawing conclusions.
- Say, "Read the conversation again. Find examples. Highlight or underline them."
- Ask a S to read Hai-Fang's statements aloud. [Oh, you mean eating your lunch upside down? So what you're saying is you could live out your *Star Trek* fantasy.]
- Ask a S to read Wen's statement aloud. [So I guess you won't be coming, then, when I blast off into outer space?]

D

- **Preview and do the task** Say, "Complete the rest of the conversation with the expressions above."
- Have Ss complete the task. Check answers with the class.

Answers

The expressions *You mean . . .?, I guess . . .*, and *What you're saying is . . .* can all be used correctly in each sentence.

- **Practice** Tell Ss to practice the entire conversation in pairs, taking turns playing each role.
- Say, "Do you agree with the views? Discuss with a partner." Have pairs share their answers with the class.

Extra activity – pairs

Write on the board:

Climb Mt. Everest

Visit the Titanic *in a small submarine*

Sail around the world solo

Pairs write a conversation similar to Wen and Hai-Fang's using one of the tourism ideas above or their own idea. Pairs present their conversation to another pair.

2 Strategy plus

Why use *In what way?*

In what way? can be used in conversations when the listener wants clarification from the speaker. People use *In what way?* to ask for more examples, descriptions, or details about information, ideas, or opinions. (For more information, see Language Notes at the beginning of this unit.)

CD 4, Track 9

- **Present *Strategy Plus*** Read aloud the information and the example in Strategy Plus. Tell Ss to look at Wen and Hai-Fang's conversation again and find *In what way?* Ask, "Why does Hai-Fang use this expression?" [She wants examples of how going into space would be a weird sensation.] If necessary, explain that a "weird sensation" would be a very strange feeling or experience.

A CD 4, Track 10

- **Preview the task** Read the instructions aloud. Say, "Read both parts of the conversations before you begin." Check that Ss understand the sentences.
- **Play the recording** Ss listen and write the correct letter. Replay the recording if necessary. Have Ss compare their answers with a partner.

B CD 4, Track 11

- **Preview the task** Say, "Now listen to the complete conversations, and check your answers."
- **Play the recording** Ss listen and check their answers.

Answers

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

- Tell Ss to practice the conversations in pairs. Remind Ss to ask *In what way?* Have Ss reverse roles and practice again.
- Ask, "Can you continue the conversations?" Tell Ss to use an expression to draw conclusions.

3 Strategies

A

- **Preview the task** Tell Ss to read through the three conversations. Check that Ss understand the sentences. Say, "Fill in the first two blanks in the conversation with expressions from the lesson. Choose *In what way?* or an expression to draw conclusions."
- Have Ss read the three comments in the box. Check that Ss understand the sentences. Say, "Choose a comment in the box to complete each conversation."
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. *A* Some scuba divers . . .
   B Terrifying in what way?
   A Well, I think I would just panic . . .
   B So you mean / what you're saying is / I guess you'd be scared?
   A Exactly. It would be like spending your vacation in prison.
2. *A* You know, I think adventure travel . . .
   B I'm not sure . . . Boring in what way?
   A Well, someone else . . .
   B You mean / What you're saying is / I guess an adventure is something you organize yourself?
   A No. An adventure is something that just *happens*. Nobody organizes it.
3. *A* I think going up in a hot-air balloon . . .
   B You mean / What you're saying is / I guess it would be an unpleasant experience?
   A No, I just mean . . .
   B But challenging in what way?
   A You'd have to trust the pilot and hope you landed safely!

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

About you

B **Pair work**

- **Preview the task** Read the instructions aloud. Ask a pair of Ss to read the example aloud. Point out the reported speech in the example. Encourage Ss to talk about a friend's experience.
- **Do the task** Have Ss complete the task. Have several pairs present their conversation to the class.

Extra activity – pairs

Pairs choose one of the conversations from Exercise 3A and continue it using strategies from this lesson. Pairs present their conversation to another pair.

Lesson D *Global tourism*

1 Reading

- **Set the scene** Books closed. Write *Global tourism* on the board. Ask Ss what they think of when they see that phrase (e.g., *The world is smaller because of technology, so more people know about more places. It's easier and cheaper to travel now.*). Say, "In this article, global tourism refers to the fact that tourism is a major industry all over the world."

A Prepare

- **Preview and do the task** Books open. Read the questions aloud. Tell Ss to discuss the questions with a partner.
- Ask several Ss to report to the class. Tell Ss to begin their answer with the example shown. (If necessary, supply Ss with the following example: *We don't get many / a lot of tourists here. The tourists tend to go to . . .*)

B Read for main ideas

- **Preview the reading** Read the title of the article aloud. Ask, "How can tourists be a threat?" Elicit ideas from the class (e.g., *natural habitats like coral reefs could be destroyed; cost of living could become too expensive.*).
- Say, "Read the article. Don't stop to check the meaning of new vocabulary. Read for the main ideas. How big is the tourism industry? What are the challenges for the agencies that manage tourism? Write your answers."
- **Do the reading** Ss read and write their answers. Have Ss compare the information in their answers in pairs. If Ss are having trouble finding the answer to the second question, suggest that they scan the article for the words *challenges* and *agencies*. Pairs write their final answers.
- Check answers with the class.

Possible Answers

Tourism is one of the world's largest industries. It's a $2 trillion business. It accounts for almost 1 in 11 jobs globally; that is, it employs about 10 percent of the world's population. (para. 1)

The challenges are to manage tourism so that communities can benefit economically and yet at the same time make sure that the tourist areas are preserved for all to enjoy. (para. 10)

- **Present *Reading Tip*** Ask, "Where did you find the answer to the second question?" [para. 10 – the last paragraph]
- Read the information aloud.

Extra activity – class

Ss read the article again and underline any vocabulary they do not know. Ss call out their underlined words. Write the words on the board. Ss have a dictionary race. Call out one of the new words on the board. Ss look for the word and raise their hands when they find it. The first S whose hand is raised reads the definition aloud to the rest of the class.

Culture note

The Caribbean is a popular tourist destination during the winter months. The majority of islands (e.g., Jamaica, the Bahamas, Trinidad) are resort destinations. Huge cruise ships sail from island to island.

Belize and Guatemala form the southern border of Mexico. These countries are popular with tourists because of the rain forest, Caribbean coral reefs, and Mayan ruins.

Yosemite National Park is located in California, east of San Francisco, close to the Nevada state border. It is over 3,000 square km (nearly 1,200 square miles) in size.

The Himalayas are a mountain range that runs between India and China. Mt. Everest, the highest mountain in the world, is there.

C Read for topic

- **Preview the task** Read the instructions and the six effects aloud. Check that Ss understand them.
- **Do the task** Have Ss complete the task.

Answers

Deforestation to provide fuel (para. 3); Stress on water resources (para. 4); Atmospheric pollution from transportation (para. 5); Littering of tourist areas (para. 6).

D Read for evidence

- **Preview the task** Say, "Read the article to find these things." Ask a S to read the four points aloud.
- **Do the task** Have Ss find the information in the article and compare their answers with a partner.

Answers

The economic importance of tourism:

It's a $2 trillion business. (para. 1)

It accounts for almost 1 in 11 jobs globally. (para. 1)

Tourism accounts for about 60 percent of air travel. (para. 5)

How tourism has affected places negatively:

One of the biggest threats is environmental. It destroys those very beautiful landscapes . . . (para. 3)

The tourist industry also puts a huge pressure on scarce water supplies . . . (para. 4)

. . . smog is now adversely affecting the wildlife and vegetation. (para. 5)

Cruise ships in the Caribbean generate lots of trash – more than 70,000 tons each year. (para. 6)

Everest, the world's highest mountain, has more than 100 tons of trash sitting on its slopes and peaks. (para. 6)

How tourist dollars can help a country:

Revenues from park-entrance fees pay for the protection of sensitive areas – or in Borneo for the care of young orangutans. (para. 7)

Income from departure taxes in Belize covers some of the costs of conserving the reefs. (para. 7)

How tourism stops people harming the environment:

Furthermore, tourism brings people into close contact with natural areas like rain forests, and can give them a better understanding of the environment and the consequences of destroying it. (para. 8)

- Read the rest of the instructions and the example aloud. Ask pairs to present one of their arguments to the class.

2 Focus on vocabulary

A

- **Preview the task** Read the instructions aloud. Tell Ss to read paragraph 1 to find *industry* and *business*.
- **Do the task** Have Ss complete the task.

Answers

1. businesses; 2. rely heavily on; 3. development; 4. adversely affected; 5. produce huge amounts of trash; 6. revenue; 7. understanding, lead to; 8. employ.

About you

B Pair work

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Have Ss discuss the sentences. Several pairs present their ideas to the class.

3 Listening and speaking

A Pair work

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

B CD4, Track 12

- **Preview the task** Read the instructions aloud.
- **Play the recording** **Audio script p. T-276** Ss listen and complete the sentences. Replay the recording.

Answers

1. Choose a tour company that does not have a negative impact on the environment; 2. Stay in a place that hires local people; 3. Save water and electricity; 4. Buy local handicrafts; 5. When you buy things, pay a fair price; 6. Ask before you take photos.

C CD4, Track 13

- **Preview the task** Read the instructions aloud. Have a S read the three questions aloud.
- **Play the recording** **Audio script p. T-276** Ss listen and write. Have Ss compare their answers with a partner. Replay the recording. Ss listen and make any changes.

Answers

1. It's employment for local people, and it preserves local crafts and traditions; 2. The dollar you save may be the dollar that feeds a family for a day; 3. The tourist bought a coral lamp from a store. Then she learned how these kinds of souvenirs destroy the reefs. Horrified, she took the lamp back.

About you

D Pair work

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

Writing *Are tourists welcome?*

In this lesson

- Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Say, "The first lesson aim is writing up survey notes – that is, notes you've made about people's answers to questions that you have asked them in a survey." Ask, "What's presented in the grammar for writing chart?" [expressions for contrasting ideas]
- **Preview the writing** Say, "In this lesson, you will write a survey article." Point out the writing topic in the Task box and read it aloud. Explain that they will write an article that will practice the three aims presented in this lesson.

A Brainstorm

- **Preview the task** Point out the Task box. Say, "Walk around and ask your classmates if tourists are a good or bad thing. Ask for an example or reason and make a note of the answer."
- **Do the task** Give Ss time to walk around the class and interview classmates. Then tell Ss to compare with a partner. Ask a S to read the example aloud. Pairs use their notes and compare their information.

B Look at the models

- **Preview and do the task** Ask two Ss to each read one of the extracts aloud. Ss listen and read along.
- Say, "Now complete the last sentence in each extract with one of your own ideas." Have Ss complete the task. For each extract, ask a few Ss to read their last line.

C www.cambridge.org/viewpoint/audio

Focus on language

- **Preview and do the task** Say, "Look at the extract on the left. *However* is circled because it's an expression that contrasts ideas. Read both extracts and find five more expressions." Have Ss complete the task. Check answers with the class.

Answers

Tourists are a nuisance!

. . . the local economy. However, my survey . . . impact. Although tourism has . . . tourists to stay away despite the jobs . . .

Tourists are a good thing . . .

. . . Interestingly enough, even though many people . . . . Nevertheless, most people . . . We need them in spite of the . . .

- **Present the grammar for writing chart** Read the information in the chart aloud. If desired, play the downloadable recording. Ss listen and read along.
- **Understand the grammar for writing** Have Ss look at the first section of the chart. Say, "The clauses contain contrasting ideas within the same sentence. When the dependent clause comes first, separate the clauses with a comma."
- Tell Ss to look at the second section. Say, "One of the contrasting ideas in each sentence is a clause. The other idea is a noun phrase or *–ing* form. No comma is necessary when the clause is first."
- Ss look at the third section of the chart. Say, "Use a transition word like *nevertheless* or *however* to begin a sentence that introduces an idea that contrasts with an idea in a previous sentence."
- For more examples of these expressions in context, have Ss reread the Lesson D article on p. 112.
- **Present *Writing vs. Conversation*** Have Ss look at the graph. Ask, "Which expression for contrasting ideas is most common?" [although] "Which expression is more common in conversation than in writing?" [even though]

D

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

Answers

1. Although; 2. in spite of; 3. even though; 4. Nevertheless.

E Write and check

- **Preview the task** Read the instructions aloud. Say, "Before you begin, look at the models and the notes you took in Exercise A again."
- **Present *Common Errors*** Books closed. Write on the board:

  Although the problems, tourism has benefits.

  Say, "This sentence has an error. How can I correct it?" [Change *although* to *despite* or *in spite of*.]
- Books open. Read the information aloud.
- **Do the task** Have Ss complete the task.

Extra activity – class / groups

Ss leave their articles on their desks for classmates to read. Ss go around the class reading as many articles as they can. Do more people think tourists are a good thing or a nuisance?

Vocabulary notebook *So amazing!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "When you learn a new word, find other words in the same word family. Word forks are one way to record related words. It's also a good idea to write example sentences that use the various word forms." Ask a S to read the examples in the box.
- **Present *Dictionary Tip*** Read the information aloud. Ask, "In this example, how do you know which use of *surprise* is countable and which one is uncountable?" [The [C / U] indicates that the noun can be either countable or uncountable. But the first example has the article *a*, so it's countable.]

A

- **Preview and do the task** Read the instructions aloud. Point out that the first blanks for *amaze* have been done as an example. Have Ss complete the task. Check answers with the class.

Answers

1.		
	| verb	When I arrived, the city amazed me.
amaze	| adj	The architecture was amazing.
	| adj	I was amazed when I saw . . .
2.		
	| verb	Rome has always fascinated me.
fascinate	| adj	Rome is a fascinating city.
	| adj	I'm always fascinated just to . . .
3.		
	| verb	What impressed me most . . .
impress	| adj	The beach was impressive.
	| verb	The beach . . . , which impressed me.
4.		
	| verb	What terrifies me is sailing.
terrify	| adj	I think the ocean is terrifying.
	| adj	I'm terrified when I get on a boat.

B

- **Preview and do the task** Read the instructions aloud. Elicit ideas for an example for *depress* (e.g., *I was depressed when I lost my wallet.*). Say, "If you need help, reread the blog on p. 106."
- Have Ss complete the task and compare answers with a partner. Check answers with the class: Have a few Ss read their answers for each word.

Possible answers

1.		
	| verb	It depresses me to be broke.
depress	| adj	Being broke is pretty depressing.
	| adj	I feel depressed when I'm broke.
2.		
	| verb	My ski instructor encourages me to enter ski competitions.
encourage	| adj	I always feel encouraged after a ski trip.
	| adj	My teacher is very encouraging.
3.		
	| verb	Walking around a city exhausts me.
exhaust	| adj	Sightseeing is always exhausting.
	| adj	I feel exhausted after sightseeing.
4.		
	| verb	I like to relax on the weekends.
relax	| adj	Going to the beach is always relaxing.
	| adj	I feel relaxed when I'm near the ocean.

C **Word builder**

- **Preview the task** Read the instructions aloud. Remind Ss to use a good dictionary.
- Have Ss complete the task. Check the answers with the class.

Possible Answers

1. amazement: I stood there in amazement.
2. fascination: I have a fascination with museums.
3. impression: My first impression of Paris was great.
4. terror: I experience terror if I see a big spider.
5. depression: I suffered from depression in college.
6. encouragement: She gives me lots of encouragement.
7. exhaustion: Tourists often suffer from exhaustion.
8. relaxation: It's a wonderful place for relaxation.

On your own

- **Present *On Your Own*** Read the instructions and the example from the laptop aloud.
- **Follow-up** At the start of the next class, several Ss present their travel blog to the class.

Unit 11 Culture

Lesson A *Weddings*

Vocabulary in context *Describing wedding customs*

(See Student's Book p. 116.)

This lesson teaches vocabulary related to weddings and wedding customs. The vocabulary includes types of weddings, people involved with weddings, and things people do for and at weddings.

Vocabulary notebook *Wedding bells!*

(See Student's Book p. 125.)

The Learning Tip shows Ss how to use a word web to organize vocabulary around a topic.

Grammar *Adding information: time, place, possession*

(See Student's Book p. 117.)

The lesson adds to Ss' knowledge of relative clauses. Ss learn to use the relative pronouns *when*, *where*, and *whose* to introduce defining and non-defining relative clauses.

Form

- Time – *when*

  *Things changed in the 1980s, **when** people started to choose Western-style weddings.*

- Place – *where*

  *After the ceremony, the guests go to a reception, **where** they have a meal.*

- Possessions – *whose*

  *We used to use matchmakers, **whose** job was to find a good husband or wife.*

Use

These relative clauses can be defining (D) or non-defining (N-D). Defining relative clauses define, explain, or say which person or thing is referred to. The sentence without the relative clause would not be very meaningful. Non-defining clauses add extra information about the person or thing. The sentence would have a complete meaning without the addition of the relative clause. In writing, non-defining clauses are separated from the main clause by a comma.

- Time – *when*

  *(D) There's a touching moment **when** the bride walks down the aisle.*

  *(N-D) The best time to get married is the summer, **when** it stays light all night.*

- Place – *where*

  *(D) There are places in the U.S. **where** a celebrity look-alike performs the ceremony.*

  *(N-D) Some people go to Hawaii, **where** they get married on the beach.*

- Possessions – *whose*

  *(D) I have lots of friends **whose** parents used a matchmaker.*

  *(N-D) Some couples use a fortune-teller, **whose** job is to choose the best day.*

Corpus information

Common errors with *whose*

A common error is to confuse *whose* with *who's* (= *who is* or *who has*).

Grammar extra *More on relative clauses and Prepositions in relative clauses*

(See Student's Book p. 164.)

These activities review and practice defining and non-defining relative clauses and prepositions in relative clauses.

Corpus information

Common errors with relative clauses

A common error is to use *which* instead of *whose* for possession before a noun.

We went to a hotel, **whose** name I've forgotten. (**NOT:** ~~which name~~ . . .

Showing interest or surprise

In the Viewpoint activity, Ss are reminded that they can repeat words or ask *Did you say . . . ?* to show interest or surprise.

Lesson B *Gift giving*

Grammar *Giving things to people*

(See Student's Book p. 119.)

The lesson teaches word order after verbs with two objects, showing patterns after *bring, buy, give, lend, make, offer,* and *send*. The direct object is the person or thing that the verb directly affects. The indirect object is usually a person who receives or is affected by the direct object.

Form

- Verb + indirect object + direct object

  With this pattern, the indirect object comes directly before the direct object. There is no preposition before the indirect object. This is the more common pattern in conversation.

  I never give them money.

  I made his mother something.

- Verb + direct object + prepositional phrase

  With this pattern, the indirect object is preceded by a preposition.

*I never give money **to** them.*

*I made something **for** his mother.*

This pattern is used when the direct object is *it* or *them*.

*She lent **it** to a **friend**.*

Corpus information

Common errors with prepositions

A common error is to use *to* rather than *for* with *buy*.

I bought a gift **for** my sister. (NOT: . . . ~~to my sister~~.)

Grammar extra *More on verb + direct object + prepositional phrase* and *Passive sentences*

(See Student's Book p. 165.)

These activities review and practice verb + direct object + prepositional phrase as well as passive sentences with verbs that have a direct and an indirect object.

Lesson C *It's kind of bizarre!*

Conversation strategy *Softening comments*

(See Student's Book p. 120.)

In conversation, people often use expressions to soften their comments in order to avoid sounding too harsh, direct, or judgmental. In Unit 6, Ss learned to soften opinions using *would* or *'d* in expressions like *I would say*. Here Ss review and learn more ways to soften adjectives and descriptive phrases.

- Softening comments

kind of	*a (little) bit*	*not really*
sort of	*slightly*	*not quite*
a little	*somewhat*	

Corpus information

Softening expressions

Kind of, a little, and *sort of* are the most common expressions.

Kind of is about four times more frequent than *sort of*. When used to soften comments, they can both come before verbs and adjectives, but *kind of* is more likely to be followed by an adjective, and *sort of* is more likely to be followed by a verb.

Strategy plus *Yeah, no*

(See Student's Book p. 121.)

In conversation, speakers use *Yeah, no* to agree with someone and then make a comment of their own. Even though they say *no* after *yeah*, they are usually agreeing with what the other person has said.

Corpus information

Yeah, no

In conversation, people almost always say *Yeah, no* rather than *Yes, no*.

Speaking naturally *Consonant groups*

(See Student's Book p. 143.)

This section gives Ss practice in hearing how speakers greatly reduce or omit the (usually) middle consonants in groups of consonants. Ss practice NOT saying, for example, the *t* in *don't know*.

Lesson D *Threats to culture*

Reading tip *Pronouns for groups of people*

(See Student's Book p. 122.)

The Reading Tip explains that pronouns such as *those, many, some* and *others* often refer to groups of people.

Writing *Are we losing it?*

(See Student's Book p. 124.)

The task in this lesson is to write a concluding paragraph for an essay. In connection with this, Ss are also presented with ways to express cause and effect in writing.

- Concluding paragraphs

  Concluding paragraphs in an essay . . .
  - restate the thesis statement.
  - summarize the arguments.
  - give a clear opinion.
  - can start with *In summary* or *In conclusion*.
- Expressing an effect and its cause in writing

  as a result of / because of / due to + noun

  *Our culture is in danger **due to** globalization.*

  because / since + clause

  *Our culture is in danger **since** we are attracted by new ideas.*
- Expressing cause and its effect or result in writing

  Therefore and *Consequently* often start sentences.

  *Our culture is in danger. **Consequently,** we should take action.*

  Use *so* mid-sentence.

  *Our culture is in danger, **so** we should take action.*

Corpus information

Errors with *due to*

A common error is to use *due to* incorrectly. Use *due to* to give causes.

Avoid using *due to* to say why people do things. Use *because of*.

Culture

Introduce the theme of the unit Books closed. Say, "In this unit, we're going to talk about cultures. This usually means food, costumes, traditional crafts, and perhaps festivals. This time, we'll look at customs surrounding weddings, gift-giving, and receiving, and other traditions." Books open. Ask a S to read the lesson aims aloud. Ss listen and read along.

Lesson A *Weddings*

1 Vocabulary in context

- **Set the scene** Ask, "Do you think a big celebration is necessary when people get married?" Have Ss respond. Ask, "Do you think the average wedding celebration is changing in your country? In what way?" Elicit ideas from Ss.

A CD4, Track 14

- **Preview the task** Books closed. Write *bride* on the board. Say, "This is a word associated with weddings. Think of ten more words associated with weddings."
- **Do the task** Have Ss complete the task. Check answers with the class: Have Ss call out their words, and write them on the board (e.g., *groom, maid / matron of honor, best man, bridesmaids, groomsmen, ushers, aisle, flower girl, vows, ceremony, reception, ring*).
- Have Ss call out any vocabulary they don't know. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.
- Books open. Say, "Now read the postings on this web page. How many of your words are mentioned? How many of the words on the board are mentioned?"
- Say, "Read the posts again to check the vocabulary."

Extra activity – class

Ss call out vocabulary words that appear in the reading but that were not listed at the beginning of Exercise A. Write the words on the board. Ss have a dictionary race. Call out one of the new words or phrases. Ss look for the word and raise their hands when they find it. The first S to raise a hand reads the definition aloud to the rest of the class.

Word sort

B

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

Answers

Types of weddings
Western-style ceremonies
religious ceremonies
civil ceremony

People involved
bride
bridesmaid(s)
groom
matchmaker
parents of the groom
best man
groomsmen

Things people do
walk down the aisle
go to a reception
exchange vows
perform a (civil) ceremony
have a bachelor / bachelorette party
have a rehearsal dinner
host a dinner

Tell Ss to turn to Vocabulary Notebook on p. 125 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-125.)

About you

C Pair work

- **Preview the task** Read the instructions aloud. Have a pair of Ss read the example conversation aloud.
- **Do the task** Have Ss complete the task.

Extra activity – pairs

Partners write short posts to answer the questions on the web page. Pairs read their posts to another pair.

2 Grammar

This activity recycles the use of relative clauses as learned in Unit 2.

A www.cambridge.org/viewpoint/audio

Figure it out

- **Preview the task** Say, "In Unit 2, we looked at adding information using relative clauses. The grammar in this lesson focuses on adding information using the ideas of time, place and possession." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. when; 2. where; 3. whose.

- **Focus on the use** Say, "Look at the sentences you rewrote. Which word adds information with the idea of time?" [when] "Which one uses the idea of place?" [where] "Which word indicates possession?" [whose] Say, "*When, where,* or *whose* can be used to introduce a relative clause."
- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording. Ss listen and repeat the examples.
- **Understand the grammar** Say, "Like the relative clauses we looked at in Unit 2, these relative clauses can be defining or non-defining."
- Write *defining* and *non-defining* on the board. Ask "What's the difference between these two types of relative clauses?" [defining relative clause gives necessary information; non-defining relative clause gives extra information]
- Ask Ss to look at the "time" section of the chart. Read the first example sentence aloud. Ask, "Is this relative clause defining or non-defining?" [defining] Ask Ss to look at the second example sentence. Point out the comma between the main and relative clauses.
- Say, "Look at the "place" section of the chart." Point out the defining and non-defining clauses.
- Ask Ss to look at the "possession" section of the chart. Ask, "Which relative clause is defining? Which is non-defining?" [defining: sentence 1; non-defining: sentence 2]
- **Present *Common Errors*** Books closed. Write on the board:

  whose *who's*

  Ask Ss, "What does each of these words do in a sentence?" [whose: shows possession; who's: a contraction of *who is* or *who has*]

  (For more information, see Language Notes at the beginning of this unit. For extra help with relative clauses, go to Grammar Extra p. 164.)

About you

B
- **Preview the task** Say, "Complete the postings with *when, where,* or *whose.* In some, *when* and *where* may both be correct." Tell Ss to read and complete the first sentence. Check the answer with the class. [where] Ask, "Why is *where* correct?" [It refers to a place, *photographer's studio.*]
- Have Ss read the remaining sentences. Check that Ss understand them.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. where; 2. when; 3. where / when; 4. where, where; 5. whose; 6. where / when.

- Say, "Now work with a partner. Compare traditions in your country with the ones in the exercise."

3 Viewpoint

Group work

- **Preview the task** Ask a S to read the questions aloud. Check that Ss understand them. Read the instructions aloud.
- **Present *In Conversation*** Read the information aloud. Say, "Listen to how these can be used."
- Ask a S to read aloud the part of Speaker A in the example. Read the part of Speaker B, making sure to show interest or surprise.
- **Do the task** Have groups discuss the questions.
- **Follow-up** For each question, have a few groups report the main point of their discussion.

Extra activity – class / groups

Groups describe a traditional wedding. Write on the board:

guests	*invitations*	*ceremony*
reception	*gifts*	*parties*
clothes	*special food*	
Who pays for what?		

The class reviews the items on the board. Groups describe a traditional wedding using the ideas on the board or their own ideas. Then each group compares information with another group.

Lesson B *Gift giving*

1 Grammar in context

- **Set the scene** Books closed. Ask, "Is gift giving important in your culture? Is it more important to your parents' or grandparents' generation? What does giving a gift show or say?" Elicit ideas (e.g., *thanks, appreciation, love, friendship, congratulations*).

A

- **Preview the task** Books open. Say, "Look at the pictures. What's being celebrated at each of these events?" Have Ss call out answers. [engagement party: celebrates a couple's promise to marry; retirement party: marks the end of a person's working career; housewarming party: the first party at a person's new home; baby shower: party where people bring gifts for a new baby.]
- Ask, "What gifts have you bought or given on the occasions below?" Say, "Work with a partner. Write your answers."
- **Do the task** Have Ss complete the task. Check answers with the class: Have Ss call out their answer for each event pictured.
- Ask, "Are there other occasions when people give gifts?" Elicit ideas from Ss (e.g., *high school or college graduation, birthday, anniversary, special festivals, Valentine's Day*).

B CD4, Track 15

- **Preview and do the task** Tell Ss they are going to listen to and answer a quiz. Before beginning, ask Ss to read all the questions and answer choices. Check that Ss understand them.

Culture note

Re-gifting is the practice of passing on, as a gift, an item that was originally received as a gift. This was once considered rude, but is now accepted by some people if "re-gifting rules" are followed.

The item must be new, unused, and not handmade. It should be something that the person receiving the gift would appreciate. The person receiving the gift should have no connection to the person who originally gave the gift.

- **Play the recording** Ss listen, read along, and check (✓) *a*, *b*, or *c*. Say, "If you checked *c*, make sure you write your answer. Then compare answers with a partner."

Extra activity – class

Have Ss call out their "other" answers for each question. Did more than one S give the same "other" answer?

About you

C Pair work

- **Preview the task** Read the instructions aloud. Ask a pair of Ss to read the example answer aloud.
- **Do the task** Have Ss complete the task.
- **Follow-up** Have pairs report something interesting they learned about their partner and gifts.

Extra activity – pairs / class

The class brainstorms more gift-giving situations (e.g., *A friend re-gifts something to you that you gave him / her a few years ago. You give your girlfriend / boyfriend an expensive gift and he / she breaks up with you a week later.*).

Partners choose a situation together. Partners walk around the room describing the situation and asking classmates, "What would you do?" Several pairs report one of their situations and their survey results to the class.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

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

Answers

1. When someone gives me a present, I open it.
2. I give money or gift cards to my friends all the time.
3. If someone made a gift for me, I'd love it.

- **Focus on the form** Write on the board:

  When someone gives me a present, I open it.

  When someone gives a present to me, I open it.

- Ask, "How many objects are there after the verb *gives* in the first sentence?" [two: *me* and *a present*] "Which comes first?" [me] Have Ss look at the second sentence. Ask, "What's different?" [*A present* comes first; *to* is added before *me*.]
- Ss look at the second set of sentences in 2A. Ask, "When *my friends* follows the verb *give*, do you use *to*?" [no]
- Say, "Look at the third set of sentences. What preposition is added?" [for]
- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording.
- **Understand the grammar** Say, "This chart shows word order when a verb has two objects – a direct object and an indirect object. In these sentences, the direct object is a thing like a gift or money; the indirect object is a person who receives the thing."
- Ss look at the left side of the chart. Say, "When the indirect object comes before the direct object, no preposition is necessary."
- Have Ss look at the right side of the chart. Say, "When the person who receives the object follows the direct object, use a prepositional phrase. This pattern must be used when the direct object is *it* or *them*."
- **Present *Common Errors*** Read the information aloud. (For more information, see Language Notes at the beginning of this unit. For extra help with direct and indirect objects, go to Grammar Extra p. 165.)

B

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

Answers

1. . . . buy your neighbor a gift?; 2. . . . give somebody a gift card?; 3. . . . buy flowers for someone? Would you . . . X?; 4. . . . sent red roses to you out of the blue?; 5. . . . X; 6. . . . made a gift or a card for someone? Did you make . . . X?.

About you

C Pair work

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

3 Listening and speaking

A

- **Preview and do the task** Read the instructions aloud. Make sure Ss understand *inappropriate gifts*. [inappropriate: not suitable for a particular place or occasion] Call on individual Ss to share their responses.

B CD4, Track 16

Pair work

- **Preview the task** Say, "First, listen for what gifts are inappropriate. Write the answers."
- **Play the recording** Audio script p. T-276 Ss listen and write.
- Say, "Now listen and write the reason the gifts are inappropriate." Replay the recording. Ss listen and write. Ss compare their answers with a partner.

Answers

1. Japan: potted plants; some people believe they bring sickness to a business or home. 2. Russia: yellow flowers; people think they bring bad luck. 3. Chile: knives as a wedding present; they symbolize cutting off a relationship. 4. Korea: handkerchiefs; they symbolize sadness. 5. Mexico: silver jewelry; Mexico has some of the best silver in the world.

C CD4, Track 17

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-276 Ss listen and write the advice.

Answers

1. Japan: Use both hands to give someone a gift.
2. Russia: Say the gift is something small.
3. Chile: Open a gift immediately.
4. Korea: Open gifts carefully. / Don't tear the wrapping paper.
5. Mexico: Bring white flowers to someone's home – not yellow or red.

About you

D Pair work

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

Lesson C *It's kind of bizarre!*

1 Conversation strategy

Why use expressions to soften comments?

In Unit 6, Ss learned to soften their opinions using *would* or *'d* in expressions like *I would say.* Here Ss review and learn expressions people often use to soften their comments in conversation like *kind of* and *a little bit.* For example, *It's a little bit strange* sounds less harsh or judgmental than *It's strange.* (For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Books closed. Ask, "What are some ways that people celebrate birthdays here / in your country?" Elicit ideas from Ss (e.g., *party with friends, go out to a restaurant, quiet party at home, do nothing*).

A

- **Preview the task** Books open. Read the instructions aloud. Ask Ss if they know the meaning of *bizarre.* [extremely strange and unusual]
- **Do the task** Have Ss work in pairs to discuss the questions.
- **Follow-up** Several pairs report to the class. (Write interesting or unusual traditions on the board if using the Extra activity following Exercise D.)

B CD4, Track 18

- **Preview the task** Books closed. Read the instructions aloud. Tell Ss to write their answers.
- **Play the recording** Ss listen and write. Replay the recording if necessary. Have Ss check their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class. [Guy thinks traditions can seem slightly bizarre if they're not from your own culture. Ann thinks they can seem bizarre even if they are from your own culture.]
- Ask Ss to call out any vocabulary problems. Provide definitions.

C

- **Present *Notice*** Read the information aloud. Ask a S to read the expressions for softening comments.
- Say, "Read the conversation again. Find examples. Highlight or underline them. Look for six expressions." Have Ss find the expressions. Ask, "Which expressions does Guy use? Just read the expressions and the adjective it softens." [kind of unusual; a little strange; sort of silly; slightly bizarre]
- Ask a S to read the expressions and adjectives Ann uses. [a bit odd; not quite sure; kind of bizarre]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.
- **Present *In Conversation*** Ask a S to read the information aloud.

D CD4, Track 19

- **Preview the task** Say, "Complete the conversations with the expressions you hear."
- **Play the recording** Have Ss complete the task. Check answers with the class.

Answers

1. ***B*** a little bit bizarre; kind of strange
2. ***A*** not really a good idea
   B a little dangerous
3. ***A*** sort of weird
   B slightly irritating; a bit annoying
4. ***B*** a bit mean; somewhat odd
5. ***B*** not quite sure; kind of a fun

- **Practice** Say, "Now practice the conversation with a partner, using the expressions you heard."
- **Practice again** Say, "Practice again. This time give your own responses."

Extra activity – pairs

Pairs write a conversation similar to Guy and Ann's. They can use the ideas on the board from Exercise 1A or think of new ideas of their own. Pairs present their conversation to another pair.

2 Strategy plus

Why use *Yeah, no?*

In conversation, some speakers use *Yeah, no* to agree with someone and then make a comment of their own. Even though they say *no* after *yeah*, they are usually agreeing with what the other person has said. (For more information, see Language Notes at the beginning of this unit.)

CD4, Track 20

- **Present *Strategy Plus*** Read the information and the example aloud. Tell Ss to look at Guy and Ann's conversation again and find *Yeah, no.* Ask, "Why do Ann and Guy use this expression?" [They want to agree with the other person's comment and then add a comment of their own.]

A CD4, Track 21

- **Preview the task** Read the instructions aloud. Tell Ss to read the five comments before you begin. Check that Ss understand the sentences.
- **Play the recording** Audio script p. T-277 Ss listen and write the correct number. Replay the recording if necessary. Have Ss compare their answers with a partner.

B CD4, Track 22

About you

Pair work

- **Preview the task** Say, "Now listen to the complete conversations, and check your answers."
- **Play the recording** Audio script p. T-277 Ss listen and check their answers.

Answers

5 Yeah, no. It's good that people. . . .
4 Yeah, no. It's nice to do fun stuff. . . .
2 Yeah, no. Society needs to recognize . . .
1 Yeah, no. It's good to celebrate special . . .
3 Yeah, no. It's nice to celebrate with . . .

- Say, "Now discuss each of the views in Exercise A. Do you agree?" Have pairs discuss the views.
- Ask, "Did you and your partner disagree on any of these views? Tell the class."

3 Strategies

A

- **Preview the task** Tell Ss to read through the four conversations. Check that Ss understand the sentences. Say, "Complete the conversations. Add expressions to soften A's comments, and choose an appropriate response from the box."
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

Ss can use most of the expressions (i.e., *not really* and *not quite*) in all of A's comments.

The exception is in #2, where they must use *not really* or *not quite* in "I'm *not really / not quite* sure now why we do it."

1. ***B*** Kids love fun things like that.
2. ***B*** It's bizarre how things like that get started.
3. ***B*** It can be a little embarrassing.
4. ***B*** Kids can be kind of mean.

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

About you

B Group work

- **Preview the task** Read the instructions aloud. Ask a pair of Ss to read the example aloud.
- **Do the task** Have Ss complete the task. Have groups report the most unusual tradition they heard about.

Extra activity – groups

Ss form new groups. Write on the board:

The most unusual tradition in the class is . . .

A tradition I'm going to borrow for my family is . . .

Groups discuss and decide on answers for the topics. Several Ss report to the class.

4 Speaking naturally

Tell Ss to turn to Speaking Naturally on p. 143. (For more information, see Language Notes at the beginning of this unit. See the teaching notes on p. T-143.)

Lesson D *Threats to culture*

1 Reading

- **Set the scene** Books closed. Write *Threats to culture* on the board. Check that Ss understand the meaning of *threat*. [something that could harm or hurt] Read the first sentence in the article aloud. Ask, "What are some things that you think are threats to your culture?" Elicit ideas (e.g., *young people aren't interested in traditions, too much influence from the Internet*).

A Prepare

- **Preview the task** Books open. Read the question aloud. Elicit a few ideas from the class (e.g., *movies, foods, stores*). Tell Ss to make a list with a partner. Ask a S to read the example answer aloud.
- **Do the task** Ss complete the task. Ask several Ss to read their lists to the class.

B Read for the main ideas

- **Preview the reading** Read the title of the article aloud. Ask, "What do you think it means to lose your culture?" Write on the board:

  It's when . . .

  a tradition (craft, clothing, food, music, etc.) disappears.

  aspects of other cultures become popular.

  another culture begins to dominate.

  Have Ss discuss the question in groups and share their ideas with the class.
- Say, "Read the article. Don't stop to check the meaning of new vocabulary. Read for the main ideas. What are some different aspects of culture? What can threaten culture? Write your answers."
- **Do the reading** Ss read and write their answers. Have Ss compare answers in pairs. If Ss have trouble finding the answer to the second question, suggest that they scan the article for *challenges* and / or *agencies*. Pairs write their final answers.
- Check answers with the class.

Possible answers

Different aspects of culture: (para. 1) beliefs, customs, art, literature, music, eating habits, how we greet people, how we dress; (para. 2) local language, crafts; (para. 5) traditional sports; (para. 4) festivals

Threats to culture: (para. 1) globalization, progress

- **Present *Reading Tip*** Read the information aloud. Tell Ss to read the article again and underline or highlight words that refer to groups of people. Have Ss compare answers in pairs. Check answers with the class. [(para. 1) many, some; (para. 2) Those, many; (para. 3) Some; (para. 4): Others, Many]

Extra activity – individuals / pairs / class

Ss reread the article and make a list of new vocabulary, including the number of the paragraph where it occurs. Ss call out the words and paragraph numbers. Write them on the board. Partners use the context to guess the meanings of the words on the board. A pair calls out a definition for each word on the board. The class checks the meaning using a dictionary.

Extra activity – pairs

Write on the board:

It's already disappeared.

It's disappearing.

We're just adding to it.

It's only important to older people.

It's still important to everyone.

Partners look at the aspects of culture mentioned in the first sentence of the article again. They decide on the status of the different aspects in the country of instruction or in their own country if different. Ss can use the phrases on the board or their own ideas. Partners state how they feel about each aspect's current status.

C Understanding viewpoints

- **Preview the task** Read the instructions aloud. Ask a S to read the six statements aloud. Check that Ss understand the meaning of each one.
- **Do the task** Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. A; 2. D; 3. D; 4. D; 5. D; 6. A.

About you

D React Pair work

- **Preview the task** Read the instructions and the example answer aloud.
- **Do the task** Have Ss complete the task.
- **Follow-up** For each sentence, ask a few pairs for their opinion.

2 Focus on vocabulary

A

- **Preview the task** Read the instructions aloud. Point out that the first answer has been given to them. Tell Ss to read paragraph 1 to find *loss* and *preservation*. Check that Ss understand.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. preservation; 2. opportunity; 3. benefits; 4. dismiss; 5. revive; 6. local.

B Pair work

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Have Ss discuss the sentences.
- **Follow-up** Several pairs present their ideas to the class.

3 Listening and speaking

A CD4, Track 25

About you

- **Preview the task** Ask, "How does a language die?" [There's no one alive who can speak it anymore.] Ask a S to read the list of things that can be done to revive a dying language. Check that Ss understand the meaning of *mandatory*. [not optional]
- Ask, "What else could be done?" Elicit ideas from Ss (e.g., *open day-care centers where only the dying language is used; bilingual signs; publish children's books in the language; have a newspaper / website for users of the language; have chat rooms where you have to use it; organize weekend courses / evening classes, festivals where the language is spoken*).
- **Play the recording** Audio script p. T-277 Say, "Listen again. Check (✓) the ideas the students discuss." Ss listen and check (✓). Check answers with the class.

Answers

teach it in elementary school
translate public signs and notices
offer homestays in areas where it's spoken
use it on TV and radio, and in other media

B CD4, Track 26

- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-277 Ss listen and underline. Play the recording again. Ss listen and review their answers. Check answers with the class.

Answers

offer homestays in areas where it's spoken
use it on TV and radio, and in other media

C CD4, Track 27

- **Preview the task** Read the instructions aloud. Tell Ss to read the sentences and the words in parentheses before they listen.
- **Play the recording** Audio script p. T-277 Ss listen and write. Replay the recording. Ss listen and check. Check answers with the class.

Answers

1. revival; 2. extinct; 3. preserve; 4. exposure; 5. growth; 6. threatens.

About you

D Group work

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and tell the class their decision about the three best ways.

Extra activity – groups

Ss form new groups and decide on three aspects of the country's culture that may be disappearing, but that should be saved. Groups decide on ways to revive them and make them of interest again.

Writing *Are we losing it?*

In this lesson

Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Say, "The first lesson aim is about structuring a conclusion. Scan this lesson quickly. How many points are identified in a concluding paragraph in an essay?" [four] Ask, "Which exercise explains cause and effect?" [Exercise B]

- **Preview the writing** Say, "In this lesson, you will write a conclusion to an essay." Point out the writing topic in the Task box and read it aloud. Explain that they will write a conclusion that will practice the three aims presented in this lesson.

A Look at the models

- **Preview and do the task** Ask, "What is a thesis statement?" [a sentence that tells the reader the main point or argument you will make] Ask individual Ss to each read one of the thesis statements aloud. For each statement ask, "Do you agree or disagree with this statement? What argument do you think the writer might make?"
- Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

1. b; 2. a.

- **Present *Concluding paragraphs in an essay . . .*** Ask Ss to review the information. Say, "Look at concluding paragraph 1. Does it include all four points?" [yes] "Look at paragraph 2. Does it include all four points?" [yes] "Are they in the same order in the two paragraphs?" [no]. "What's different?" [Paragraph 1 restates the thesis statement and then summarizes the arguments. Paragraph 2 summarizes the arguments and then restates the thesis statement.]

B www.cambridge.org/viewpoint/audio

Focus on language

- **Preview the task** Say, "Look at thesis statement *a* in Exercise A. *It is too early* is the cause. What's the effect?" [It's impossible to tell if our culture is in danger.] Say, "The bold expressions in Exercise A link causes with effects or results. Look at thesis statements *b* and *c* and the two concluding paragraphs. Circle the causes."
- **Do the task** Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

a. **because** it is too early
b. **as a result of** globalization
c. **because of** globalization. . .
1. **due to** globalization; **because** people are attracted by new ideas and ways of life
2. it is difficult to know if it will damage our culture. **Therefore . . . since . . .** they will be in a better position to see its impact

- **Present the grammar for writing chart** Read the information in the chart aloud. If desired, play the downloadable audio. Ss listen and read along.
- **Understand the grammar for writing** Have Ss look at the top section of the chart. Say, "With these expressions that show cause and effect, the main clause can come first or second. If the main clause comes second, a comma is needed. This is true whether the effect is mentioned using a noun or a clause."
- Have Ss look at the bottom section. Say, "With these examples, the cause precedes the effect or result. A word like *therefore* or *consequently* begins a sentence that comments on the idea in the sentence before it. *So* is always used mid-sentence."
- For more of this Grammar for writing feature in context, have Ss reread the Lesson D article on p. 122.

C

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

Answers

1. because / since globalization; attractive, so; Therefore / Consequently, we are . . .
2. changing because of / due to / as a result of; world because / since; Therefore / Consequently, we . . .

D Write and check

- **Preview the task** Read the instructions aloud. Say, "Before you begin, look at the models and parts of a concluding paragraph again."
- **Present *Common Errors*** Read the information aloud.
- **Do the task** Have Ss complete the task.

Extra activity – class / groups

Ss leave their conclusions on their desks for classmates to read. Ss go around the class and read as many paragraphs as they can. How many classmates have the same opinion as they do?

Vocabulary notebook *Wedding bells!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Say, "Look at the diagrams in Exercises A and B on this page. These diagrams are called word webs." Read the information aloud. Say, "Word webs help you organize vocabulary around topics. In this lesson, the topic is weddings." Ask a S to read the examples in the box.

A

- **Preview and do the task** Read the instructions aloud. Point out that *groom* has already been put into the web. Have Ss complete the task. Check answers with the class.

Answers

people: best man, bride, groom (bridesmaid / matchmaker / parents of the groom / groomsmen / maid of honor / fortune-teller)

types of wedding: civil ceremony (western-style ceremony / religious ceremony)

B

- **Preview and do the task** Read the instructions aloud. Ask, "What are examples of things people do?" Elicit Ss ideas (e.g., *exchange vows*). Say, "If you need more help, get some ideas from p. 116 or experiences you've had while attending a wedding."
- Have Ss complete the task. Check answers with the class: Have Ss call out their answers for *things people do.*

Possible answers

things people do: walk down the aisle, go to the reception, have a bachelor / bachelorette party, have a (rehearsal) dinner, perform a (civil) ceremony, exchange (their) vows

- **Follow-up** Ask a S to call out the topic for the second word web. Have Ss call out vocabulary that would fit the topic (e.g., *things people wear: wedding dress, tuxedo, veil, tiara*). Ask a few more Ss for their topic and repeat the activity.

C **Word builder**

- **Preview the task** Read the instructions aloud. Remind Ss to use a dictionary.
- Have Ss complete the task. Check answers with the class.

Answers

a bouquet = the flowers that the bride carries

a veil = a kind of headdress that covers the bride's head and is lifted during the ceremony

to go on (a, your) honeymoon = to take a vacation as a newly-married couple

a maid of honor = the main bridesmaid

to propose (to someone) = to ask someone to marry you

to throw rice or confetti = confetti are small pieces of colored paper that people throw over the newly married couple at a wedding

a wedding band = a wedding ring

a wedding planner = someone who organizes weddings

a wedding registry = a list of gifts that the couple would like, which is held by a store or website

There are different ways to add this vocabulary to a word web. The words could be organized into *people, things,* and *activities connected with weddings. Things* could be divided into *things people wear* or *carry.*

On your own

- **Present *On Your Own*** Read the instructions and the example from the laptop aloud.
- **Follow-up** At the start of the next class, several Ss present their wedding blog to the class.
- **Present *What goes with weddings?*** Books closed. Ask, "What are the top ten words people use with the word *wedding* in writing and conversation? You have one minute to write the words."
- Have Ss complete the task. After one minute, call time. Books open. Ask Ss how many of the words they wrote.

Unit 12 Ability

Lesson A *Intelligence*

Vocabulary in context *Talking about intelligence*

(See Student's Book p. 126.)

This lesson teaches vocabulary for describing ability, types of intelligence, and the skills associated with the various types.

Vocabulary notebook *It's just the opposite!*

(See Student's Book p. 135.)

The Learning Tip tells Ss to find out how to express the opposite meaning of any new adjective that they learn.

The Dictionary Tip reminds Ss that some adjectives have more than one meaning, and to be sure to find the correct opposite.

Grammar *Describing people and things*

(See Student's Book p. 127.)

The lesson reviews and extends Ss' knowledge of the use of adverbs as modifiers. Adverbs can be used before adjectives and other adverbs to express different meanings, as below.

Use

- Degree adverbs answer *How much? / To what extent?*
  e.g., *extremely, highly, relatively*
  They're extremely literate and highly skilled.
- Type adverbs answer *In what way?*
  e.g., *scientifically, linguistically*
  Linguistically intelligent people are good at languages.
- Opinion adverbs allow you to add your views on something. They can be similar to degree adverbs.
  e.g., *incredibly, remarkably*
  They seem to solve problems incredibly easily.
- Focus adverbs answer *What in particular?*
  e.g., *especially, particularly*
  People with mathematical intelligence are especially good at math.

Corpus information

Common error describing adjectives

A common error Ss make is to use an adjective instead of an adverb to describe an adjective.

*I'm very **physically active**.* (NOT: . . . ~~physical active~~)

Grammar extra *Well + adjective* and *Adverb and adjective collocations*

(See Student's Book p. 166.)

These activities review and practice *well* + adjective and show a range of adverb and adjective collocations.

Speaking naturally *Stress and intonation*

(See Student's Book p. 143.)

This section gives Ss practice with stress and intonation. In conversation, new information gets the main stress. Information that is repeated in a response is often not stressed. Contrasting ideas in a response are often stressed.

Lesson B *Improving skills*

Grammar *Comparing*

(See Student's Book p. 129.)

The lesson builds on Ss knowledge of *as . . . as* and comparative and superlative adjectives and adverbs.

Form

- Comparative adjectives and adverbs
  For most one-syllable and some two-syllable words, add *-er*. Change final *y* to *i*. If the word ends in vowel + consonant, double the consonant.
  happy → happier; big → bigger; fast → faster
  Some adjectives and adverbs are irregular.
  good / well → better; bad / badly → worse
  For most other adjectives and adverbs of two or more syllables, use *more* or *less*.
  confident → more confident; slowly → more slowly; often → less often
- Superlative adjectives and adverbs
  For most one-syllable and some two-syllable words, add *-est*. Change final *y* to *i*. If the word ends in vowel + consonant, double the consonant.
  happy → happiest; big → biggest; fast → fastest
  Some adjectives and adverbs are irregular.
  good / well → best; bad / badly → worst
- For most other adjectives and adverbs of two or more syllables, use *most* or *least*.
  sensible → most / least sensible; often → most / least often
- Adjectives / Adverbs and *(not) as . . . as*
  as + adjective / adverb + *as* = "the same as"
  not as + adjective / adverb + *as* = "less than"

Use

- Comparative forms
  Comparative forms can compare two people, things, or activities. Here they are mainly used to compare the same person, thing, or activity at different times.
  *I feel **happier**, and I've gotten **better** at it.*

When the second item in a comparison is mentioned, *than* is used. In the lesson, Ss mostly use either an adverb or a clause beginning with *I*.

*I'm training **harder** than ever.*

*I practice **less often** than I should.*

- (not) as . . . as

The form *not as* + adjective / adverb + *as* is much more frequent in conversation than *less* + adjective / adverb + *than*.

In the lesson, Ss mostly use a clause beginning with *I* after the second *as*.

*I don't play **as often as** I should.*

- Superlative forms

Superlative forms can compare more than two people, things, or activities, or the same entity at different times. Superlative adjectives are often used with *the* or a possessive determiner.

*Taking a course was **the most sensible** idea.*

*The race is **my biggest** and **best** challenge.*

- Superlative adverbs are often used without *the*.

*I train **(the) most often** on weekends.*

Superlative adverbs with *least* are not common.

- After superlatives, use *in*, not *of*, before places and organizations. You can use *of* to introduce time periods or the other people or things being compared.

*He's the fastest **of** all the cyclists **in** the club.*

Corpus information

Common errors with superlatives

Use *in* for places and organizations.

I'm the fastest rider **in** the club. (NOT: . . . ~~of the club~~.)

Don't confuse *worse* and *worst*.

The **worst** thing is speaking . . . (NOT: ~~The worse thing~~ . . .)

Grammar extra *Patterns with comparatives* and *More patterns with comparatives*

(See Student's Book p. 167.)

These activities review and practice patterns with comparatives.

Lesson C . . . and all that.

Conversation strategy *Using vague expressions*

(See Student's Book p. 130.)

In informal conversation, vague expressions are very common. People use them when they expect the other person in a conversation to know what they mean.

- Vague expressions

. . . and things (like that) / and stuff (like that)
. . . and all / and all that
. . . and that kind of thing / and that sort of thing
. . . and everything

Strategy plus *No doubt.*

(See Student's Book p. 131.)

In conversation, people use the response *No doubt* to show that they strongly agree with someone.

Corpus information

No doubt

(No) doubt is also used in these related expressions: *There's no doubt about it / that; Without a doubt; I don't doubt it.*

Lesson D *Ability, not disability*

Writing *Extraordinary achievements*

(See Student's Book p. 134.)

The task in this lesson is to brainstorm, structure, and write an essay on a person the student admires. It brings together and reviews the parts of an essay and types of paragraphs that have been taught in previous units. The grammar for writing presents expressions for explaining purpose.

- Structuring an essay

An essay structure is presented as a model:

Introduction: Include a thesis statement.

Supporting paragraphs: Write a topic sentence and supporting sentences with examples, reasons, and arguments.

Conclusion: Restate the thesis statement.

- Expressions for explaining purpose

The following are taught and practiced:

so (that) + clause

*She left home at the age of 16 **so (that)** she could train as a nurse.*

(in order) to + verb

*She went back to college **(in order) to** qualify as a midwifery teacher.*

Ability

Introduce the theme of the unit Books closed. Write *Ability* on the board. Say, "This is the title of this unit. *Ability* is the skill needed to do something. What other themes or topics might this unit include?" Elicit answers (e.g., *training, skills, intelligence*). Books open. Have a S read the lesson aims aloud. Ss listen and read along.

Lesson A *Intelligence*

1 Vocabulary in context

- **Set the scene** Ask, "Who is the man in the picture at the top right on this page?" [Albert Einstein] "Would you say he was intelligent?" [yes; he was a genius] "Look again. Name a great artist." Ss call out ideas. Ask Ss to name a great musician or composer. Ask, "Are all the people you named geniuses?" Elicit ideas from Ss (e.g., *don't know; some are and some aren't; they are / were geniuses at the things they're famous for*).

A

- **Preview the task** Read the instructions aloud. Ask a S to read the example answer aloud.
- **Do the task** Have Ss discuss the questions in small groups.
- **Follow-up** Ask, "What different types of things can people who are intelligent do? Are the things they can do similar?"

B CD4, Track 28

- **Preview the task** Read the instructions aloud. Say, "Write your answers."
- **Play the recording** Ss listen and read along. Play the recording again. Ss listen and write.
- Have Ss compare their answers in pairs. Check answers with the class. [Seven different types of intelligence are mentioned: linguistic, logical-mathematical, musical, bodily, spatial, interpersonal, and intrapersonal.]
- Ask Ss to read the lecture again and call out any new vocabulary. Write it on the board. Have classmates give definitions or explanations of words they know. Supply definitions for any remaining vocabulary.

Word sort

C

- **Preview the task** Say, "Look at the words in bold. Which ones suggest ability or have the same general meaning as *can*?" [be sensitive to; are skilled / efficient / adept at; have a capacity / talent for; be able to; are capable of]
- Say, "Complete a chart like this for the different intelligences. Use the words in bold from the lecture. Fill in any blank spaces with your own ideas."
- **Do the task** Have Ss complete the chart. Say, "Now compare charts with a partner."

Answers

Type: People with it . . .

A. linguistic	A. *are* articulate, sensitive to language, literate, skilled at learning languages
B. logical-mathematical	B. *are* scientifically minded, *have* a mathematical capacity for investigating things, *are* good at math, *are* efficient at solving problems
C. musical	C. *have* a talent for music
D. bodily	D. *are* able to learn through movement, use their bodies effectively
E. spatial	E. *are* capable of creating drawings
F. interpersonal	F. *are* adept at understanding others
G. intrapersonal	G. *are* good at understanding themselves

They would make good . . .

A. writers, actors, lawyers, teachers
B. mathematicians, scientists
C. singers, song writers, rock musicians
D. dancers, gymnasts
E. architects, designers
F. counselors, therapists
G. philosophers, writers

Tell Ss to turn to Vocabulary Notebook on p. 135 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-135.)

About you

D Pair work

- **Preview the task** Read the instructions and the example sentence aloud. Say, "Be honest about the things you're good at."

The example recycles the conversation strategy of using *would* (*I'd*) to soften opinions.

- **Do the task** Have Ss complete the task. Pairs join another pair and report what they learned.

Extra activity – groups

Ss talk about the intelligent people they discussed in Exercise 1A. They say what intelligence type the person they spoke about has and give examples of why they think so. A person can have more than one type of intelligence.

2 Grammar

Figure it out

A
- **Preview the task** Say, "You can describe people and things with adjectives. Sometimes, you need to describe the adjective." Read the instructions aloud.
- **Do the task** Have Ss complete the task.

Answers

1. highly skilled; 2. are scientifically minded; 3. incredibly quickly; 4. particularly adept at understanding others.

- **Focus on the form and use** Say, "Look at sentence 1. What did *very* change to?" [highly] "What part of speech is *skilled*?" [adjective]
- Ask, "In sentence 2, what did *have scientific minds* change to?" [are scientifically minded] "What part of speech is *minded*?" [adjective]
- Ss look at sentence 3. Ask, "What did *I think it's incredible* change to?" [incredibly] "What part of speech is *quickly*?" [adverb]
- Ss look at sentence 4. Say, "*one thing I want to focus on* was changed to *particularly*. What part of speech is *particularly*?" [adverb] "What part of speech is *adept*?" [adjective]
- Say, "Use an adverb if you need a descriptive word in front of an adjective or another adverb."

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- **Present the grammar chart** Read the information in the chart aloud. If desired, play the downloadable recording. Ss listen and repeat the examples.
- **Understand the grammar** Review the grammar chart. Ask, "What do the degree adverbs tell you?" [how much; if it's a lot or a little] "The type adverbs?" [what type, in what way] "The opinion ones give your opinion. How about the focus adverbs?" [They emphasize or focus on something.]
- Say, "Adverbs can be used before adjectives or before another adverb, but it is important to think carefully about the adverb + adjective or adverb + adverb combination. For example, you can say, *extremely literate* or *extremely quickly*. You can say *highly literate*, but you cannot say *highly quickly*."
- **Present *Common Errors*** Read the information aloud.

About you

B
- **Preview the task** Say, "Unscramble the words to make complete *Do you know anyone who . . .*" questions. Tell Ss to do number 1 with a partner. Say, "Read your question. Does it sound right?" Check the answer with the class. [is especially good at giving directions?]
- **Do the task** Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. is especially good at giving directions?
2. communicates with other people extremely well? / communicates extremely well with other people?
3. is particularly interested in himself or herself?
4. is completely incapable of playing any sports?
5. articulates his or her ideas remarkably clearly?
6. does mental math incredibly quickly?
7. is highly skilled at drawing maps?
8. is musically talented / is talented musically?
9. plays chess fairly well?
10. learns languages relatively easily?

- Say, "Now ask and answer the questions with a partner."

3 Listening and speaking

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

Answers

A synthesizing mind: e; An ethical mind: a; A disciplined mind: b; A respectful mind: c; A creative mind: d.

B CD4, Track 29
- **Preview the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-278 Ss listen and number. Replay the recording if necessary.

Answers

1: A disciplined mind
2: A synthesizing mind
3: A creative mind
4: A respectful mind
5: An ethical mind

C CD4, Track 29
- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and circle. Check answers with the class.

Answers

A synthesizing mind; a respectful mind; an ethical mind.

About you

D Group work
- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the task. Ss report what types of "minds" are in their group.

4 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 143. (For more information, see Language Notes at the beginning of this unit. See the teaching notes on p. T-143.)

Lesson B *Improving skills*

1 Grammar in context

- **Set the scene** Books closed. Say, "In this lesson, we're going to talk about skills. A skill is a special ability to do something such as cooking well. You have 30 seconds to write down as many skills as you can think of. Start now."
- Call time after 30 seconds. Have Ss call out the skills they thought of (e.g., *music, writing, athletic, interpersonal*). Write them on the board.

A

- **Preview the task** Books open. Say, "What unusual or interesting skills do you have? Get ideas from the board. Be specific when you can. For example, music is a pretty big category, so try to focus on your particular skill – playing a particular instrument or writing songs."
- Say, "Also, how good are you at the skills that you have? Be honest." Ask a S to read the example answer aloud.
- **Do the task** Have Ss write lists. Ss call out their skills. Write them on the board. (If you are planning to do the Extra activity after Exercise 1C, do not erase the list from the board.)

B CD4, Track 32

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

  Linda Ho

  Nurdan Ozdag

  Bryan Jarvis
- Say, "These people were asked if they had improved any of their skills in the last year. Listen to the interviews. What skill has each person improved? How? Write the names. Then listen and write short answers beside the names."
- **Play the recording** Ss listen and write. Have Ss compare their answers in pairs. Books open. Play the recording again. Ss listen, read along, and review their answers. Check answers with the class.

Answers

1. Linda has improved her public-speaking skills. She took a course to help her improve.
2. Nurdan has improved her flute-playing skills. She practices when she finds the time.
3. Bryan has improved his mountain-biking skills. He's been training harder than ever.

C Pair work

- **Preview the task** Read the instructions aloud. Say, "Discuss the questions with your partner. More than one answer may be correct, and you may have different views, so make a note about the part of the interview that gave you your answer. Read it to your partner if necessary."
- **Do the task** Have Ss complete the task. Check answers with the class: for each question in the chart, read the three names aloud and find out how many Ss chose that person.

Possible answers

Answers will vary. Possible answers may include:

most progress: Bryan, Linda

more practice: Linda, Nurdan, Bryan

had a fear: Linda

most serious: Bryan

got help: Linda

Extra activity – groups

Groups use the lists of general and specific skills on the board for ideas. Group members discuss which of the skills they'd like to have or that they have but would like to improve.

2 Grammar

Figure it out

A www.cambridge.org/viewpoint/audio

- **Preview the task** Read the instructions aloud. Do the first sentence with the class. Say. "Scan Linda's interview answer on page 128. What sentence expresses the idea in number 1?" [I definitely feel happier now.]
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. Linda: I definitely feel happier now.
2. Nurdan: I am improving, . . . more slowly than I'd hoped.
3. Nurdan: I probably don't play as often as I should.
4. Bryan: It'll be the furthest I've ever cycled.

- **Focus on the form** Say, "Look at the answers to number 1. How does Linda feel now compared to before?" [She feels happier now than before.] "Look at number 2. Is Nurdan improving the way she'd hoped?" [No, she's improving more slowly than she hoped.] Say, "Look at number 3. Does Nurdan think she plays enough?" [No. She doesn't play as often as she should.]
- Write on the board: *happier, more slowly, not . . . as often as.* Say, "*Happier* is the comparative form of an adjective. *More slowly* and *not . . . as often as* are comparative forms of adverbs."
- Ask, "In number 4, has Bryan cycled 50K before?" [No. It'll be the furthest he's ever cycled.] Write *the furthest* on the board. Say, "*Furthest* is the superlative form of an adverb."
- **Present the grammar chart** Read the information in the chart aloud. Ss listen and read along. If desired, play the downloadable recording. Ss listen and repeat the examples.
- **Understand the grammar** Review the rules for forming comparative and superlative adjectives and adverbs. Ask, "When do you use comparatives and *as . . . as*?" [to compare two people, things, etc.]
- Ask Ss to look at the bottom left section of the chart. Say, "What word comes after *than* in the first example?" [ever] "What does it mean here?" [before; at any time] "What comes after *than* in the next examples?" [*I'd hoped* and *I should*] "What comes after *as* in the last example?" [I should]. Say, "After *as* or *than* you can use a clause."
- Say, "The right side shows superlative adverbs. Why is *the* in parentheses?" [Because you don't have to use it.]
- **Present *Common Errors*** Read the information aloud. (For more information, see Language Notes at the beginning of this unit. For extra help with more patterns with comparatives, go to Grammar Extra p. 167.)

About you

B CD4, Track 33

- **Preview and do the task** Say, "Circle the correct words to complete the conversations." Have Ss complete the task and then compare answers with a partner.
- **Play the recording** Ss listen and check.

Answers

1. ***A*** better
   B more confident; better than; the best in; more easily
2. ***A*** the best
   B as much as
   A the worst
3. ***A*** as good as
   B harder
4. ***A*** the hardest
   B easier than; better

- **Practice** Say, "Practice the conversations with a partner, giving your own answers."

3 Viewpoint

Pair work

- **Preview the task** Read the instructions aloud. Ask a S to read the discussion questions aloud. Make sure Ss understand them.
- **Present *In Conversation*** Read the information aloud. Say, "Notice how *I bet* is used in the example." Ask a pair of Ss to read the example conversation.
- Have Ss complete their interview and preparation. Have Ss deliver their presentations to the class.

Extra activity – groups

Ss compare and contrast their ability in English now with their ability at the beginning of the course. Write on the board:

What do you think you do better now?
What do you do best?
What do you feel least certain / confident about?

Groups discuss the questions.

Lesson C . . . and all that.

1 Conversation strategy

Why use vague expressions?

In conversation, people often use vague expressions like . . . *and things (like that)* when they don't need to be specific or when they expect the listener to know what they're referring to. Vague expressions are extremely common in informal conversations.

(For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Books closed. Ask "How do you think people acquire their special skill? Some people think that we are all born with a special skill, or aptitude. Some think people are lucky enough to discover their skill at a young age. Some think people just find it eventually, and some think there are people who never find their special skill. What do you think?" Elicit ideas from Ss.

A
- **Preview the task** Books open. Read the statement and question aloud. Ask a S to read the example sentence aloud.
- **Do the task** Have Ss work in small groups to discuss the question.
- **Follow-up** Groups describe the people they discussed with the class.

B CD4, Track 34
- **Preview the task** Books closed. Read the instructions aloud. Tell Ss to write their answers.
- **Play the recording** Ss listen and write. Replay the recording if necessary. Have Ss compare their answers with a partner.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class. [painting and drawing, piano (music)]
- Ask Ss to call out any vocabulary problems. Provide definitions.

Culture note

Nature vs. nurture is a centuries-old psychological question. Are we born with certain skills (nature) or do we learn skills from our environment (nurture)? Today most experts believe that it is a little of both.

C
- **Present *Notice*** Read the information aloud. Ask a S to read the vague expressions aloud.
- Say, "Read the conversation again. Find examples. Highlight or underline them."
- Ask, "What vague expressions does Jenna use?" [and things; and stuff; and that kind of thing] Ask, "What vague expressions does Sam use?" [and everything; and all that]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.
- **Present *In Conversation*** Have Ss cover the In Conversation box. Ask, "Which two vague expressions do you think are used most often in informal conversations?" Have Ss call out their guesses. Tell Ss to uncover the box and read the information.

About you

D
- **Preview and do the task** Say, "What do you think the expressions in bold mean? Write an idea for each one. Before you begin, look at the example for number 1."
- Have Ss complete the task and compare with a partner. Check answers with the class.

Possible answers

1. and all that: or be born with talent
2. and everything: and work hard / study / try hard
3. and stuff: and paint / sketch
4. and that kind of thing: and speak in public / stand in front of a large audience
5. and that sort of thing: and make them to do things
6. and things like that: fix bikes / machines / computers; build things

- Ask, "Do you agree with the statements? Discuss with a partner." Ask a S to read the example statement aloud. Have pairs share their answers with the class.

Extra activity – groups

Each group member reads a statement from Exercise D that he or she disagreed with. The group discusses the statement.

2 Strategy plus

Why use *No doubt*?

In conversation, people sometimes want to agree emphatically with someone. *No doubt* shows strong agreement. (For more information, see Language Notes at the beginning of this unit.)

CD4, Track 35

- **Present *Strategy Plus*** Read the information and the example aloud. Tell Ss to read Jenna and Sam's conversation again and find *No doubt*. Ask, "Why does Sam use this expression?" [He strongly agrees that young musicians were born with some musical skill.]
- **Present *In Conversation*** Read the information aloud.

A CD4, Track 36

- **Preview the task** Read the instructions aloud. Ask Ss to read the five responses. Check that Ss understand the sentences.
- **Play the recording** Audio script p. T-278 Ss listen and number the responses. Replay the recording if necessary. Have Ss compare their answers with a partner.

B CD4, Track 37

- **Preview the task** Say, "Now listen to the complete conversations and check your answers."
- **Play the recording** Ss listen and check their answers.

Answers

4: I don't doubt it. I think it helps . . .
5: No doubt. They get all that pressure . . .
1: Oh, no doubt. Performing in public . . .
3: Oh, without a doubt. If you don't like . . .
2: Oh, no doubt about it. My

- Ask, "Do you agree with the views? Discuss them with your partner."

3 Listening and strategies

A CD4, Track 38

- **Preview the task** Read the instructions aloud. Tell Ss to read the sentences. Check that Ss understand them. Say, "Read the sentences again and think about which part of the sentence could be false."
- **Play the recording** Audio script p. T-279 Ss listen and write T or F. Replay the recording if necessary. Check answers with the class.

Answers

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

B CD4, Track 39

- **Preview the task** Say, "We're going to listen to conversations about a radio show. Complete each one with the expressions you hear. Before we listen, read the conversations and make sure you understand them."
- **Play the recording** Ss listen and write. Ss compare answers with a partner. Play the recording again if necessary. Check answers with the class.

Answers

1. *B* Hmm. Probably both. . . . and everything.
   A Without a doubt. Yeah. It's the same for music and that sort of thing.
2. *B* Oh, I don't doubt it. My teacher . . . read and that kind of thing. I'm sure . . . studies and all.
3. *B* Yeah. . . . take ballet and stuff. . . .
   A No doubt. I mean, . . . things like that. . .

Extra activity – groups

Groups discuss nature vs. nurture. The class listens again to the talks about Howard Gardner (CD 4, Track 28) and David Shenk (CD 4, Track 38). Groups discuss both men's ideas and then decide which they think makes most sense. Groups tell the class their final decision.

About you

C Class survey

- **Preview the task** Say, "Ask your classmates the questions that speaker A asks in Exercise B. Take notes as you'll be preparing a short report to give to the class."
- **Do the task** Ss walk around the class and ask their questions, then write up a few notes about their findings. Ask students to report their results to the class.
- **Follow-up** Ask, "What do your classmates say about talent?" Have a class discussion.

Lesson D *Ability, not disability*

1 Reading

- **Set the scene** Write *Ability, not disability* on the board. Say, "When you hear about persons with disabilities, what do you think of?" Elicit ideas (e.g., *a blind person, a deaf person, a person with a spinal cord injury*). Say, "These days, many people look at these not as disabilities, but as challenges. They believe that we should concentrate on what people can do, not what they can't do."

A Prepare

- **Preview and do the task** Read the instructions aloud. Tell Ss to discuss the possible topic with a partner.
- Ask a few Ss to tell the class their guess.

B Read for main ideas

- **Preview the reading** Say, "The man in the pictures is Chris Waddell. Read the exclusive interview with him. What are some of his achievements? Write your answers."
- Remind Ss to read the article without stopping to check the meaning of new vocabulary.
- **Do the reading** Ss read and write their answers. Have Ss compare their answers in pairs. Check answers with the class. [He's a world champion skier and has climbed Mount Kilimanjaro.]

Extra activity – individuals / pairs / class

Ss reread the article and make a list of new vocabulary, including the number of the paragraph where it occurs. Ss call out the words and paragraph numbers. Write them on the board. Partners use the context to guess the meanings of the words on the board. A pair calls out a definition for each word on the board. The class checks the meaning using a dictionary.

C Read for detail

- **Preview the task** Read the instructions aloud. Say, "As you look for an answer, think about both the beginning of the sentence and its three choices. Scan the reading for similar ideas and when you find one, read carefully."
- **Do the task** Have Ss complete the sentences and then compare answers with a partner. Check answers with the class.

Answers

1. a student (para. 1)
2. more medals (para. 1)
3. attitudes (para. 2 and 4)
4. possible to climb (para. 5)
5. difficult (para. 5)

Extra activity – pairs

Pairs write five more questions that they would ask Chris. Several pairs read their questions to the class.

Extra activity – groups

Ss tell the group about any other people they know about with disabilities who have overcome challenges to inspire others with their achievements. If possible, have Ss access the Internet for details.

D Paraphrase

- **Preview the task** Read aloud the instructions and the expressions in the box. Check that Ss understand the vocabulary and meaning of each expression. [completely different: different in every way; extremely fortunate: very lucky; physically challenging: difficult due to physical limitations; readily accessible: not difficult to approach or enter; special needs: special support someone needs in order to succeed; specially adapted: modified for use by someone with a disability]
- **Do the task** Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

One of the things Chris believes is that everyone should see people with special needs and disabilities in a completely different way. He feels he has been extremely fortunate to have the chances he's had. But in reality, Chris has created his own opportunities. In order to highlight his cause, he has taken on a series of physically challenging projects. Although Mount Kilimanjaro is readily accessible to many people, Chris used a specially adapted bicycle so that he could complete the climb. Chris proved yet again that anything is possible!

2 Focus on vocabulary

A

- **Preview the task** Read the instructions aloud. Tell Ss to look in paragraph 1 and find the words to complete sentence 1. Have a S call out the answer. [world champion]
- **Do the task** Have Ss complete the task and compare answers with a partner. Check answers with the class.

Answers

1. world champion; 2. spent; 3. shine; 4. preconceived; 5. challenge; 6. raising; 7. dedicated; 8. Conventional.

B Pair work

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

3 Viewpoint

Group work

- **Preview the task** Say, "Discuss the questions in this activity one at a time. Ask follow-up questions to get more information." Have one S in each group read the questions aloud. Ask, "Can you agree on one action point for the last two questions?" Explain that an action point is a suggestion for action(s) that can be taken to address a problem.
- **Present *In Conversation*** Read the information aloud. Say, "Listen to the way the superlative is used in the example."
- Read the example aloud. Ask, "What is the superlative adjective in the example?" [most amazing]
- **Do the task** Give groups time to discuss the questions.
- **Follow-up** Have groups report their action point(s) to the class.

Extra activity – groups / class

Ss form new groups and discuss the action points they heard. Each group decides on the action that they think would work best in their community / town and tell the class.

The class votes for the best idea.

Extra activity – groups / class

Groups choose one of the action plans they heard about in the Extra activity above. The group lists the steps that would be needed to carry it out.

Write the following hints on the board. Ss review them. The class can brainstorm more ideas.

Time

Costs (if any)

People / groups to approach for help

Groups present their final action plan and the steps needed to the class.

Writing *Extraordinary achievements*

In this lesson

Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Say, "Included in the first lesson aim is learning how to structure an essay. Scan the page. What three parts can you break an essay down into?" [introduction, supporting paragraphs, conclusion] Ask, "What's presented in the grammar for writing chart?" [expressions for explaining purpose in writing]

- **Preview the writing** Say, "In this lesson, you will write an essay." Point out the writing topic in the Task box and read it aloud. Explain that they will write an essay that will practice the three aims presented in this lesson.

A Look at a model

- **Preview the task** Write *midwife* on the board. Ask Ss for a definition. [someone who is trained to help women give birth]
- Read the instructions aloud. Point out that the expression for question *a* has been circled.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

a. Gladys left home to train as a nurse and then a midwife. (so that)
b. Gladys went back to college to qualify as a midwifery teacher. (in order to)
c. Gladys retired early to regain her health. (so)

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Focus on language

- **Present the grammar for writing chart** Read the information in the chart aloud. If desired, play the downloadable recording. Ss listen and read along.
- **Understand the grammar for writing** Say, "Look at the first example sentence. Why did Gladys leave home at the age of 16?" [so (that) she could train as a nurse] "What follows *so (that)*?" [a clause]
- Say, "Look at the second example. Why did she go back to college?" [(in order) to qualify as a midwifery teacher.] "What follows *(in order) to*?" [a verb]
- Say, "Use *so that* or *in order to* to explain the purpose of an action."
- For more examples of the expressions in this *Grammar for writing* feature in context, have Ss reread the Lesson D article on p. 132.
- **Present *Common Errors*** Say, "Be careful with *so* and *so that*. Remember that *so that* can only introduce a purpose." Read the information in the box aloud.
- **Preview and do the task** Say, "Look at the four partial sentences below the Common Errors box." Tell Ss to complete them, using alternate expression from the model in Exercise A. Point out that the first sentence has been completed. Have Ss complete the task. Check answers with the class.

Answers

1. . . . **(in order) to** train as a nurse / **so** she could train as a nurse.
2. . . . **to** qualify as a midwifery teacher / **so (that)** she could qualify as a midwifery teacher.
3. She retired early **to** regain her health / **so (that)** she could regain her health.
4. . . . politics **to** give something back to her community / **so (that)** she could give . . .

C Brainstorm and plan

- **Preview and do the task** Say, "Brainstorm ideas for your essay, using the points below." Read the three points aloud. Say, "Remember, don't edit yourself when you brainstorm. Organize the ideas that fit the topic. Throw away the ideas that don't – even if they're interesting!" Tell Ss to use the model to plan their essay.

D Write and check

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

Extra activity – pairs

Ss read each other's essays and provide feedback. They discuss the questions: Is the thesis statement clear? Do the supporting paragraphs contain examples, reasons, or arguments? Does the conclusion restate the thesis statement?

Vocabulary notebook *It's just the opposite!*

If done for homework

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

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, "When you learn a new adjective or descriptive expression, find out how to express the opposite meaning. Sometimes you can use a prefix." Point out the first example in the box. Say, "The prefix *in-* was added to *articulate* to mean *not articulate*. Sometimes you have to use a different word." Say, "*Adept at* means *skilled* or *good* at. *Bad* was used as the opposite word."
- **Present *Dictionary Tip*** Read the information aloud. Ask Ss what a thesaurus is. [a reference book, set up like a dictionary, that contains synonyms and antonyms]

A

- **Preview and do the task** Read the instructions aloud. Point out that the first answer has been done as an example. Have Ss complete the task. Check answers with the class.

Answers

1. inarticulate; 2. insensitive; 3. illiterate; 4. unskilled; 5. inefficient; 6. unable; 7. incapable; 8. unimportant; 9. incorrect; 10. incomplete.

B

- **Preview and do the task** Read the instructions aloud. Ask, "What's the opposite for the expression *be adept at*?" [be bad at] Say, "Sometimes, all you can do is add *no*."
- Have Ss complete the task and compare answers with a partner. Check answers with the class.

Possible answers

1. be bad / poor / unskilled at
2. be good at / have a talent for
3. have no talent for / be unable to
4. be bad at / have no talent for

C **Word builder**

- **Preview the task** Read the instructions aloud. Remind Ss to use a dictionary or thesaurus. [Note: There are no "rules" for choosing the correct negative prefix. Instead, there are tendencies: Use *il-* before *l*; *im-* before *p*; *in-* or *un-* before a vowel, *ir-* before *r*. This is not a complete list. A dictionary or thesaurus is the most useful source for checking the correct prefix.]
- Have Ss complete the task. Check answers with the class.

Answers

1. inadequate; 2. ineffective; 3. inconvenient; 4. illegal; 5. illogical; 6. unlikely; 7. unnecessary; 8. impatient; 9. imprecise; 10. irrelevant.

On your own

- **Present *On Your Own*** Read the instructions aloud and point out the example cards.
- **Follow-up** At the start of the next class, several Ss use their cards to play word games with a small group of classmates.

Checkpoint 4 *Units 10–12*

Before you begin the Checkpoint, tell Ss to think of three language points from Units 10–12 (grammar, vocabulary, or conversation strategies) that they are unsure of. Have Ss make note of them, find them in the units, and review them.

1 It's not as difficult as . . .

This task recycles vocabulary related to weddings, comparative and superlative adjectives and adverbs, and *as . . . as*. It also recycles reported speech and the conversation strategies of drawing conclusions and of showing that you strongly agree with someone by using expressions like *No doubt*.

A
- **Preview and do the task** Read the instructions and the example aloud. Ss complete the task.
- Have Ss compare their answers in pairs. Have Ss call out words and expressions.
- **Follow-up** Find out who had the most words and expressions.

Possible answers

1. Western-style wedding, religious ceremony, bride, walk down the aisle
2. (perform) a civil ceremony, say their vows, exchange rings
3. go to a reception, parents of the groom, best man, groom

B
- **Preview and do the task** Read the instructions aloud. Ask a S to give the first answer. Have Ss complete the task.
- Have Ss compare their answers in pairs. Then correct answers with the class. Call on individual Ss to each read a completed sentence.

Answers

later; more carefully;
1. ***Dan*** more confident than; younger?
   Lisa the biggest; the most important; as hard as; as successful as; earlier.
2. ***Dan*** as difficult as
   Lisa as pressured as; better; less sure than.
3. ***Lisa*** as carefully as; least expensive.

C
- **Preview and do the task** Read aloud the instructions and the sentence stems in the box. Remind Ss to pay attention to verb tenses and check to see if backshift is needed. Tell Ss to use this structure when requesting information: *The interviewer asked Lisa to tell him . . .*
- **Do the task** Ss work individually to complete the task and then compare answers in pairs.

Possible answers

1. The interviewer asked Lisa why she had decided to get married in her forties. He also asked (her) if / whether she felt more confident than she did / had when she was younger. Lisa told him / explained / said (that) getting married was / had been the biggest decision she ever made / she had ever made / she'd ever made – and obviously it's / it was the most important. She said (that) she waited / she had waited / she'd waited because she was working / had been working / she'd been working as hard as she could on her career. She also told Dan (that) she might not have been as successful as she is / was if she had gotten married earlier.
2. The interviewer asked Lisa to tell him if / whether staying single is / was as difficult as it used to be. Lisa told him / said (that) she doesn't / didn't think so. She also said (that) people generally don't / didn't feel as pressured as they used to to get married. She told Dan (that) she thinks / thought it's / it was better to take your time. She said (that) when she was young, she was / she had been / she'd been less sure than she is / was now about life. She told him that her advice for young people is / was to enjoy life and not to rush into marriage.
3. The interviewer asked Lisa to tell him / asked if Lisa could tell him how much she / they spent / had spent on her / their wedding. She told him / explained / said (that) they weren't sure. She also said (that) they chose / had chosen everything as carefully as they could to keep the costs down. She explained that they even bought / had even bought the least expensive dress they could find. Still, she said (that) they would / will be paying for the wedding for years! She said (that) they would worry about that the next / following day.

About you

D Pair work
- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Tell Ss to complete the task, reminding them to use expressions like *no doubt* or *so what you're saying is*.
- **Follow-up** Have several pairs tell the class which ideas they agreed on.

Extra activity – pairs

Partners write five questions about the information in Exercise 1, part B (e.g., *How old is Lisa? What was the biggest decision she ever made?*). Each pair then joins another pair. Pairs take turns quizzing each other. Find out which pair got the most answers right.

2 That's talent!

This task recycles vocabulary for describing intelligence, skills, and abilities. It also recycles verbs with two objects and the conversation strategies of asking for details and of using vague expressions when you don't need to be precise.

A

- **Preview the task** Read the instructions and the examples aloud. Point out that not all the underlined sentences can be written in a different way.
- **Do the task** Have Ss complete the task individually and then compare answers in pairs. Check answers with the class: Call on individual Ss to each read an item from the exercise.

Answers

1. My sister has a capacity for understanding others. You know, she has great *interpersonal* skills. She's very *sensitive to* people's feelings and everything. She always gives me good advice.
2. My best friend is very *musical*. She's able to pick up any instrument and play it. A friend lent a guitar to her once. She was playing it within three weeks!
3. I love to talk, and I'm pretty *articulate*. I'm pretty skilled at learning languages, too. My parents bought some Italian-language CDs for me when I was a kid. I listened to them all the time.
4. I sent some calligraphy pens to my niece for her birthday. She has a talent for drawing and all that.
5. My sister's really good at singing and dancing. She made us a recording of her last show. My mom sent it to everyone! [no change]
6. My brother has always read a lot since he was little. He's very *literate*. You know, he's very smart and he's capable of doing anything, really.
7. My dad's so efficient at solving problems and things. I gave him my math homework last week. He did it in 20 minutes. He's just very *logical*, I guess.

B Pair work

- **Preview the task** Read the instructions aloud. Ask two Ss to read the example conversation. Ask, "What are some other vague expressions we can use when we don't need to be precise?" [and things, and things like that, and stuff like that, and all, and that kind / sort of thing, and everything]
- Ss work in pairs to talk about people they know, using the ideas in Exercise A. Encourage them to use *In what way*? to ask for details.
- **Follow-up** Have a few Ss tell the class about someone their partners described who they thought sounded interesting.

3 Traveling

This task recycles adjective forms and adverbs to modify adjectives. It also recycles using relative clauses with *when*, *where*, and *whose*. In addition, the task recycles the conversation strategies of adding softening comments and of agreeing with someone and then making a comment of your own.

A

- **Preview the task** Read the instructions and the example aloud. Ask Ss to write their answers on their own paper.
- **Do the task** Have Ss complete the task individually and then compare answers in pairs. Check answers with the class: Have two Ss read the conversation in item 1, and ask another two to read item 2.

Answers

1. ***A*** What's the most physically challenging thing you've ever done?
   B Well, the trek to Machu Picchu was kind of exhausting. But it was worth it because it is an incredibly impressive place. My friend did the climb relatively easily, which was a little depressing because he's ten years older than me. He was fine, but I was totally exhausted by the time we got there. But I remember the first morning there, *when* we got up early and watched the sunrise. That was just amazing.
2. ***A*** What's the most frightening thing you've ever done?
   B I'm not really sure. Maybe going on a roller coaster on my birthday. I was absolutely terrified. There's a really great amusement park near here, *where* young people go to celebrate birthdays. Anyway, I started off completely relaxed. I was sort of OK, till we got to the top, *when / where* I looked down and started screaming. It was windy that day, so it was particularly terrifying.

B Pair work

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation for the class. Ask, "What expression is used in the example to soften the speaker's comment? [kind of] What are some other expressions we can use to soften comments?" [sort of, a little, a little bit, slightly, somewhat, not really, not quite]
- **Do the task** Have Ss work in pairs to share stories.
- **Follow-up** Have a few Ss share their experiences with the class.

Extra activity – pairs / groups

Pairs or small groups tell one another about the happiest day of their lives. Encourage them to comment on and ask questions about one another's stories.

Speaking naturally

3 *Unit 1, Lesson B* Questions with answers

A CD1, Track 5

Preview the task Read the instructions aloud. Say, "Notice the intonation."

Play the recording Ask, "In the first question, notice how the intonation rises slightly on the stressed syllable and then falls." Ask, "What do you notice about the intonation on the suggested answer?" [It rises.]

Play the recording again Ss listen and repeat.

About you

B CD1, Track 6

Preview the task Read the instructions aloud.

Play the recording Ss listen and repeat. Have pairs ask and answer the questions. Go around the class, listening for the correct intonation.

About you

C Pair work

Preview the task Elicit possible replacement words for *family* (e.g., *friends, co-workers*). Write them on the board. Ask a pair to read the example using a suggestion on the board. Ask Ss to look at number 2. Elicit possible replacements for *politics* and *religion* (e.g., *an employer, your salary*).

Do the task Ss ask and answer the questions with a partner.

4 *Unit 2, Lesson A* *which* clauses

A CD1, Track 17

Preview the task Ask Ss, "What does a non-defining *which* clause at the end of a sentence do?" [It gives an opinion about the clause before it.] Say, "Listen to what the speaker does to show it's an opinion." (For more information, see Language Notes at the beginning of the unit.)

Play the recording Ss listen, read along, and repeat.

B CD1, Track 18

Preview the task Read the instructions aloud.

Play the recording Ss listen and repeat.

About you

C Pair work

Preview the task Read the instructions aloud. Remind Ss to pause slightly before the *which* clause and to use falling intonation. Ask a S to read the example aloud.

Do the task Have Ss complete the task. As Ss discuss the sentences, go around the class listening for the pause and the falling intonation. If necessary, replay Exercise B and have Ss repeat.

Extra activity – pairs

Ss write five statements about celebrities and give them to a partner. The partner reads them aloud and adds a *which* clause.

Speaking naturally

3 *Unit 1, Lesson B* Questions with answers

Sometimes people ask an information question and then suggest one or more answers to it. Notice the intonation.

How often do you tend to use email? Every day?

When do you update your profile? At night? On the weekends?

A CD 1.05 **Read and listen to the information above. Repeat the example questions.**

About you **B** CD 1.06 **Listen and repeat these questions. Then ask and answer the questions with a partner.**

1. Who do you generally text? Your family?
2. What topics do you avoid discussing online? Politics? Religion?
3. What personal information do you put online? Your phone number?
4. How much of your social life do you organize online? Like, all of it?
5. What do you think is the best way to end a relationship? Send a text?

About you **C** Pair work **Change partners and ask the questions in Exercise B again, suggesting a different answer. Continue each conversation.**

A Who do you generally text? Your friends?
B Um, yeah. I mostly text my friends. I guess I tend to call my family. How about you?

4 *Unit 2, Lesson A* *which* clauses

Notice how a *which* clause has a slight pause before it. When a *which* clause ends what you say, it often has a falling intonation.

*I bet celebrities hate seeing bad photos of themselves, **which probably happens a lot**.*

*People always want to know everything about their lives, **which must be difficult**.*

A CD 1.17 **Read and listen to the information above. Repeat the example sentences.**

B CD 1.18 **Listen and repeat these sentences about celebrities.**

1. Photographers are always following celebrities around, which must be a pain.
2. The magazines make up all these stories about them, which is probably annoying.
3. People complain about them even when they do charity work, which is totally unfair.
4. They can't have a private life – even their breakups are in the news, which must be awkward.
5. People expect them to live perfect lives, which is impossible.
6. There are websites that tell you where celebrities are, which must be scary for them.

About you **C** Pair work **Discuss the sentences in Exercise B. Which ones do you agree with?**

A I agree with the first sentence. It seems like photographers are always taking pictures of celebrities, which must be annoying for them.
B I know. Some photographers will do anything to get good pictures, which really isn't right.

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Speaking naturally

4 Unit 3, Lesson B Auxiliary verbs

A CD1, Track 31

Preview the task Say, "When people say *did you* and *had you* they usually reduce the forms, blending the words together." Read the instructions aloud.

Play the recording Ss listen, read along, and repeat. Ask, "How are *did you* and *had you* reduced?" [The final *d* and the initial *y* change to a *j* sound. *Did you* can be said as a one-syllable word.]

B CD1, Track 32

Preview the task Read the instructions aloud.

Play the recording Ss listen and repeat. Remind Ss to reduce *Did you* and *Had you.*

About you

C Class activity

Preview and do the task Read the instructions and example aloud. Assign Ss roles (A or B). Say, "When you are Student B, answer Student A's follow-up question." Each Student A asks a different Student B each question. When all have asked all 6 questions, have Ss switch roles.

Walk around the room, listening for the reduced auxiliary verbs in the conversation. If necessary, replay the recording for Exercise B and have Ss repeat again.

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4 Unit 3, Lesson B Auxiliary verbs

Notice how the speakers reduce *Did you* and *Had you*.

***Did you* can be one or two syllables.**

Did you struggle with any classes last semester?

What did you do about it?

***Had you* is always two syllables.**

Had you heard the expression "Life's too short" before this class?

Where had you heard it?

A CD 1.31 **Read and listen to the information above. Repeat the example questions.**

B CD 1.32 **Listen and repeat these questions.**

1. Did you hear from anyone out of the blue last year? Who did you hear from?
2. Had you heard the expression "Truth is stranger than fiction" before this class? Where had you heard it?
3. Did you struggle with English when you first started learning it? Why did you find it difficult?
4. Had you been studying English for very long before you started this class? How long had you been studying?
5. Did you miss any classes last year? How many did you miss?
6. Did you learn anything from the life lessons you read about in this lesson? What did you learn?

About you **C** Class activity **Ask your classmates the first question in each pair of questions in Exercise B. When you find someone who answers "yes," ask information questions to find out more details.**

A Did you hear from anyone out of the blue last year?
B Actually, yeah I did.
A So, who did you hear from?

4 Unit 4, Lesson A Word stress

Some words are stressed on the first syllable.		Some are stressed on the second or third syllable.			
■ ▪	■ ▪ ▪	▪ ■	▪ ■ ▪	▪ ■ ▪ ▪	▪ ▪ ■ ▪
deadline	*interview*	*advice*	*employer*	*experience*	*information*

A CD 2.03 **Read and listen to the information above. Repeat the example words.**

About you **B** CD 2.04 **Listen. Underline the stressed syllable in the words in bold. Then ask and answer the questions with a partner.**

1. Would you like to work in **management**? Do you have any **experience** in managing people?
2. How's your **knowledge** of English? Is there **evidence** you need English to get a job?
3. Have you ever submitted an **application** for a new job or a **promotion**?
4. Have you decided on a **career** yet? How much **competition** is there for jobs in that field?
5. Are you making **progress** in your studies or work? Have you had any **feedback**?
6. How much do you know about **computers**?
7. Do you have to meet **deadlines**? Is your **employer** or **professor** very strict about them?
8. What's the best way to prepare for an **interview**? What **information** should you know about the job?

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4 Unit 4, Lesson A Word stress

A CD2, Track 3

Preview the task Ask Ss, "What is a stressed syllable in a word?" [It's a syllable that's louder / a little clearer / gets more emphasis.] "What does it mean when a word is stressed on the first syllable?" [The first syllable is said a little louder and more clearly.] (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud.

Play the recording Ss listen, read along, and repeat.

About you

B CD2, Track 4

Preview the task Read the instructions aloud. Ss listen and underline.

Play the recording Ss listen and underline. Pause the recording after the first sentence to point out that the first syllable (*man-*) is underlined. Play the rest of the recording. Check answers with the class: Have individual Ss each read a sentence aloud and say which syllable they underlined.

Answers

1. management; experience; 2. knowledge; evidence; 3. application; promotion; 4. career; competition; 5. progress; feedback; 6. computers.

Say, "Now ask and answer the questions with a partner." While Ss do the activity, walk around the class and listen for the correct word stress. If necessary, have Ss listen to and repeat the questions from Exercise B.

Speaking naturally

4 Unit 5, Lesson B Shifting word stress

A CD2, Track 16

Preview the task Say, "We looked at word stress in Unit 4. In this lesson we look at shifting word stress, which means word stress that moves or changes from one syllable to another on different words in the same word family."

Play the recording Ss listen, read along, and repeat the example words. Point out that the syllables that are red and have boxes over them are the stressed syllables.

Have Ss read and repeat the example words again, this time without listening to the audio.

B CD2, Track 17

Preview the task Say, "Listen to these pairs of words. Are the words stressed on the same or on a different syllable? Write S or D."

Play the recording Ss listen and write S or D.

Answers

1. D; 2. S; 3. S; 4. D; 5. D; 6. D.

About you

C Group work

Preview and do the task Read the instructions aloud. Tell Ss to number the priorities, and then discuss their choices with the group.

Walk around the class and listen for the correct word stress.

Follow-up Have groups report their priorities.

4 Unit 6, Lesson A Silent consonants

A CD2, Track 26

Preview the task Say, "As you know, it can be hard to guess the correct pronunciation of some words in English. One reason for this is that some letters may not be pronounced at all."

Play the recording Ss listen, read along, and repeat.

B CD2, Track 27

Preview and do the task Say, "Read these sentences. Draw a line through the silent consonants in the words in bold." Have Ss complete the task and compare answers with a partner.

Play the recording Ss listen and check.

Answers

1. *A* Could, lights, *B* right, listen, should; 2. *A* clothes, *B* doubt, might; 3. *A* design could, designer, *B* know, foreign, honest; 4. *A* psychology, *B* Though, half, hours, debt, talks.

Play the recording again Ss listen and repeat.

About you

C Pair work

Preview and do the task Read the instructions aloud. While Ss do the activity, walk around the class and listen for the correct pronunciations. If necessary, have Ss listen to and repeat the questions and answers in Exercise B.

4 Unit 5, Lesson B Shifting word stress

Notice that some words in the same word family are stressed on a different syllable.

environment — *environmental*
eradicate — *eradication*

Some words are stressed on the same syllable.

pollute — *pollution*
invest — *investment*

A CD 2.16 Read and listen to the information above. Repeat the example words.

B CD 2.17 Listen to these pairs of words. Are the words stressed on the same (S) or a different (D) syllable? Write S or D. Practice saying these words.

1. starving – starvation ____
2. create – creation ____
3. unemployed – unemployment ____
4. education – educate ____
5. distribute – distribution ____
6. economy – economic ____

About you

C Group work If you represented a global charity, which of these issues would be your priorities? Discuss the ideas, then number the issues 1–7 (1 = highest priority, 7 = lowest priority).

- *End starvation.* Approximately one-third of the world's population is starving. ____
- *Educate every child.* Millions of kids don't go to school because they must work. ____
- *Stop polluting water, air, and soil.* Pollution causes 40 percent of world deaths. ____
- *Eradicate poverty.* Its eradication would give half the world's children better lives. ____
- *Invest in new jobs.* Investment in new jobs helps the economy and leads to economic growth. ____
- *Protect animals and plants.* Better environmental protection could save thousands of species. ____

4 Unit 6, Lesson A Silent consonants

Notice how some consonants are "silent" and not pronounced.

l →	*could, walk, half*	*th* →	*clothes**	*k* →	*know*
gh →	*ought, light*	*h* →	*hour, exhausted*	*p* →	*psychology*
g →	*design*	*t* →	*listen*	*n* →	*column*
b →	*debt*				

* Some speakers pronounce the *th* in *clothes*.

A CD 2.26 Read and listen to the information above. Repeat the example words.

B CD 2.27 Read these sentences. Draw a line (/) through the silent consonants in the words in bold. Then listen, check, and repeat.

1. *A* Could you turn off the **lights**, please, so we can see the screen?
   B Oh, **right**. Hey, **listen**. Maybe we **should** close the blinds, too.
2. *A* Do you think **clothes** will be different in the future?
   B Oh, there's no **doubt** about that. We **might** even have clothes that heat up and everything.
3. *A* Are you interested in **design**? I mean, **could** you name any fashion **designers**?
   B I **know** a couple of **foreign** designers, but to be **honest**, I'm not really into fashion.
4. *A* Have you read anything about the **psychology** of shopping online?
   B Not much. **Though half** my friends spend **hours** shopping online. One even got into **debt** because of it. He **talks** about it a lot.

About you

C Pair work Practice the conversations. Then practice again, giving your own answers.

Speaking naturally

4 *Unit 7, Lesson C* Conversational expressions

A CD3, Track 10

Preview the task Say, "When people use conversational expressions like these, they tend to say them quickly, as one 'chunk.' They don't pronounce each word slowly, deliberately, or separately. Even when the rest of what they say is slow or deliberate, expressions like these tend to be faster. The key word in the expression has the main stress." Read the instructions aloud. Tell Ss that the syllables in red receive the stress.

Play the recording Ss listen, read along, and repeat.

B CD3, Track 11

Preview the task Read the instructions aloud.

Play the recording Ss listen and repeat.

About you

C Class activity

Preview and do the task Read the instructions aloud. Remind Ss to use conversation expressions.

Walk around the room, listening to hear that conversation expressions are being used and are being said quickly. If necessary, replay the recording for Exercise B and have Ss repeat again.

Extra activity – pairs

Pairs practice Franco and Sarah's conversation from p. 78 again. This time, they pay special attention to saying the conversation expressions quickly.

Speaking naturally

4 *Unit 7, Lesson C* Conversational expressions

Notice how the speakers say the bold expressions quickly, in one breath.

What I'm saying is, most young people can't afford to live on their own.

To be honest, it's almost impossible to buy your own place.

A CD 3.10 **Read and listen to the information above. Repeat the example sentences.**

B CD 3.11 **Listen and repeat. Say the expressions in bold as quickly as you can.**

1. I like living with my parents. **I'm not saying** I won't move out one day. But for now it's fine.
2. **To be honest with you,** I feel sorry for people who live alone. **What I mean is,** they must get lonely sometimes. **I have to say,** I'd hate it.
3. **To tell you the truth,** it's hard to live far away from your relatives. **What I'm saying is,** it's just good to be near family. **I mean,** it just feels better somehow.
4. You can't do much about it if you don't like your college roommate. **In other words,** you're stuck.

About you **C** Pair work **Discuss the views in Exercise B. Which ones do you agree with?**

4 *Unit 8, Lesson C* Strong and weak forms of prepositions

Notice how the speakers use strong forms of the prepositions *as, at, for, from, of,* and *to* at the end of a sentence. They use weak or reduced forms of these words in the middle of a sentence. However, *to* is strong before a word that starts with a vowel sound.

Strong forms	Weak forms
*"Some foods make vague claims." "Such **as**?"*	*"Claims such as 'improves digestion.'"*
*On a menu, what's the first thing you look **at**?*	*I look **at** the desserts first.*
*If you read food labels, what do you look **for**?*	*I look **for** additives – **for** instance, food coloring.*
*Where do you get Vitamin D **from**?*	*You can get it **from** the sun.*
*What's chewing gum made **of**?*	*It's often made **of** gum, sugar, and flavors.*
*What do they add sugar **to**? **To** all foods?*	*It's added **to** lots of foods, like cereals and . . .*

A CD 3.21 **Read and listen to the information above. Repeat the example sentences.**

B CD 3.22 **Listen. Circle the strong forms of the prepositions. Draw a line (/) through the weak forms. Then practice with a partner.**

1. *A* What foods can you get Vitamin C **from**? I mean, what foods should I look **for**?
   B Well, you can get it **from** vegetables such **as** broccoli and bell peppers.
   A So, do you think getting a lot **of** Vitamin C stops you **from** getting colds?
   B I'm not sure, but it is added **to** lots **of** foods.
2. *A* Which foods contain fat?
   B I'm not sure. I know some processed foods are full **of** it.
   A Such **as**?
   B Well, processed cheese, **for** example. Which is sad, because I eat a lot **of** cheese.
3. *A* What foods do manufacturers add sugar **to**? And what do they add it **for**?
   B Oh, they add it **to** almost everything – **from** soups **to** cereals. I mean, you need to look **at** the label to find out. That's what I always look **at**. Look out **for** corn syrup, too. That's a kind **of** sugar. People have gotten used to the taste, I guess.

4 *Unit 8, Lesson C* Strong and weak forms of prepositions

A CD3, Track 21

Preview the task Say, "Prepositions in the middle of a sentence are usually reduced or weak. *To* usually sounds like /tə/; *for* sounds like /fər/. However, prepositions at the end of a sentence are usually clear or strong." Read the instructions aloud.

Play the recording Point out that the words in red are pronounced more strongly. Ss listen, read along, and repeat. Ask Ss to read and repeat the example sentences again without listening to the audio first.

B CD3, Track 22

Preview the task Say, "Circle the strong forms of the prepositions. Draw a line through the weak forms. Notice that the prepositions are in bold."

Play the recording Ss listen and circle or draw a line through the prepositions. Check answers with the class.

Answers

1. ***A*** (from), (for); ***B*** ~~from~~, ~~as~~; ***A*** ~~of~~, ~~from~~; ***B*** ~~to~~, ~~of~~
2. ***A*** —; ***B*** ~~of~~; ***A*** ~~as~~; ***B*** ~~for~~, ~~of~~
3. ***A*** (to), (for); ***B*** ~~to~~, ~~from~~, ~~to~~ ~~at~~ (at) ~~for~~, ~~of~~

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

Extra activity – pairs

Pairs choose the first question from one of the conversations in Exercise B and have their own conversation. Partners monitor each other's use of strong and weak forms.

Speaking naturally

4 Unit 9, Lesson C Stress in expressions

A CD3, Track 35

Preview the task Say, "Look at the left side of the chart. Remember that these expressions are used when a speaker wants to focus on a topic or express an opinion. The main stress is on the topic. This is shown by the larger red box. Words and syllables with a smaller red box are also stressed but not as strongly. This is sometimes called *secondary stress*."

Say, "Look at the top example on the right. Stressing *know* suggests that there may be other factors the speaker isn't aware of. Now look at the example on the bottom right. Stressing *I* means it's only the speaker's opinion. It means, 'It's only what *I* think.'"

Play the recording Ss listen, read along, and repeat.

B CD3, Track 36

Preview the task Read the instructions aloud.

Play the recording Check answers with the class. Play the recording again. Ss listen and repeat.

Answers

1. far, tell; 2. far, I'm; 3. comes, happiness; 4. far, know; 5. far, I'm; 6. far, friends.

About you

C Pair work

Preview and do the task Read the instructions and the example sentence aloud. Have Ss do the task.

Walk around the room, listening for stress in the expressions.

4 Unit 10, Lesson B Silent vowels

A CD4, Track 6

Preview the task Say, "Vowels in unstressed syllables are often silent – they are not pronounced, or are very reduced so that they are very difficult to hear." Read the instructions aloud.

Play the recording Ss listen, read along, and repeat.

B CD4, Track 7

Preview the task Read the instructions aloud.

Play the recording Ss listen and draw a line through the silent vowel.

Play the recording again Say, "Listen again and repeat the questions."

Answers

1. interesting; 2. favorite; 3. preference; 4. valuable; 5. generally, family; 6. average; 7. business; 8. traveling; 9. evenings; 10. different.

About you

C Pair work

Preview and do the task Read the instructions aloud.

Have Ss complete the task. Walk around the room, checking for the silent vowels.

If necessary, replay the recording for Exercise B and have Ss repeat again.

Say, "Now find a new partner. Tell him or her your first partner's answers to the questions."

Speaking naturally

4 Unit 9, Lesson C Stress in expressions

Notice which words have the main stress in the bold expression in each sentence.	Expressions like this often have this stress.
■ ■ *As **far** as **I'm concerned**, money is everything.*	■ ■ *As **far** as **I know**, my friends are happy.*
■ ■ *As **far** as **success** is **concerned**, it's important.*	**Stressing *I* means "it's only my view."**
■ ■ *When it **comes** to **money**, I'm successful.*	■ ■ *As **far** as **I know**, they're happy.*
■ ■ *In **terms** of **money**, I'm pretty successful.*	

A CD 3.35 **Read and listen to the information above. Repeat the example sentences.**

B CD 3.36 **Listen. Circle the stressed words in the bold expressions. Then listen and repeat.**

1. As far as I can tell, most of my friends are happy in terms of their social lives.
2. **As far as I'm concerned,** anyone can be happy. You just have to *choose* to be happy.
3. **When it comes to happiness,** it's probably much more important than being successful.
4. **As far as I know,** most successful people have worked very hard. They deserve their success.
5. **As far as I'm concerned,** there's no point being successful if you're not happy.
6. **As far as my friends are concerned,** they're all very ambitious in terms of their careers.

About you **C Pair work** **Discuss the sentences in Exercise B. Which views do you agree with?**

"Yeah. As far as I know, most of my friends are happy and enjoy what they're doing."

4 Unit 10, Lesson B Silent vowels

Notice how one vowel in each of these words is "silent" or very reduced.

traveling *family* *business* *interesting*

A CD 4.06 **Read and listen to the information above. Repeat the example words.**

B CD 4.07 **Listen. Draw a line (/) through the silent vowel in the words in bold. Then listen again and repeat the questions.**

1. What's the most **interesting** place you've ever visited?
2. What's your **favorite** place to visit in your town or city?
3. What would your **preference** be: to stay at a friend's house or in a hotel?
4. When you go away, what's the most **valuable** thing you take with you?
5. Do you **generally** go away with your **family** or with your friends?
6. On **average**, how many trips a year do you take?
7. Do you know anyone who goes away on **business** a lot?
8. What's the best thing about **traveling**? And the worst?
9. What do you do in the **evenings** when you're not at work or in class?
10. Do you always go to the same place in your free time, or do you go to **different** places?

About you **C Pair work** **Take turns asking and answering the questions in Exercise B. Then find a new partner. Tell him or her your first partner's answers to the questions.**

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Speaking naturally

4 Unit 11, Lesson C Consonant groups

A CD4, Track 23

Preview the task Say, "Sometimes, one of the consonants in a group of consonants doesn't get pronounced." Read the instructions aloud.

Play the recording Ss listen, read along, and repeat.

B CD4, Track 24

Preview the task Read the instructions aloud.

Play the recording Ss listen and draw a line.

Answers

1. ***A*** best gift; ***B*** gold necklace, last May, most beautiful.
2. ***A*** best friends; ***B*** costs too, send them.
3. ***A*** last time; ***B*** don't know, months ago, just got.
4. ***A*** next Saturday; ***B*** next Sunday, asked my.

Play the recording again Say, "Listen again, and repeat the questions."

About you

C Pair work

Preview and do the task As students do the task, check for the unpronounced consonants.

Say, "Now practice again, giving your own answers."

---

4 Unit 11, Lesson C Consonant groups

Notice that when two or more consonant sounds are together, one consonant sound (often *t, th, d,* or *k*) is sometimes not pronounced.*

In the middle of words	Across two words	
*I **asked my** parents.*	*I **don't know**.*	*I **just got** it.*
*It **costs too** much.*	*It's a **gift for** you.*	*It's **next Saturday**.*
*It was a few **months ago**.*	*It was a **gold bracelet**.*	*I always **send them** a card.*

*Grammatical endings like the *-s* or *-ed* of verbs are usually pronounced.

A CD 4 23 **Read and listen to the information above. Repeat the example sentences.**

B CD 4 24 **Read these conversations. Look at the words in bold. Draw a line (/) through the consonants that are not pronounced. Then listen, check, and repeat.**

1. *A* What's the **best gift** you've ever received?
   B My parents gave me a **gold necklace**. They gave it to me **last May** for my graduation. It was the **most beautiful** gift I've ever gotten.
2. *A* Do you always buy your **best friends** a birthday card?
   B No way! It **costs too** much. Sometimes I **send them** an email.
3. *A* When was the **last time** you got a gift?
   B I **don't know**. Let's see . . . well, a few **months ago**. I **just got** some chocolates.
4. *A* Your birthday's **next Saturday**, isn't it? Do you know what you'll be getting?
   B Actually, it's **next Sunday**, but I've **asked my** parents not to buy me anything this year.

About you **C** Pair work **Practice the conversations in Exercise B. Practice again, giving your own answers.**

4 Unit 12, Lesson A Stress and intonation

Notice how new information gets the main stress in a conversation. The voice goes up on the main stress and then falls or continues to rise.

Words already in the conversation are often not stressed in the responses.	Contrasting ideas are often stressed.
*A My **sister** wants to study **math**.*	*A I'm really **bad** at **French**.*
*B So is your sister **good** at math?*	*B Aren't you **good** at languages?*
*A **Yeah**, she's **incredibly** good at math.*	*A **No!** I'm **terrible** at languages.*

A CD 4 30 **Read and listen to the information above. Repeat the example conversations.**

B CD 4 31 **Listen. The stressed words in the first lines are in bold. Circle the words with the main stress in the responses. Then practice with a partner.**

1. *A* I'm not very **good** at learning **languages**.
   B Really? Well, learning languages is **difficult**.
   A Yeah. It's **extremely** difficult.
2. *A* One of my **classmates** has a real **talent** for **music**.
   B I wish I had a talent for music!
   A Yeah. I can't even sing in tune.
   B Well, I can't sing in tune or play an instrument or anything.

---

4 Unit 12, Lesson A Stress and intonation

A CD4, Track 30

Preview the task Say, "Speakers use stress and intonation to signal new information and contrasting ideas. Information is stressed the first time it is mentioned. It tends not to be stressed in responses." Read the instructions aloud.

Play the recording Ss listen, read along, and repeat.

B CD4, Track 31

Preview the task Read the instructions aloud.

Play the recording Ss listen and circle the words with main stress.

Check answers with the class: Have a S read each sentence and then say which words are circled. (The words with main stress appear in the Answer box in bold.)

Answers

1. ***A*** I'm not very **good** at learning **languages**.
   B **Really**? Well, learning languages is **difficult**.
   A **Yeah**. It's **extremely** difficult.
2. ***A*** One of my **classmates** has a real **talent** for **music**.
   B I wish I had a talent for music!
   A Yeah. I can't even sing in tune.
   B Well, I can't **sing** in **tune** or **play** an **instrument** or **anything**.

Tell Ss to practice with a partner. Walk around the room, listening to the stress and intonation. If necessary, replay the recording for Exercise B and have Ss repeat again.

Grammar extra *Unit 1, Lesson A*

This Grammar Extra provides review and practice of questions for the present and past tense and present perfect forms.

Questions

If done for homework

Briefly present the grammar chart. Go over the task instructions to make sure Ss understand what to do.

If done in class

Present the grammar chart Read each question type aloud, and call on two Ss to read the questions. Then go over the information about the *Wh-* words at the bottom of the chart.

Understand the grammar Focus Ss on the form for some question types, asking, e.g., "What forms of *be* do you use in the first type?" [am, are, is] "What are the past forms of *be*?" [was, were] "What form of the verb follows a modal verb?" [base form]

Ask Ss to suggest other questions. Encourage them to use different subjects (e.g., *your classmates*).

A Preview and do the task Read the instructions aloud. Ss complete the task and then compare answers in pairs.

Check answers with the class.

Answers

1. is / 's
2. Are
3. was
4. Were
5. do, know
6. Does, live
7. spends
8. do, do
9. did, get
10. Did, go out
11. are doing
12. Are, getting
13. were, doing
14. Were, hanging out
15. have, known
16. Has, made
17. has / 's, been going
18. Have, been learning
18. Have, been learning
19. Can, speak
20. should, spend

B Preview and do the task Read the instructions. Ask a S to read the example. Ss complete the task.

Follow-up For each question, have a few Ss read their answers to the class.

Unit 1, Lesson A **Grammar extra**

Questions

	Information questions	Yes-No questions
present of *be*	*How's your English class this year?*	*Is it fun?*
past of *be*	*Where **was** your mother born?*	*Were both your parents born here?*
simple present	*How often **do** your parents **call** you?*	*Does everyone in your family **have** a cell phone?*
simple past	*What time **did** you **get up** today?*	*Did you **get up** early?*
present continuous	*Why **are** you **studying** English?*	*Are you **studying** English for your job?*
past continuous	*Where **were** you **living** in 2010?*	*Were you **living** here?*
present perfect	*Which cities **have** you **been** to?*	*Has your family ever **lived** abroad?*
present perfect continuous	*How long **have** you **been studying** English?*	*Have you **been studying** English for a long time?*
modal verbs	*What **should** you **say** no to more often?*	*Can you **say** no to chocolate?*

- *Who* and *What* can be the subject of an information question. They take a singular verb.
  ***Who** sits next to you in class?*
  ***What** made you decide to study English?*
- The subject can also be a question word + noun. The verb agrees with the noun.
  ***What word** describes you best?*
  ***Which cities** are the most beautiful?*

A Complete the questions. Use the forms on the left with the verbs in parentheses.

present of *be*
1. Where _____ your family from originally? (be)
2. _____ your parents from another city? (be)

past of *be*
3. What _____ your favorite game when you were little? (be)
4. _____ you good at sports as a child? (be)

simple present
5. How many people _____ you _____ in your neighborhood? (know)
6. _____ your best friend _____ near you? (live)
7. Which friend _____ the most time at your house? (spend)
8. What _____ you and your friends _____ on the weekend? (do)

simple past
9. When _____ you _____ home last night? (get)
10. _____ you _____ with your friends last night? (go out)

present continuous
11. What _____ you _____ for exercise now? (do)
12. _____ you _____ enough exercise these days? (get)

past continuous
13. What _____ you _____ at this time yesterday? (do)
14. _____ you _____ with your friends yesterday? (hang out)

present perfect
15. How long _____ you _____ your best friend? (know)
16. _____ your best friend ever _____ you angry? (make)

present perfect continuous
17. How _____ your English class _____ _____ this year? (go)
18. _____ you _____ _____ a lot? (learn)

modal verbs
19. _____ you _____ English better than your friends? (can / speak)
20. In your opinion, how much time _____ you _____ practicing English every day? (should / spend)

About you **B Write your own answers to the questions. Give as much information as you can.**

My father is originally from Ecuador and my mother was born in Bolivia, but we live in Colombia now. My sisters and I were all born here.

Grammar extra *Unit 1, Lesson B*

These activities review and practice frequency expressions and their placement, and state verbs in the present tense.

1 Frequency expressions

Present the grammar chart Read the information aloud.

Understand the grammar Have Ss look at the chart. Ask questions and elicit examples for each pattern: "Where do adverbs like *often* go in simple present negative statements?" [after *don't* or *doesn't*] "And with present continuous?" [after *am, is, are (not)*] "Where do longer expressions go?" [at the end of the sentence]

Present *Common Errors* Read the information aloud.

Preview and do the task Read the instructions aloud. Say, "The first answer has been done." Have Ss discuss why it is correct.

Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. I never make phone calls after 10:00 p.m. 2. My dad will occasionally text me during his lunch break, / Occasionally my dad will text me during his lunch break. 3. My sister normally checks her email before breakfast. / Normally my sister checks her email before breakfast. 4. I rarely send personal letters these days. 5. I generally instant message / Generally I instant message my friends late at night. 6. My best friend is constantly sending me text messages during the day.

Have Ss rewrite the sentences so they're true for them.

Follow-up Call on several Ss to read their sentences aloud.

Unit 1, Lesson B *Grammar extra*

1 Frequency expressions

- In the simple present, frequency adverbs usually go after the subject in affirmative statements and after *don't* and *doesn't* in negative statements. In the present continuous, they go after *am, is, are (not)*.
  *My sister **rarely** uses email.* *She doesn't **often** use a computer.*
  *My kids are **constantly** texting.* *They're not **always** talking on the phone.*
- Frequency adverbs usually go after modal verbs, although other patterns are possible.
  *I'll **usually** log on to my social network site after dinner.*
- These adverbs can go before the subject: *sometimes, usually, often, normally, generally, occasionally.*
  ***Occasionally** my son will email a family member.*
- Longer expressions often go at the end of a sentence: *once / twice a day, all the time, every once in a while.*
  *We talk on the phone **twice a week**.*

Common errors
Don't put an adverb between a verb and its object.
*I **often** check my email late at night.* (NOT ~~*I check often my email.*~~)

About you

Add the words and expressions to the sentences. Then rewrite the sentences so they are true for you.

1. I make phone calls. (never / after 10:00 p.m.) I never make phone calls after 10:00 p.m.
   Occasionally I make phone calls after 10:00 p.m.
2. My dad will text me. (occasionally / during his lunch break) _____
3. My sister checks her email. (normally / before breakfast) _____
4. I send personal letters. (rarely / these days) _____
5. I instant message my friends. (generally / late at night) _____
6. My best friend is sending me text messages. (constantly / during the day) _____

2 State verbs

- In general, use these verbs in the simple form – not the continuous form – when they describe states: *agree, believe, know, mean, like, love, hate, look, seem, feel, sound, understand.*
  *I **know** I **don't need** a new phone, but I really **want** a red one.*
  *"He **doesn't seem** happy." "I **agree**. He **looks** a little upset today."*
  *What kind of music **do** you **like**?* (NOT ~~*What kind of music are you liking?*~~)
- Some verbs have a different meaning in the simple and continuous forms: *have, see, think.*
  ***Do** you **have** any children?* BUT ***Are** you **having** a nice time?* (at a party)
  *I **see** the problem.* BUT *I'**m seeing** someone right now.*
  *What **do** you **think** of this class?* BUT *You look happy. What **are** you **thinking** about?*

In conversation . . .
People often use *love* and *like* in the continuous to talk about news.
*"I'**m loving** my new job."*

A Complete the questions with the verbs given. Use the simple present or present continuous.

1. What _____ the word *eccentric* _____? (mean)
2. _____ you _____ that you can make new friends through a social network? (believe)
3. What _____ you _____ about right now? (think)
4. _____ everyone in your family _____ how to send text messages? (know)
5. _____ your parents _____ profiles on a social network? (have)

About you

B Write your own answers to the questions. Give as much information as you can.

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2 State verbs

Present the grammar chart Read the information aloud.

Understand the grammar Have Ss look at the chart. Ask, "Are these verbs used for actions?" [no] Explain that state verbs are used for emotions, thoughts, possession, the senses – not for actions like eating or working.

Present *In Conversation* Read the information aloud. Elicit additional examples.

A Preview and do the task Read the instructions aloud. Ss complete the task. Check answers with the class.

Answers

1. does, mean
2. Do, believe
3. are, thinking
4. Does, know
5. Do, have

B Preview and do the task Read the instructions aloud. Ss complete the task.

Follow-up Have some Ss read their ideas aloud.

Grammar extra *Unit 2, Lesson A*

These activities review and practice subject and object relative clauses, and the choice of singular or plural verb forms in relative clauses.

Verbs in subject and object relative clauses

Present the grammar chart Read the text aloud and have Ss read the examples.

Understand the grammar Clarify the difference between subject and object relative clauses. Ask, "What does *that* refer to in the second example?" [the subject *TV shows*] "And in the fifth?" [the object *the clothes*]

Present *Common Errors* Read the information aloud.

Preview and do the task Read the instructions aloud. Ss complete the task and then compare answers in pairs.

Check answers with the class. Write the two answers for item 6 on the board. Say, "There are two ways to interpret this sentence. Why does the first answer require plural verbs in the *which* clause?" [The *which* clause modifies the plural noun *talk shows*.] "Why is the verb in the second answer singular?" [It's a comment on the previous clause.]

Answers

1. which takes; shows
2. who wants; has to
3. who is; tries
4. who prefer; try
5. who chases; is
6. which don't pay / doesn't pay; give / gives
7. who need; lend
8. who works; lends
9. who get; use; which just shows

Follow-up Ss write five sentences, using the ideas in the unit. Then they work in pairs to read and comment on their sentences. Ask some Ss to share their sentences with the class.

Unit 2, Lesson A **Grammar extra**

Verbs in subject and object relative clauses

- In relative clauses, *who, that,* and *which* can be the subject or object of the verb. Use a singular verb with a singular subject and a plural verb with a plural subject.

Subject relative clauses

		subject	verb	object
Defining	*There's a TV show*	***that***	***arranges***	*plastic surgery.*
	TV shows	***that***	***arrange***	*plastic surgery* ***are*** *often criticized by doctors.*
Non-defining	*Celebrity magazines,* ***which need*** *to attract readers,* ***publish*** *some incredible stories.*			
	My brother, ***who loves*** *celebrity gossip,* ***reads*** *celebrity magazines all the time.*			

Object relative clauses

		object	subject	verb
Defining	*People read about the clothes*	(***that***)	*celebrities*	***wear.***
	I'm interested in the people	(***who / that***)	*my favorite actor*	***dates.***
Non-defining	*Reality shows,* ***which*** *I never watch, by the way,* ***have*** *millions of viewers.*			

- *Which* clauses that comment on a previous clause can be subject or object relative clauses. As a subject, *which* takes a singular verb.
  Celebrity magazines sometimes invent stories, ***which is*** *pretty shocking.*
  Some people believe everything they read, ***which*** *I find very scary.*

Common errors

Don't repeat the subject or object in a relative clause.
The actor who was on TV last week has . . . (NOT ~~*The actor who he was on TV last week has . . .*~~)
The actor (that) I saw on TV last week has . . . (NOT ~~*The actor (that) I saw him on TV last week has . . .*~~)

Complete the sentences with a singular or plural form of the verbs in parentheses.

1. In some cities, you can go on a "celebrity bus tour," which _____ (take) you through the neighborhoods of famous people and _____ (show) you their houses.
2. A celebrity who _____ (want) to avoid photographers _____ (have to) keep his or her plans secret.
3. Someone who _____ (be) obsessed with a celebrity often _____ (try) to look like that person.
4. Famous people who _____ (prefer) to protect their privacy _____ (try) to keep photographers away from their homes.
5. A photographer who _____ (chase) a celebrity in a car _____ (be) just reckless.
6. Celebrities often appear on talk shows, which _____ (not pay) them very much but _____ (give) them valuable publicity.
7. Fashion designers, who _____ (need) publicity, often _____ (lend) actors clothes to wear on TV.
8. One popular fashion designer, who _____ (work) a lot with celebrities, often _____ (lend) people her clothes to wear on TV.
9. Actors who _____ (get) arrested often _____ (use) the publicity, which just _____ (show) that "There's no such thing as bad publicity."

Grammar extra *Unit 2, Lesson B*

These activities look at how to use *that* clauses to present a point and *what* clauses to emphasize a point.

1 Using *that* clauses

Present the grammar chart Have Ss read the information and ask questions as needed.

Understand the grammar Have Ss look at the top part of the chart. Ask, "What's one way to start a sentence that describes a problem? One that presents a fact?" For the bottom part of the chart, ask, "What words add more information to the nouns in these sentences?" [with watching too much television; about TV]

Present *Writing vs. Conversation* Ask a S to read the information aloud.

Preview and do the task Say, "Rewrite the sentences by introducing them with the information in parentheses." Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. One good thing is that . . . ; 2. The reality is (that) . . . ; 3. The interesting thing is (that) . . . ; 4. The problem with parents today is (that) . . .

Unit 2, Lesson B **Grammar extra**

1 Using *that* clauses

- You can use different nouns with *that* clauses to present a point, such as a problem, or a fact, etc. You can omit *that* in speaking, but in general include *that* in your formal writing.
  The problem is
  The fact / reality is *that children watch too much television.*
  The point / thing is

  The ***biggest / main problem is*** *that children who watch too much TV can become overweight.*
  The ***odd / amazing thing is*** *that kids who watch too much TV are often aggressive at school.*
- You can add more information to *problem* or *thing* by using preposition + noun or + *-ing* form.
  The problem ***with watching too much television*** *is that it keeps you from getting exercise.*
  The worst thing ***about TV*** *these days is that kids watch it while they're eating.*

Writing vs. Conversation
Avoid using *The thing is . . .* in formal writing.

Rewrite these sentences by introducing them with the information in parentheses.

1. Kids can learn about current events by watching TV. (That's one good thing.)
   One good thing is that kids can learn about current events by watching TV.
2. Very young children learn a lot from watching educational programs. (That's the reality.)
3. Some children learn more about history from television than at school. (That's the interesting thing.)
4. They don't care about the shows their children watch. (That's the problem with parents today.)

2 *what* clauses

- You can use *what* clauses to emphasize a point as an opinion.
  Children are spending more and more time in front of the TV. This is surprising / clear. →
  What's surprising / clear *is that children are spending more and more time in front of the TV.*
  Children see a lot of violence on TV. That bothers me. →
  What bothers me *is that children see a lot of violence on TV.*

In conversation . . .
These *what* clauses are common ways of making a point.
What I'm saying is that . . .
What I'm trying to say is that . . .

A **Rewrite these sentences by starting them with a *what* clause that gives the information in parentheses.**

1. Television keeps children from getting enough exercise. (That bothers me.)
   What bothers me is that . . .
2. Children need to play and be creative, too. (That's what I'm saying.)
3. Kids watch a lot of violent TV shows, and that can make them aggressive. (That's really scary.)
4. Even educational TV shows prevent kids from exercising. (That's clear.)

About you **B** **Write down five of your own ideas about the influence of television on children. Use the expressions in the box to introduce your ideas.**

The biggest problem with watching television is . . . The good thing about television is . . .
The point is . . . What bothers me is . . . What I'm trying to say is . . .

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2 *what* clauses

Present the grammar chart Read the information aloud. Have Ss repeat the examples.

Understand the grammar Have Ss come up with additional examples.

Present *In Conversation* Read the information aloud. Have two Ss use the expressions to replace the ones in the chart.

A **Preview and do the task** Say, "Rewrite the sentences, starting with a *what* clause that gives the information in parentheses." Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. What bothers me is that . . . ;
2. What I'm saying is (that) . . . ;
3. What's really scary is (that) . . . ;
4. What's clear is (that) . . .

B **Preview and do the task** Read the instructions aloud. Ask a S to read the expressions. Ss complete the task.

Follow-up Have some Ss read their ideas to the class.

Grammar extra *Unit 3, Lesson A*

These activities review and practice use and placement of time expressions with the simple past and present perfect.

Time expressions with simple past and present perfect

Present the grammar chart Read the information aloud. Ask Ss to read the examples.

Understand the grammar Have Ss look at the chart. Ask, "What do we use the simple past to indicate?" [a completed time in the past] "What do we use the present perfect to indicate?" [a time up to now that isn't yet complete] "How are time expressions like *today* or *this week* different from expressions like *yesterday* or *lately*?" [They can be used with either the simple past or present perfect.] "How do we use *for* and *since*?" [*for*: a period of time; *since*: a point in time] Ask Ss to give additional examples for each point in the chart.

Present *Common Errors* Have a S read the information aloud. Ask Ss for examples using other time expressions.

A Preview the task Read the instructions aloud. Say, "The first two blanks have been filled in." Have Ss discuss why these answers are correct."

Do the task Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. moved, have gone, found
2. have traveled, have visited / 've visited, took
3. have been / 've been, haven't had
4. has had / 's had, lost, was, hasn't been
5. have been / 've been, have gotten / 've gotten
6. have happened, met, got

B Preview and do the task Read the instructions aloud. Ss complete the task.

Follow-up Have Ss work in pairs and take turns reading their sentences aloud. Encourage Ss to ask questions to find out or check information. Have a few Ss read their ideas to the class.

Time expressions with the simple past and present perfect

• You can use time expressions like these with the simple past to indicate a completed time in the past.		• You can use time expressions like these with the present perfect to indicate a "time up to now" which is not yet complete.	
I worked on a farm . . .		*I've had a lot of problems . . .*	
yesterday *last week* *in the fall* *earlier this year* *right after college*	*the year before last* *a couple of years ago* *at the end of July* *when I was 20*	*lately* *so far* *to date* *in my life* *up until now*	*over the past few years* *in the last few days* *since last year* *since we last spoke*

- You can use some time expressions with both the simple past and the present perfect: *today, this week / month / year, for (quite) a while, for a long time, recently*
  We had some bad luck this year. (The speaker is referring to a point in the past.)
  We've had some bad luck this year. (The speaker sees this year as a period of time up to now.)
  We've been busy recently. (The speaker may not be busy now but considers this relevant now.)
- Time expressions usually go at the beginning or end of a statement.
  Yesterday *I ran into an old friend.* OR *I ran into an old friend* ***yesterday***.
- Use *for* with a period of time. Use *since* with a phrase or a clause which gives a point in time.
  I've lived here ***for*** *many years /* ***since*** *1995 /* ***since*** *I was a child.*

Common errors

- Don't put a time expression between the verb and the object.
  We bought a new television ***last week***. (NOT ~~*We bought last week a new television*~~.)
- Avoid putting the time expressions above (except *recently*) between the subject and the verb.
  She got married ***right after college***. (NOT ~~*She right after college got married*~~.)

A Complete the sentences with the simple past or present perfect of the verbs in parentheses.

1. My sister moved (move) to Chicago earlier this year, and so far things have gone (go) pretty well for her. What's great is that she _____ (find) a job right after she got there.
2. My parents _____ (travel) a lot over the past few years. To date they _____ (visit) five different countries. The year before last, they _____ (take) a trip to South Africa.
3. I _____ (be) extremely busy in the last few days. I _____ (not have) a minute to take a break up until now.
4. My best friend _____ (have) some bad luck since he finished school. Last year, for example, he _____ (lose) his job, and he _____ (be) out of work for a long time. He has another job now, but the thing is that he _____ (not be) happy with it recently.
5. I _____ (be) pretty lucky since I got this job. The really amazing thing is that I _____ (get) two raises so far.
6. A lot of things _____ (happen) in my life since we last spoke. First of all, I _____ (meet) someone wonderful in the spring, and in fact we _____ (get) married just last month

About you **B Write four sentences about yourself or people you know. Use the ideas from above.**

A new couple has just moved into the apartment next to us.

Grammar extra *Unit 3, Lesson B*

These activities review and practice the use and placement of time expressions with the past perfect.

Time expressions with the past perfect

Present the grammar chart Have Ss read the chart silently. Then ask individual Ss to read the examples aloud.

Understand the grammar Have Ss look at the chart. Ask, "In the first example, which action happened at an earlier time?" [had eaten] "In the second sentence, is the verb with *still* affirmative or negative?" [negative] Point out that *yet* is mostly used in negative statements and questions.

Focus Ss on the example with *(not) until after.* Ask, "What happened first, and what happened later?" [first: bought a new watch; later: found the old one] Do the same with *by the time, never . . . before, earlier / previously / years ago.*

A Preview and do the task Read the instructions aloud. Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. I'd never been there before
2. didn't find it until after
3. I'd put it there earlier
4. by the time I'd finished
5. I still hadn't packed
6. a few times previously / already
7. had already boarded
8. hadn't closed the gate yet

Unit 3, Lesson B **Grammar extra**

Time expressions with the past perfect

- You can use the following time expressions with the past perfect.

already / still / yet
*By the time I got to the restaurant, most people had **already** eaten.*
*When I left for class, I **still** hadn't completed my assignment, so I finished it on the bus.*
*My best friend hadn't arrived **yet**, but I couldn't wait any longer, so I went home.*

(not) until after
*I did**n't** find my watch **until after** I'd bought a new one.*

by the time
*I was exhausted **by the time** I'd finished cleaning the house.*

never . . . before
*She was a great teacher. I learned things that I'd **never** understood **before**.*

earlier / previously / years ago
*I got a stomachache from something I'd eaten **earlier**.*
*It was a problem I'd had **previously**, so I knew what caused it.*
*I knew exactly what to do because I'd seen a doctor about it **years ago**.*

A Complete the sentences with appropriate time expressions in the box.

by the time | earlier | never . . . before | until after

1. Last summer I took a vacation in Australia. I didn't know much about the country because I'd _____ been there _____, but I was really excited about the trip.
2. A month before I left, things started to go wrong. I lost my camera, and I didn't find it _____ I'd bought a new one.
3. I finally found my old camera in my suitcase! I'd put it there _____ so I wouldn't forget it.
4. The week before the trip, my boss gave me an urgent project to complete. I was exhausted _____ I'd finished it.

already | previously | still | yet

5. The day I left, I felt stressed because I _____ hadn't packed my suitcase. It took a long time to fit everything in.
6. A friend of mine drove me to the airport. He'd driven there a few times _____, so he thought he knew the way. But he got lost!
7. By the time I got to the gate, most of the passengers had _____ boarded the plane.
8. Luckily, they hadn't closed the gate _____, and I was able to get on the flight. In the end, everything worked out fine. I guess I learned that it almost always does!

About you **B Write 5–10 sentences about an interesting experience you've had. Use the past perfect and time expressions.**

Last week I went to a new club. All my friends had already been there, but I hadn't . . .

B Preview and do the task Read the instructions aloud. Have a S read the example. Have Ss complete the task. Encourage Ss to write their sentences in paragraph form.

Follow-up Have Ss read their stories aloud to a partner. Then have a few Ss read their stories to the class.

Grammar extra *Unit 4, Lesson A*

These activities review and practice quantifying uncountable nouns, the use of singular verbs with uncountable nouns, and nouns that are both countable and uncountable with different meanings.

1 Making uncountable nouns countable

Present the grammar chart Read the text aloud, calling on Ss to read the examples.

Understand the grammar Ask, "Do uncountable nouns have plural forms?" [no] "How can we use numbers with uncountable nouns?" [by using *a piece of* or a countable noun to refer to an example or a part] Have Ss suggest sentences for *cash – coin or bill*, *luggage – bag*, and *work – job or position*.

Present *Common Errors* Have a S read the information aloud. Ask, "Why are the crossed-out words wrong?" [Uncountable nouns don't have a plural form.]

Preview the task Read the instructions aloud. Say, "The first answer has been done." Have Ss discuss why the answer is correct. Ss complete the task and then compare answers in pairs. Check answers with the class, asking Ss to explain why each answer is correct.

Answers

1. piece of advice; 2. a job / a position; 3. piece of equipment; 4. a trip; 5. bag / suitcase / piece of luggage; 6. a piece of jewelry.

2 More about uncountable nouns

Present the grammar chart Have Ss read the information silently and then ask questions.

Understand the grammar Ask, "Do academic subjects and sports that end in *-s* take a plural verb?" [no] Explain that you use the countable form of a noun when you want to describe a specific example.

Preview and do the task Say, "Circle the correct words." Ss complete the first part of the task and then compare answers in pairs. Check answers with the class.

Answers

1. competition
2. a long time
3. experience
4. Is
5. Does
6. a business
7. interests
8. Does

Read aloud the instructions for the personalized task. Ss complete it and then compare ideas in pairs.

Follow-up Have pairs tell the class about their answers.

Unit 4, Lesson A *Grammar extra*

1 Making uncountable nouns countable

- Uncountable nouns are often names of materials or of groups of things. You can use *a piece of* to refer to an example or a part of these uncountable nouns: *a piece of paper / plastic / clothing / jewelry / furniture / music / equipment / information / software / advice / evidence.*
  Can I give you ***a piece of advice****? When you buy* ***a new piece of equipment****, check the warranty.*
- With some uncountable nouns, you need to use a different countable noun to refer to an example or a part: *travel – trip, cash – coin or bill, feedback – comment, luggage – bag, work – job or position.*
  My job includes a lot of international ***travel****. I go on nine or ten business* ***trips*** *a year.*
  My boss's ***feedback*** *is very valuable. Her* ***comments*** *are always useful.*

Common errors

Use (*How*) *much* with uncountable nouns and (*How*) *many* with plural countable nouns.
Don't take ***too much luggage / too many bags****.* (NOT . . . ~~too many luggages~~)
How much travel / How many trips *are you planning?* (NOT ~~How many travels . . .~~)

Complete the sentences with a countable noun like the uncountable noun in bold. Add *a, a piece of,* or *piece of* if necessary. Some have more than one answer.

1. Be sure to ask for **advice** before a job interview. Here's one important piece of advice: Only ask the interviewer questions that show your interest in the job.
2. If you're looking for rewarding **work**, think about applying for _____ in health care.
3. It's nice to have exercise **equipment** at home. One useful _____ is an exercise bike.
4. **Travel** can be expensive. When you plan _____, compare prices on the Internet.
5. Don't carry too much **luggage** when you travel. Just take one _____ with you.
6. Some **jewelry** is expensive, so before you buy _____, make sure it's something you like.

2 More about uncountable nouns

- Academic subjects and sports that end in *-s* are usually singular: *economics, genetics, mathematics, physics, politics, aerobics, gymnastics. News* also takes a singular verb.
  Physics was *my favorite subject in high school.*
  The ***news isn't*** *good, I'm afraid.*
- Some nouns are both countable and uncountable but they have different meanings, e.g. *business, competition, experience, paper, time, work.*
  My mother has always worked in ***business****. She has owned several* ***businesses****.*
  I have a lot of ***experience*** *using dangerous equipment. I've had some scary* ***experiences****.*

About you

Circle the correct words. Then write your own answers to the questions.

1. Are job candidates facing stiff **competition / competitions** these days?
2. Has it ever taken you **a long time / long time** to find a job?
3. Do you have **an experience / experience** preparing a résumé?
4. **Is / Are** mathematics a field that you're interested in?
5. **Do / Does** economics give people useful knowledge for a career in business?
6. Have you ever thought of starting **a business / business**?
7. Do you think that politics **interest / interests** young people as a career?
8. **Do / Does** the news ever depress you?

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Grammar extra *Unit 4, Lesson B*

These activities review and practice the use of the definite article in expressions that describe location and with meals.

More about the definite article

Present the grammar chart Before starting the presentation, ask, "What is the definite article?" [the] Have Ss read the chart silently.

Understand the grammar While Ss are reading, write the locations on the board – in a different order from the one in the chart. Ask Ss if they have any questions about the information in the chart. Then have individual Ss come to the board and write *at* or *at the* in front of each word on the board.

Present *Common Errors* Ask a S to read the information aloud. Ask, "Why do some people make this mistake?" [Some – but not all – English nouns take *the*.]

A Preview the task Read the instructions aloud. Point out that the first blank has been filled in. Ss discuss why this answer is correct.

Do the task Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. ***A*** –
   B –, the
2. ***A*** –
   B a, an
3. ***A*** a
   B –, –
4. ***A*** the
   B the, the
5. ***A*** –, –
   B –. –
6. ***A*** –
   B the, –, the
7. ***A*** –
   B –
8. ***A*** the
   B –

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

Follow-up Have Ss take turns reading their answers aloud to a partner. Then have a few Ss tell the class something they learned about their partner.

Unit 4, Lesson B *Grammar extra*

More about the definite article

- Use *the* with these common locations, especially after the prepositions *at* and *to*: *the office, the factory, the store, the mall, the gym, the library, the park, the pool, the post office, the bank.*
  I'd like to have exercise equipment ***at the office****. I never have time to go* ***to the gym****.*
  Some companies install ATMs so that employees don't have to go ***to the bank****.*
- Don't use *the* with these common locations, especially after the prepositions *at, to, in, before,* and *after*: *home, bed, work, school, college, class, prison, jail.*
  I arrive ***at work*** *early so that I can leave early to pick up my children* ***after school****.*
  Some companies offer special training programs for people who have been ***in prison****.*
  Many employees work during the day and go ***to college*** *at night.*
- Don't use *the* before meals. You can use an article when you describe a particular meal.
  I had ***breakfast*** *late, so I didn't eat much for* ***lunch****.*
  The lunch *we had at that new café wasn't very good. It was* ***an expensive lunch****, too.*

Common errors

It was late, so I went ***to bed****.* (NOT . . . *so I ~~went to the bed~~*.)
She couldn't go ***to work*** *because she was sick.* (NOT *She couldn't ~~go to the work~~* . . .)

A Complete these conversations with *the, a, an,* or (-) if no word is necessary.

1. *A* Around what time do you go to ___-___ bed at night?
   B Oh, I'm always in _____ bed by 10:00, because I have to be at _____ factory at 8.
2. *A* Did you have _____ breakfast this morning?
   B Yes, but I'm having _____ light lunch, because I'm going out for _____ expensive dinner.
3. *A* Have you ever wanted to take a nap after _____ big lunch?
   B Occasionally I'll do that at _____ home, but there's no place to sleep at _____ work.
4. *A* Do you do anything regularly for exercise, like go to _____ gym?
   B Well, sometimes I go for a run in _____ park, and every so often I go to _____ pool for a swim.
5. *A* Have you ever taken a pet with you to _____ work or to _____ school?
   B Actually, when I was in _____ college, a guy used to bring a pet rat to _____ class. The teacher never knew.
6. *A* Do you go straight home after _____ work?
   B Well, it seems like I always have something to do, like stop at _____ store to pick up something for _____ dinner or go to _____ bank for some cash.
7. *A* Do you ever do anything fun after _____ class, like go to a restaurant?
   B Um, sometimes I go out for _____ dinner with some classmates.
8. *A* Would you like to have flexible hours at _____ office?
   B Yeah, I'd like to be able to pick up my kids after _____ school.

About you **B Write your own answers to the questions above.**

I usually go to bed around 10:30.

Grammar extra *Unit 5, Lesson A*

These activities review and practice conditional sentences with continuous verb forms and other ways to talk about conditions with *even if* and *unless*.

1 Continuous forms for conditions

Present the grammar chart Read the text aloud and call on Ss to read the examples.

Understand the grammar Ask, "What does *hypothetical* mean?" [not true or real] "Do these past continuous examples refer to the past?" [no] "Why not?" [Past forms are used for the present when they describe hypothetical events and situations.] "Which form is used to introduce hypothetical situations in the past?" [past perfect continuous]

Preview and do the task Read aloud the instructions for the first part of the task. Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. were trying; 2. hadn't been working; 3. were thinking; 4. were walking; 5. were planning

Read aloud the instructions for the second part of the task. Ss write their answers and then compare ideas in pairs.

Follow-up Lead a class discussion and have Ss share their ideas about the issues in Exercise 1.

2 *even if* and *unless* to talk about conditions

Present the grammar chart Have Ss read the information silently and then ask questions.

Understand the grammar Tell Ss to think about the meaning of *even if*. Ask, "Did the speaker in the second example save some money last year?" [no]

Present *Common Errors* Ask Ss to suggest additional examples with *unless*.

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

Answers

1. ***B*** I had to put the donation on my credit card.
   C I had a very good job.
2. ***B*** I couldn't find a job when I got back.
   C I wanted time off work.
3. ***B*** I didn't want them.
   C I only had a few things.

Follow-up Have Ss write their own answers to the questions and then compare ideas in pairs. Ask Ss to share their ideas with the class.

Unit 5, Lesson A **Grammar extra**

1 Continuous forms for conditions

- You can use past continuous forms to introduce hypothetical situations in the present.
  *If you **were hoping** to get a job with a charity, you might want to volunteer first.*
  *If you **were planning** to change the world, where would you start?*
- You can use past perfect continuous forms to introduce hypothetical situations in the past.
  *If the Salwens **had been living** in a small house, they wouldn't have been able to raise so much.*
  *Hannah might not have seen the homeless man if she **hadn't been looking** out the window.*

About you **Complete the questions with a continuous form of the verbs. Then answer the questions.**

1. If you and your classmates _____ to raise money for a good cause, how would you do it? (try)
2. If you _____ so hard, what would you have done differently last year? (not work)
3. If you _____ about giving to a charity, what organization would you choose? Why? (think)
4. What would you do if you _____ down the street and you saw a homeless person? (walk)
5. If you _____ to help your community, what would you do? (plan)

2 *even if* and *unless* to talk about conditions

- You can use *even* to add special emphasis to a condition introduced by *if*.
  *I think I would give to charity **even if** I didn't have much money.*
  ***Even if** I had saved some money last year, I wouldn't have given it to a charity.*
- You can use *unless* to introduce what needs to happen or be true for something else to happen. It means "except if."
  *I wouldn't give money to charity **unless** I were a millionaire (**except if** I were a millionaire).*
  *= I would **only** give money to charity **if** I were a millionaire.*
- You can use the same verb forms with *even if* and *unless* as with *if* clauses.
  *I **wouldn't sell** my house unless it **were / was** really necessary.*
  *The Salwens **would have raised** money for charity even if Hannah **hadn't seen** the man that day.*

Common errors
Don't use ***unless*** when the event in the *if* clause actually happened.
If they hadn't sold *their house, they wouldn't be as close now.* (NOT ~~*Unless they had sold*~~)

About you **Complete the answers with the clauses in the box. More than one answer may be possible.**

I didn't want them.	I had a very good job.	I had to put the donation on my credit card.
I only had a few things.	I wanted time off work.	I couldn't find a job when I got back.

1. *A* Would you give money to charity if you were out of work?
   B Absolutely. I would do it even if _____
   C I don't think so. I would never do it unless _____
2. *A* Would you ever give up a good position if you had a chance to spend a year traveling?
   B Sure. I wouldn't miss a chance like that unless _____
   C Never. I wouldn't give up a good position even if _____
3. *A* Would you give away your belongings if you had the chance to help someone?
   B I don't think so. I wouldn't give my things away unless _____
   C Yes, I would. I'd give my things away even if _____

Grammar extra *Unit 5, Lesson B*

These activities review and practice the use of *wish* with *would* and show how to express strong wishes with *If only*.

1 Use of *wish* with *would*

Present the grammar chart Read the text.

Understand the grammar Ask, "When do you use *wish* with *would*?" [to talk about a situation you'd like to change]

Present *Common Errors* Remind Ss that *hope* is used to talk about things you want to be true in the future, present, or past.

A Preview and do the task Read the instructions. A S reads the example and says why it's correct. Ss complete the task and then compare answers. Check answers.

Answers

1. I wish you wouldn't use . . . ; 2. I wish you would / you'd recycle . . . ; 3. I wish people would use . . . ; 4. I wish people would be . . . ; 5. I wish they would / they'd do . . . ; 6. I wish people wouldn't (always) throw . . . .

B Preview and do the task Read the instructions. Ss write sentences and then exchange ideas.

Unit 5, Lesson B — *Grammar extra*

1 Use of *wish* with *would*

- You can use *wish* followed by a clause with *would* in order to comment on a situation you would like to change.
  You're always leaving the lights on! → *I* ***wish*** *you* ***wouldn't leave*** *the lights on.*
  Why can't the kids spend less money on soda? → *I wish the kids* ***would spend*** *less money on soda.*
- You can comment on general situations using *people* or *they* in the clause with *would*.
  I wish ***they'd stop*** *tearing down the historic buildings in our neighborhood.*
  I wish ***people would learn*** *to recycle their bottles and cans.*

Common errors

Don't confuse *wish* and *hope*.
I ***hope*** *this information will be helpful to you.* (NOT ~~*I wish this information would be helpful to you.*~~)

A Comment on the situations below. Write sentences with *I wish* + a clause with *would*.

1. You use so much water! I wish you wouldn't use so much water!
2. You never recycle your newspapers. _____
3. Why don't people use public transportation more? _____
4. Why can't people be more polite on the bus? _____
5. They need to do something about water pollution. _____
6. People are always throwing their litter on the streets. _____

About you **B Write five sentences about situations you would like to change. Begin each sentence with *I wish* and include *would* or *wouldn't*.**

2 Strong wishes with *If only*

- You can use *If only* to introduce a strong wish, which is either difficult or impossible to achieve. The verb forms that follow *If only* are the same as those that follow *I wish*.
  I wish people were more generous. → ***If only*** *people* ***were*** *more generous.*
  I wish people would care about the homeless. → ***If only*** *people* ***would care*** *about the homeless.*
  I wish we could predict the future. → ***If only*** *we* ***could predict*** *the future.*
- In writing, add a main clause to a sentence with *if only*.
  If only people cared more about the homeless, ***we might eradicate the problem.***
  If only we could predict the future, ***we would all be a lot richer.***

Common errors

Don't confuse *if only* and *only if*.
I would miss work ***only if*** *I were sick.* OR *I would* ***only*** *miss work* ***if*** *I were sick* (NOT ~~*I would miss work if only I were sick.*~~)

A Use *If only* to rewrite these thoughts as strong wishes. Some have more than one answer.

1. Why can't we find a way to end all wars? If only we could find a way to end all wars!
2. I don't know why people don't recycle more! _____
3. People are so narrow-minded about some things. _____
4. I wish we could predict natural disasters better. _____
5. I wish they would create more jobs for the unemployed. _____
6. I wish I hadn't quit my job. _____

About you **B Write five strong wishes of your own. Use *If only*.**

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2 Strong wishes with *If only*

Present the grammar chart Read the chart.

Understand the grammar Ask, "When can you use *If only*?" [to express a strong wish about something difficult or impossible] "What should you do if you use *If only* in writing?" [add a main clause to the sentence]

Present *Common Errors* Ask, "Why is the crossed-out sentence wrong?" [It sounds as if the speaker wants to be sick.]

A Preview and do the task Read the instructions and the example. Have Ss discuss why the answer is correct. Ss complete the task and then compare answers. Check answers.

Answers

1. If only we could find . . . ; 2. If only people recycled / would recycle . . . ; 3. If only people weren't / wouldn't be . . . ; 4. If only we could predict . . . ; 5. If only they would create . . . ; 6. If only I hadn't quit . . . .

B Preview and do the task Read the instructions. Ss write sentences and then exchange ideas.

Grammar extra *Unit 6, Lesson A*

These activities review and practice the uses of *will* and *be going to* and the use of present forms of the verb in clauses that refer to the future.

1 Plans and intentions with *be going to* and *will*

Present the grammar chart Read the text.

Understand the grammar Ask, "What's the main difference between *be going to* and *will*?" [Use *be going to* when you've already made plans or intend to do something. Use *will* for decisions made as you speak.] One S summarizes the uses of future continuous, and others suggest additional examples.

Present *Common Errors* Ss read the information and suggest offers to make.

Preview the task Read the instructions. Make sure Ss know why the examples are correct. Tell Ss there's an item where both answers are possible and they should explain each one.

Do the task Ss complete the task. Check answers with the class.

Answers

A I'll be leaving (plan they've agreed on); I'm going to take (decision for a plan the speaker has already made)
B I'm going to be leaving (something already agreed); I'll take care of (offer)
A I'll see (decision made at the moment of speaking)
B Will you be coming in (polite question; the other answer is possible if B is asking about A's intentions)
A I'll get (offer); I won't be late (promise)

2 Present forms in clauses that refer to the future

Present the grammar chart Ss read the chart silently and then ask questions.

Understand the grammar Check the meaning of *as soon as*. Ask, "Which are time clauses? What verb forms are used there?" [present] Ask, "Which are main clauses? Is the present used there?" [no]

Preview the task Read the instructions aloud. Have a S read and explain the example.

Do the task Ss complete the task. Check answers with the class.

Answers

1. as long as you pay me back next week
2. unless I get a raise
3. until I get a full-time job
4. in case they don't accept credit cards
5. provided that we pay in cash

Unit 6, Lesson A **Grammar extra**

1 Plans and intentions with *be going to* and *will*

- You can use the future with *be going to* to talk about your plans or intentions when you have already made decisions. Use *will* for decisions you make at the moment of speaking.
  *I'**m going to be working** from home, so I'**m going to get** a laptop. I think **I'll look for** one today.*
- You can use *will* to state decisions in stores and restaurants, to offer help, or to make promises.
  *I'**ll take** this dress. I'**ll have** the fish. I'**ll open** the door. I **won't tell** anyone.*
- You can use the future continuous to tell people about plans that affect them or to go over plans you've agreed on. You can also use it to politely ask people about their own plans.
  *I'**ll be calling** you later.* (= We already agreed on this.) *I'**ll call** you later.* (= I just decided.)
  ***Will** you **be paying** with a credit card or a debit card?*

Common errors
Use *I'll* + verb to make an offer.
***I'll call** you tonight.* (NOT ~~*I call you tonight.*~~)

Circle the most appropriate expressions. Say why you chose each expression.

It's a plan they've agreed on.

A Sorry to disturb you. I just wanted to remind you that **I'll be leaving** / **I'll leave** early tonight, like we agreed. **I'm going to take** / **I'll take** a friend out to dinner for her birthday.
B OK . . . Actually, it's Tuesday today, right? So **I'll leave** / **I'm going to be leaving** the office late tonight as usual. So . . . yeah, **I take care of** / **I'll take care of** anything that comes up.
A Thanks. So **I'm going to see** / **I'll see** you tomorrow morning, then.
B Well, tomorrow's busy. **Will you be coming in** / **Are you going to come in** at 8:00, as usual?
A If there's a lot to do, **I'm going to get** / **I'll get** here by 7:00. **I won't be** / **I'm not going to be** late, I promise.

2 Present forms in clauses that refer to the future

- Use the present in clauses that begin with *when, before, after, until,* or *as soon as* to refer to the future.
  ***Before** we **get to** the movie theater, I'm going to stop at an ATM. I'll need some cash **when** we **get** there. I won't be able to do anything **until** I **eat**. I'll buy something **as soon as** we **get** to the theater.*
- Use the present in clauses with *unless, as long as, so long as, providing (that),* and *provided (that)* that refer to the future. These expressions introduce something that needs to happen or be true so that something else can happen.
  *I can pay **as long as** / **so long as** we **go** to a café that takes debit cards.* OR *I **can't** pay **unless** we **go** . . . They won't charge interest **provided (that)** / **providing (that)** you **pay** the bill in full.*
- Use the present in clauses with *in case,* which introduces a possibility that you want to be ready for.
  *I'm going to take all my credit cards **in case** they **don't accept** one of them.*

About you

Combine the sentences using the words given. Then make three sentences true for you.

1. I'll lend you some money. You'll have to pay me back next week, though. (as long as)
   I'll lend you some money as long as you pay me back next week.
2. I'm not going to be taking a vacation next summer. I probably won't get a raise. (unless)
3. I won't be able to apply for a credit card right away. First, I'll need to get a full-time job. (until)
4. I'm going to take a lot of cash. They might not accept credit cards. (in case)
5. Our grocery store will give us a discount. We'll have to pay in cash, however. (provided that)

154 Grammar extra

Grammar extra *Unit 6, Lesson B*

These activities review and practice the affirmative and negative forms of modal verbs that express necessity and possibility.

1 More on necessity modals

Present the grammar chart Read the text. Have Ss read the examples.

Understand the grammar Ask, "Which modal verbs do you use to say what's advisable?" [should (not), ought (not) to, had better (not)] Explain that although these modal verbs are similar in meaning, *had better (not)* is usually stronger and is used for specific situations, not to make generalizations. Say, "*Have to, need to,* and *must* are similar in meaning in the affirmative. And in the negative?" [no] "What's the difference?" [*Must not* indicates that something isn't allowed; negative forms of *have to* and *need to* indicate something isn't necessary.]

Preview the task Read the instructions. Have a S read the example. Make sure Ss know why the answers are correct.

Do the task Ss complete the task and then compare answers. Check answers.

Answers

1. must / have to / need to; 2. must / have to / need to, don't have to / don't need to; 3. must not; 4. must / have to / need to, don't have to / don't need to, must / have to / need to; 5. should / ought to; 6. shouldn't / 'd better not, should / ought to / 'd better.

Read the instructions for the second part and have Ss complete the task. Have some Ss present their sentences to the class.

Unit 6, Lesson B **Grammar extra**

1 More on necessity modals

- You can use *should (not), ought (not) to,* and *had better (not)* to say what is advisable. Use *had better* in specific situations.
  *You **should / ought to** check the equipment before a presentation. You **shouldn't** begin until you check it.*
  *You'**d better** get going – it's almost 10:30. You'**d better not** be late for class again.*
- Use *must (not)* to say what is necessary. *Must* is mainly used in formal notices and announcements.
  *You **must** turn off your cell phone before the lecture. You **must not** use a cell phone during the lecture.*
- You can use *have to* and *need to* to say what is necessary in the affirmative. In the negative, however, these expressions are used to say what is NOT necessary.
  *You **have to / need to** carry a driver's license when you drive.* = It's necessary.
  *But you **don't have to / don't need to** carry your passport.* = It's not necessary.

About you

Complete the sentences with a modal form from the box. Often more than one answer is possible. Then write four sentences to describe rules or advice for your city.

need to	have to	must	'd better	should	ought to
don't need to	don't have to	must not	'd better not	shouldn't	

1. Here, the law says you must / have to / need to wear a helmet when you ride a motorcycle.
2. Many countries have a law that says you _____ wear a seat belt when you're riding in a car. Here, it's only necessary if you're sitting in the front seat – you _____ wear one in the back.
3. In many places, you _____ use your cell phone when you drive. It's against the law.
4. In most countries, you _____ stop your car for a flashing red light, but you _____ stop for a flashing yellow light. You _____ slow down, however.
5. You _____ look both ways before crossing a street. It's not a law, though.
6. We _____ go out tonight. There's going to be a big storm. We _____ stay home.

2 Possibility modals in the affirmative and negative

- Use *may (not), might (not),* and *must (not)* to make guesses. *Not* is generally not contracted.
  *We **may / might** have to end this meeting early.* = It's possible we'll have to . . .
  *We **may not / might not** have time for a lot of questions.* = It's possible we won't have time . . .
  *The principal isn't here. She **must** be busy today.* = It's likely she's . . .
  *The meeting is almost over. The principal **must not** be coming.* = It's likely she's not coming.
- You can also use *could* to talk about possibilities, but it often becomes *can't* in the negative and means "it's not possible."
  *The projector is brand new. It **can't be** broken.* = It's not possible that it's broken.
  *But it **could be** unplugged.* = It's possible that it's unplugged.

Circle the appropriate modal verbs in the sentences.

1. The elevator's not working. I'm afraid we might / must have to use the stairs.
2. My camera won't turn on. I suppose the battery could / can need recharging. Wait a minute. It simply might not / can't be the battery. I just recharged it last night!
3. My oven's not working. I may not / can't be able to get it fixed. I might / must need a new one.
4. My sister's not answering her cell phone. I think she might not / could have her cell phone with her. Or maybe the battery could / must not be dead. Or her phone may not / must be on.

Grammar extra 155

2 Possibility modals in the affirmative and negative

Present the grammar chart Ss read the information silently and then ask questions.

Understand the grammar Ask, "Which modal verbs do you use to make guesses?" [may (not), might (not), must (not)] Point out that while *may* and *might* are similar in meaning, *must* expresses more certainty – strong probability rather than possibility. Say, "*Can't* is often used in place of *couldn't* to talk about possibilities. What does *can't* mean in that context?" [It's not possible.]

Preview the task Read the instructions. Have a S read and explain the example.

Do the task Ss complete the task. Check answers with the class.

Answers

1. might
2. could, can't
3. may not, might
4. might not, could, may not

Follow-up Call on Ss to read each item aloud, substituting another modal.

Grammar extra *Unit 7, Lesson A*

These activities review and practice objects with separable phrasal verbs as well as phrasal verbs followed by the *-ing* form of the verb.

1 Objects with separable phrasal verbs

Present the grammar chart Read the text. Ask Ss to read the examples.

Understand the grammar Ask, "Do shorter noun objects go before or after the particle?" [either before or after] "And longer noun objects?" [after] "What about object pronouns?" [before] "Where do indefinite pronouns and possessive pronouns go?" [either before or after]

Preview and do the task Read the instructions. Ss complete the first part of the task and then compare answers. Check answers.

Answers

1. put away everything / put everything away; 2. wake up my parents and my sister; 3. turn on the television / turn the television on; 4. give it back; 5. pick up everything / pick everything up; 6. throw away bottles, cans, or any food packaging

Ss complete the second part of the task. Have some Ss share their sentences with the class.

2 Phrasal verbs followed by the *-ing* form of the verb

Present the grammar chart Read the information. Ss repeat the examples.

Understand the grammar Have Ss look back at page 74 and identify the phrasal verbs in Exercise 1A that are followed by the *-ing* form of the verb. [look forward to, put off] Ask, "Which verbs in the house rules consist of a verb, a particle, and a preposition?" [look forward to, come up with, put up with, run out of]

Present *Common Errors* Read the information. Elicit additional examples.

A Preview and do the task Read the instructions. Elicit the first answer. Ss complete the task and then compare answers. Check answers.

Answers

1. gets around to doing; 2. puts off doing; 3. end up doing; 4. get out of shopping; 5. take care of buying; 6. keep on trying; 7. given up trying; 8. 'm looking forward to / look forward to moving

B Preview and do the task Read the instructions. Ss complete the task. Then have them read their stories in pairs. Have a few Ss share their descriptions with the class.

Unit 7, Lesson A **Grammar extr**

1 Objects with separable phrasal verbs

- With separable phrasal verbs, you can put noun objects before or after the particle, but long noun objects generally go after the particle.
  *Don't forget to turn off **the TV.** / Don't forget to turn **the TV** off.*
  *Don't forget to turn off **the TV, the computer, and all the lights in the living room and kitchen.***
- Object pronouns (*me, you, him, it,* etc.) always go before the particle. However, indefinite pronouns (*something, anybody,* etc.) and possessive pronouns (*mine, yours,* etc.) can go after the particle.
  *My roommate borrowed my belt, and she never gave **it** back.*
  *She's always borrowing my stuff, and she never gives back **anything** / gives **anything** back.*
  *My room is dirty, but I won't clean **it** up unless you clean up **yours** / you clean **yours** up.*

About you

Complete the sentences with the objects and verbs given. More than one answer may be possible. Then rewrite the sentences to make them true for you.

1. Before I go to bed, I always _____. (everything / put away)
2. If I'm late, I try hard not to _____. (my parents and my sister / wake up)
3. When I get up, I always _____ first. (the television / turn on)
4. If I borrow something, I try to _____ as soon as possible. (it / give back)
5. I never leave things on the floor. I always _____. (everything / pick up)
6. I don't _____. (bottles, cans, or any food packaging / throw away)

2 Phrasal verbs followed by the *-ing* form of the verb

- You can use an *-ing* form after many phrasal verbs. The *-ing* form follows the particle.
  *I've almost given up **trying** to get along with my roommates. I may end up **moving** out.*
- Some verbs consist of a verb, a particle, and a preposition. The *-ing* form follows the preposition.
  *My brother never gets around to **doing** the dishes. He gets away with **leaving** them.*

Common errors

Don't use an infinitive or base form of the verb after a particle or preposition.
*We're looking forward **to seeing** you.* (NOT ~~*We're looking forward to see you.*~~)

A Rewrite the sentences. Replace the words in bold with a correct form of a phrasal verb in th box. Write the verb in parentheses in the correct form.

end up | get around to | get out of | give up | keep on | look forward to | put off | take care of

1. My roommate never **finds the time** (do) any chores at the apartment.
2. He always **delays** (do) the dishes and says he'll do them later.
3. So I **finally** (do) the dishes all by myself.
4. He manages to **avoid** (shop) for food by going out of town on the weekends.
5. I have to **take responsibility for** (buy) all the groceries.
6. People tell me I should **continue** (try) to work things out with him.
7. Anyhow I've **stopped** (try) to talk to him about it.
8. I'm **excited about** (move) out of the apartment at the end of the semester.

B Write about someone you know. Is he or she helpful around the house?

156 Grammar extra

Grammar extra *Unit 7, Lesson B*

These activities review and practice additional patterns with infinitives and *it* clauses.

More patterns with infinitives and *it* clauses

Present the grammar chart Have Ss read the information silently and then ask questions.

Understand the grammar Ask, "What's the pattern in the first part of the chart?" [*too* + adjective + infinitive] Have Ss suggest additional examples with this pattern. Do the same with the other three points in the chart. Ask about the last section, "What does *It's not uncommon* mean?" [It's common.] "What's another way to say 'It's possible'?" [It's not impossible.]

A Preview the task Read the instructions. Have a S read the example. Ask, "Which pattern from the chart does this sentence follow?" [the last one]

Do the task Have Ss complete the task and then compare answers in pairs. Check answers.

Answers

1. It's not unusual for parents to put a lot of pressure . . .
2. It's very important to some parents / for some parents to let their kids have free time . . .
3. It's not uncommon for children to think that their parents . . .
4. It was difficult for me to understand my parents' views . . .
5. It's not easy for parents to understand . . .
6. It's always interesting to me / for me to see how different families . . .
7. It's not unusual for brothers and sisters to go on fighting . . .
8. It's never too late to apologize to a family member . . .
9. It's probably not good for kids to move back in with their parents . . .
10. It's sometimes too hard for college graduates to find jobs . . .

B Preview and do the task Read the instructions. Have a S read the expressions. Ss complete the task and then compare answers in pairs.

Follow-up Have a few Ss read one or two of their sentences to the class. Ask Ss to raise their hand if they had the same or a similar idea.

More patterns with infinitives and *it* clauses

- You can use *too* before an adjective + infinitive, especially *late, young, early, busy, small, old, long, good, tired, easy, hard,* and *difficult*.
  It's never ***too late*** *to learn new things.* *I was* ***too young*** *to remember my grandmother.*
- You can add *for* + person after the adjective, especially after *hard, difficult,* and *easy*.
  It's difficult / hard ***for me*** *to make decisions.* *It's not easy* ***for a lot of people*** *to raise children.*
- You can use *to* or *for* + person with *interesting, fascinating,* and *important*.
  It's interesting ***to me / for me*** *to watch parents with their children.*
  It's important ***to many people / for many people*** *to live near their families.*
- People frequently use *not* with these adjectives beginning with *un-, in-,* or *im-*, especially in academic writing: *uncommon, impossible,* and *unusual*. The adjective can be followed directly by an infinitive or by *for* + person.
  It's ***not uncommon*** *to feel sad when your children leave home to go to college.*
  It's ***not unusual*** *for families to argue about money.*

A Rewrite these statements adding the ideas in parentheses.

1. Parents often put a lot of pressure on their kids. (It's not unusual.)
   It's not unusual for parents to put a lot of pressure on their kids.
2. Some parents let their kids have free time for themselves. (It's very important.)
3. Children often think that their parents are narrow-minded. (It's not uncommon.)
4. I couldn't understand my parents' views when I was younger. (It was difficult.)
5. Parents often can't understand why their children are fighting with each other. (It's not easy.)
6. I enjoy seeing how different families handle discipline. (It's always interesting.)
7. Brothers and sisters sometimes go on fighting even after they leave home. (It's not unusual.)
8. You should always apologize to a family member if you've had a fight. (It's never too late.)
9. Kids shouldn't move back in with their parents after they finish college. (It's probably not good.)
10. College graduates frequently can't find jobs, though. (It's sometimes too hard.)

About you **B Use these expressions to introduce five of your ideas about family life.**

It wasn't easy for me . . . It's not uncommon for children . . . It's not unusual for families . . .
It's too difficult for me . . . It's very important for parents . . .

Grammar extra *Unit 8, Lesson A*

These activities review, extend, and practice question forms in the passive.

Question forms in the passive

Present the grammar chart Read the explanatory text aloud. Ask Ss to read the examples.

Understand the grammar Ask, "What are some examples of auxiliary verbs?" [is, are, was, were, has, have, etc.] "And of modal verbs?" [can, should, will, might, etc.] "Where do these verbs go in most passive questions?" [before the subject] "Where do they go in information questions when the question word is the subject?" [after the question word] "How can you ask an information question about the doer?" [put *by* at the end]

A Preview and do the task Read the instructions aloud. Ask a S to read the example. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. Is the population expected
2. Can more food be produced
3. Have any methods been developed / Has a method been developed
4. Is vertical farming being used

B Preview and do the task Read the instructions. Have a S read the example. Say, "Look at B's line in item 3. Does the word *hydroponics* take a singular or plural verb?" [singular] Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. have crops been grown in water
2. is this method of farming called
3. was hydroponics first used by / was hydroponics used by first
4. are most hydroponic crops grown
5. can land be conserved
6. would be reduced by urban vertical farming

Unit 8, Lesson A **Grammar extra**

Question forms in the passive

- In most passive questions, the auxiliary verb (*is, were, have,* etc.) or modal verb (*will, can,* etc.) comes before the subject.

Statement	*Yes-No* question	Information question
The population ***is expected*** *to rise.*	***Is*** *the population* ***expected*** *to rise?*	*When* ***is*** *it* ***expected*** *to rise?*
The issue ***is being discussed.***	***Is*** *the issue* ***being discussed?***	*Where* ***is*** *it* ***being discussed?***
The idea ***was developed*** *at Columbia.*	***Was*** *the idea* ***developed*** *at Columbia?*	*Where* ***was*** *it* ***developed?***
Crops ***have been grown*** *in water.*	***Have*** *crops* ***been grown*** *in water?*	*How long* ***have*** *they* ***been grown*** *in water?*
Water ***will be recycled.***	***Will*** *water* ***be recycled?***	*How* ***will*** *it* ***be recycled?***

- When the question word is the subject, the auxiliary or modal verb does not change position.
  Vertical farming ***is going to be discussed*** *next week.* → *What's* ***going to be discussed*** *next week?*
  An expert in vertical farming ***will be invited*** *to speak.* → *Who* ***will be invited*** *to speak?*
- Information questions about the "doer" can end in *by.*
  Vertical farming ***was developed by*** *Despommier.* → *Who* ***was*** *vertical farming* ***developed by?***

A Complete these *yes-no* questions in the passive for the responses given.

1. *A* Is the population expected to increase in the future?
   B Yes, the population is expected to increase by 3 to 4 billion people in the next 50 years.
2. *A* _____ to feed this population?
   B Yes, more food can definitely be produced, but it won't be easy.
3. *A* _____ to increase the food supply?
   B Actually, several methods have been developed. One is called vertical farming.
4. *A* _____ anywhere at the moment?
   B Yes, vertical farming is being used in a number of places. But the method is still experimental.

B Complete the information questions in the passive.

1. *A* How long have crops been grown in water?
   B Crops have been grown in water since ancient times.
2. *A* What _____?
   B This method of farming is called hydroponics.
3. *A* Who _____?
   B Hydroponics was first used by the Egyptians, the Aztecs, and the Chinese in ancient times.
4. *A* Where _____?
   B Most hydroponic crops are grown in greenhouses.
5. *A* How _____?
   B Land can be conserved by building high-rise hydroponic greenhouses in urban areas.
6. *A* What kind of costs _____?
   B Transportation costs would be reduced by urban vertical farming.

158 Grammar extra

Grammar extra *Unit 8, Lesson B*

These activities review and practice verb + object + infinitive patterns and verb + object + adjective patterns.

1 Verb + object + infinitive

Present the grammar chart Read the text, asking Ss to read the examples.

Understand the grammar Point out the contrast between the pattern used with *encourage* (verb + object + infinitive) and the one used with *discourage* (verb + object + *from* + *-ing* form). Ask, "Where does *not* go in sentences with the infinitive pattern?" [before the infinitive]

Present *Common Errors* Read the information. Ask Ss for additional examples.

Preview and do the task Read the instructions. Ss complete the first part of the task.

Answers

1. The government is encouraging people to improve their eating habits; 2. The government may force us to pay a special tax on sugar-filled drinks; 3. My college is discouraging students from drinking energy drinks; 4. Schools don't want children to eat unhealthy snacks during the school day; 5. My doctor advised me not to eat too much junk food; 6. My parents are always reminding me to eat a good breakfast; 7. My best friend has persuaded me to stop eating meat; 8. My brother is trying to get me to lose some weight.

Ss rewrite sentences and then compare ideas.

Unit 8, Lesson B **Grammar extra**

1 Verb + object + infinitive

- Many verbs follow the pattern of verb + object + infinitive: *advise, ask, encourage, expect, force, get (= persuade), invite, persuade, remind, tell, want, warn, would like.*
  My doctor ***wants me to eat*** *less meat and fat.*
  The government is ***encouraging people to eat*** *more fruits and vegetables.*
  BUT *The government is* ***discouraging people from eating*** *too much fat.*
- Notice the position of *not*.
  The doctor warned me ***not*** *to eat too much fat.* *He advised me* ***not*** *to go on any extreme diets.*

Common errors

Do not use a *that* clause after the verb *want*.
I ***want all my friends to have*** *a healthy diet.* (NOT *I* ~~*want that all my friends have*~~ . . .)

About you

Unscramble these sentences. Then choose four sentences and rewrite them with your own ideas or information.

1. is encouraging / their eating habits / the government / to improve / people
   The government is encouraging people to improve their eating habits.
2. to pay / us / a special tax / the government / may force / on sugar-filled drinks
3. students / my college / is discouraging / from / energy drinks / drinking
4. during the school day / schools / unhealthy snacks / don't want / to eat / children
5. not / me / to eat / my doctor / too much junk food / advised
6. to eat / are always reminding / a good breakfast / my parents / me
7. me / to stop / has persuaded / my best friend / eating meat
8. is trying to get / my brother / some weight / to lose / me

2 More verb patterns

- Some verbs can follow the pattern of verb + object + adjective. Examples are *make* and *keep*.
  Trying to stay healthy ***keeps me busy.***
  Complicated instructions ***make some diets hard*** *to follow.*
- Verbs that express likes and dislikes can also follow this pattern. Examples are *like, would like, hate, prefer,* and *find*.
  I ***find some cheese too salty.*** *I* ***don't like my tea cold.*** *I* ***prefer it really hot.***
  He ***likes his fish baked*** *or* ***fried.*** *He doesn't* ***like it raw.***

About you

Complete these sentences with the appropriate form of a verb from the box. Then rewrite the sentences to make them true for you.

find keep like make ✓ prefer

1. My father hates eating raw vegetables. He prefers his vegetables cooked.
2. I never drink coffee after noon. It _____ me awake at night.
3. I avoid eating pasta for lunch. It _____ me sleepy all afternoon.
4. My brother eats a lot of junk food. He _____ a healthy diet very boring.
5. A friend of mine puts chili peppers in all her cooking. She _____ her food hot and spicy.

Grammar extra 159

2 More verb patterns

Present the grammar chart Ss read the information silently and then ask questions. Have Ss identify the adjectives in the first two examples. [busy, hard]

Understand the grammar Explain that in this use, the verb *find* means "to think or feel a certain way about something or someone." Write on the board: *I find cheese salty.* Point out that you don't use *is*.

Preview and do the task Read the instructions. Ask a S to read the example. Ss complete the task and then compare answers. Check answers.

Answers

1. prefers; 2. keeps; 3. makes; 4. finds; 5. likes

Remind Ss to use the verbs in the box. Then have Ss share their sentences in pairs.

Grammar extra *Unit 9, Lesson A*

These activities review and practice the use of singular or plural verbs after determiners and types of nouns as well as determiners with and without *of*.

1 Singular or plural verbs with determiners

Present the grammar chart Read the text, asking Ss to read the examples.

Understand the grammar Ask, "What type of word comes after *each, every, neither*?" [singular countable noun or the pronoun *one*] "What form of the verb should you use?" [singular] "What can you use after *no*?" [singular countable noun or uncountable noun + singular verb, or plural countable noun + plural verb] "What kind of verb is used after *neither of* and *none of* in formal writing?" [singular]

Preview and do the task Read the instructions. Have Ss look at the example. Ask, "After *both*, do you need a singular or a plural verb? Why?" [plural – because it means "two"] Have Ss complete the first part of the task and then compare answers. Check answers.

Answers

1. have, has, are; 2. know, presents; 3. was / were, was; 4. are, wants / want; 5. wants / want, have; 6. is, needs.

2 Determiners with and without *of*

Present the grammar chart Read the text aloud, asking individual Ss to read the examples.

Understand the grammar Say, "Read the first two sections of the chart. When do you use *of* after a determiner?" [when you use another determiner, an object pronoun, or *a lot of*]

Ask Ss to suggest some additional examples for each point in the chart.

Preview and do the task Read the instructions. Ask a S to read the words in the box. Have Ss complete the first part of the task and then compare answers in pairs. Check answers.

Answers

1. all of, None of
2. Most, no
3. Every / Each, none of
4. Neither of; Both of
5. All / All the, each of / every one of
6. both / both of, Neither

Have Ss write their sentences and then compare ideas in pairs. Have a few Ss share their sentences with the class.

Unit 9, Lesson A *Grammar extra*

1 Singular or plural verbs with determiners

- Use a singular verb with *each, every,* and *neither* + countable noun or the pronoun *one*.
  Each child / Every child ***is*** *unique and special, and each one / every one* ***needs*** *individual attention.*
  I have two children, and neither child ***has*** *any interest in sports. Neither one* ***plays*** *sports.*
- Use a singular verb with *no* + singular countable or uncountable noun. Use a plural verb with *no* + plural no
  No success ***comes*** *easily.* *No job* ***is*** *perfect.* *Unfortunately, no good jobs* ***are*** *available right now.*
- People mostly use a plural verb after *neither of* and *none of*. In formal writing, people use a singular verb.
  Informal: *Neither of my parents* ***have studied*** *English. None of their friends* ***have learned*** *English, eithe*
  Formal: *Neither of my parents* ***has studied*** *English. None of their friends* ***has learned*** *English, either.*

About you

Circle the correct verb in each sentence. Sometimes both forms can be correct. Then choose three sentences and rewrite them with your own ideas or information.

1. Both of my brothers has / have finished college, but neither one **has** / **have** found a job yet. No companies **is** / **are** hiring people right now.
2. All successful people **knows** / **know** that every failure **presents** / **present** an opportunity.
3. I've had two jobs. Neither of them **was** / **were** perfect, but each one **was** / **were** interesting.
4. All of my friends **is** / **are** focused on their work. None of them **wants** / **want** to get married.
5. Neither of my parents **wants** / **want** me to be an entrepreneur. Both of them **has** / **have** advised me to study for a profession.
6. No job **is** / **are** ever completely secure. Every employee **needs** / **need** to save money "for a rainy day."

2 Determiners with and without *of*

- You can use *all, each, every, both, neither, some, a few, several, many,* and *most* before a noun.
  Every job *is different.* ***A few jobs*** *seem easy, but* ***most jobs*** *are challenging in some way.*
- When most of these determiners are followed by another determiner + noun or by an object pronoun, add *of*. With *all* and *both*, *of* is optional before a noun. *A lot of* always includes *of*. After *every*, use *one of*.
  Each of my children *is different.* ***Each of them*** *has a different job, but* ***every one of*** *them is happy.*
  All (of) the people *at work want to do well.* ***All of us*** *work hard.* ***A lot of people / us*** *work weekends.*
  Both (of) my parents *have interesting careers.* ***Neither of them*** *wants / want to retire.*
- Use *no* before a noun. Use *none of* + determiner + noun or *none of* + object pronoun.
  No employees *are unhappy.* ***None of the employees / them*** *is / are unhappy.*

About you

Complete the sentences with the words in the box. Add *of* if necessary. In some, more than one word is possible. Then rewrite the sentences with your own ideas or information.

all both each every every one most neither no none

1. I have five close friends, and All of them have jobs. _____ them is unemployed.
2. _____ jobs require training, but for my current job, _____ formal training was necessary.
3. _____ student in my English course is serious, and _____ them ever miss a class.
4. _____ my parents enjoy being retired. _____ them wish they could keep on working.
5. _____ the people in my family love sports, but _____ us plays a different sport.
6. I'm not married, but _____ my sisters are. _____ sister has any children yet, though.

Grammar extra *Unit 9, Lesson B*

These activities review and practice verbs followed by an *-ing* form or an infinitive as well as verbs of perception + object + base form or *-ing* form.

1 Verbs followed by an *-ing* form or an infinitive

Present the grammar chart Read the text, asking individual Ss to read the example sentences.

Understand the grammar Point out that the focus here is on verbs followed by either an *-ing* form or an infinitive – but with a difference in meaning. Ask Ss to add other examples to the ones in the chart. Ask, "What are some verbs followed by either form without a difference in meaning?" [begin, continue, hate, like, love, etc.]

Preview and do the task Read the instructions. Have Ss complete the task and then compare answers. Check answers.

Answers

hiking; to get; taking, to catch up with; yelling; to put; to bring; thinking; to count; taking

Ss write their anecdotes and then read them in pairs. Have a few Ss share their anecdotes with the class.

Unit 9, Lesson B *Grammar extra*

1 Verbs followed by an *-ing* form or an infinitive

- Use *forget, remember,* and *regret* + an *-ing* form to mean "remember / forget / regret that someone did something." You can also use these verbs with an infinitive to mean "remember / forget / regret something that someone needs or needed to do."
  I'll never ***forget going up*** *to get my college diploma.* BUT *I* ***forgot to shake*** *the president's hand.*
  I ***remember thanking*** *my professor as I left.* BUT *I always* ***remember to say*** *thank you.*
- You can use *stop* and *try* + an *-ing* form or an infinitive, but they have different meanings.
  I've ***stopped drinking*** *soda.* (= I don't drink it now.)
  BUT *I* ***stopped to pick up*** *some fruit juice at the store.* (***to*** *= in order to*)
  I ***tried giving up*** *coffee for a whole year, but then I started drinking it again.* (***try*** *= experiment with*)
  BUT *I* ***tried to give up*** *sweets, but I just couldn't do it.* (***try*** *= try without success*)

About you **Complete this anecdote with the correct form of the verbs given. Then write a short anecdote about something that happened to you.**

I'll never forget hiking (hike) through the Amazon rain forest. It had been my dream to go there. I was on a tour and at one point, I stopped _____ (get) some pictures of tropical birds. After a while, I couldn't hear the voices of the other hikers, so I stopped _____ (take) pictures and tried _____ (catch up with) the group. Unfortunately, I couldn't find the path. I tried _____ (yell) for help several times, but no one heard me. I looked for my GPS device but realized I had forgotten _____ (put) it in my pack that day. I hadn't remembered _____ (bring) my map, either. I remember _____ (think) that I'd never find my group again. Luckily, our guide stopped _____ (count) the hikers and noticed I was missing. He led the whole group back to find me. He was very annoyed, and I have to say I regretted _____ (take) those pictures. My happiest moment turned into my scariest.

2 Verbs of perception + object + base form or *-ing* form

- After the verbs *feel, see, watch, notice,* and *hear,* you can use an object + the base form of a verb to describe a complete event.
  I ***watched*** *my friends* ***leave*** *the restaurant.* *I* ***heard*** *someone* ***say,*** *"See you soon."*
  I ***saw*** *my sister* ***call*** *a taxi and* ***felt*** *her* ***take*** *my arm and* ***guide*** *me to it.*
- You can also use an object + an *-ing* form after these verbs to describe an event in progress or an event that takes place over a longer period of time.
  I ***heard*** *people* ***singing.*** *I went in the room and* ***saw*** *all my friends* ***standing*** *around the piano.*

A Rewrite these sentences using the verbs of perception given.

1. Some strange things were happening as I walked up to my house. (noticed)
   I noticed some strange things happening as I walked up to my house.
2. Someone turned off the lights in the living room. (saw)
3. Someone was closing the curtains. (noticed)
4. People were talking to each other softly. (could hear)
5. Somebody yelled "Surprise!" when I walked into the living room. (heard)
6. Several people were holding up a big birthday cake. (saw)

About you **B Write an anecdote about a happy moment. Use verbs of perception.**

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2 Verbs of perception + object + base form or *-ing* form

Present the grammar chart Ss read the information silently and then ask questions.

Understand the grammar Point out that there is a difference between sentences with the base form in this structure and sentences with an *-ing* form.

Write on the board:

I heard a man yell "Help!"

I heard a man yelling "Help!"

Ask, "In which sentence did the man start yelling and continue for some time?" [the second] "What do you think happened in the first sentence?" [He probably yelled once.]

A Preview and do the task Read the information. Ss complete the task and then compare answers in pairs. Check answers.

Answers

1. I noticed some strange things happening; 2. I saw someone turn off the lights; 3. I noticed someone closing; 4. I could hear people talking; 5. I heard somebody yell "Surprise!"; 6. I saw several people holding up.

B Preview and do the task Ss write their anecdotes. Have some Ss read their anecdotes to the class.

Grammar extra *Unit 10, Lesson A*

These activities review and practice the changes needed in reported speech to verbs and pronouns, and time and place expressions.

1 Reported speech: verbs and pronouns

Present the grammar chart Read the text.

Understand the grammar Ask Ss to describe the pronoun changes from direct to reported speech in the first section. Have Ss cover the reported speech in the second section and report each statement starting, e.g., *Rob said, He told me.*

A Preview and do the task Read the instructions. Ss complete the task and then compare answers.

Answers

1. she was / she is / she's planning . . . and that she had never enjoyed / she'd never enjoyed . . .
2. the airline made / had made them . . . and had lost / lost; they had never had / they'd never had . . .
3. she met / she had met / she'd met . . . he was sitting / he had been sitting / he'd been sitting . . .
4. she had / she had had / she'd had . . . she hadn't been . . .
5. his mom didn't like / hadn't liked . . . that surprised / that had surprised . . .

B Preview and do the task Read the instructions. Ss complete the task and report their partners' comments.

2 Reported speech: time and place expressions

Present the grammar chart Read the information. A S reads the examples.

Understand the grammar Call on Ss, asking, e.g., "What does *yesterday* change to in reported speech?"

A Preview and do the task Read the instructions. Have a S read the example and say what changed. Ss complete the task and then compare answers. Check answers.

Answers

Rona said that they were eating breakfast outside that morning. She said they couldn't do / weren't able to do / hadn't been able to do that the day before / the previous day because there was / had been a huge thunderstorm. She said it was beautiful there. That afternoon they were going to a farm and were going to pick olives. Then they were going to learn how olive oil is made. The following day / the day after they were visiting their friends. They saw / had seen / 'd seen them the year before back home. It would be / it'd be the first time they had been / they'd been to their home in Italy. The following week / the week after they were going to drive to the coast. She said they were having a fabulous time.

Unit 10, Lesson A *Grammar extra*

1 Reported speech: verbs and pronouns

- When you report things people say, you may need to change the pronouns in the reported sentence.
  *"I left **my** camera on the plane." → Karen said that **she** had left **her** camera on the plane.*
  *"**We're** happy to carry **your** bags." → The guides said that **they** were happy to carry **my/our** bags.*
- The verb in the reported sentence often "shifts back." You do not always need to change the simple past or past continuous. The past perfect does not change.
  *"I'm really **enjoying** the trip." → Rob said that he **was** really **enjoying** the trip.*
  *"I **don't like** the hotel, though." → He told me that he **didn't like** the hotel, though.*
  *"I **wasn't feeling** well." → He explained that he **hadn't been feeling** well. (OR **wasn't feeling**)*
  *"I **met up with** an old friend." → He said that he **had met up with** / **met** an old friend.*
  *"I've **seen** some amazing things." → He told me that he'd **seen** some amazing things.*
  *"I **hadn't been** there before." → He said that he **hadn't been** there before.*

A Report the things that people said after a trip. There may be more than one correct answer.

1. Karen: "I'm planning to go back to Florida. I've never enjoyed a vacation so much!"
   Karen said _____ and _____.
2. Joe and Sue: "The airline made us check our luggage and lost it. We've never had that happen before."
   Joe and Sue said _____. They said _____.
3. Sandra: "I met my boyfriend on vacation. He was sitting next to me on the plane."
   Sandra told me _____. She said _____.
4. Ana: "I had a great time in India. I hadn't been there before."
   Ana said _____. She said _____.
5. Guy: "My mom didn't like the food. That surprised me."
   He said _____. He said _____.

About you **B Write five sentences about trips you've taken in the past, and give them to a partner. Report your partner's comments.**

2 Reported speech: time and place expressions

- Time and place expressions often change in the reported sentence.

next week → the following week or *the week after*	*this morning → that morning*	*here → there*
tomorrow → the following day or *the day after*	*today → that day*	
yesterday → the previous day or *the day before*	*now → then*	
last year → the year before	*then → then* or *after that*	

*"We're going to the beach **this** morning." → He said they were going to the beach **that** morning.*
*"**Yesterday** we went to a farm." → He said that they had gone to a farm **the day before**.*

Report this extract from Rona's blog. Rewrite the sentences.

Another day in Tuscany . . . We're eating breakfast outside this morning. We couldn't do that yesterday because there was a huge thunderstorm. It's beautiful here. This afternoon we're going to a farm and we're going to pick olives. Then we're going to learn how they make olive oil. Tomorrow we're visiting our friends. We saw them last year back home. It'll be the first time we've been to their home in Italy. Then next week we're going to drive to the coast. We're having a fabulous time!

Rona said that they were eating breakfast outside that morning.

Grammar extra *Unit 10, Lesson B*

These activities review and practice other reporting verbs and reporting verb forms in reported speech.

1 Reported speech: other reporting verbs

Present the grammar chart Read the text. Ask individual Ss to read the examples.

Understand the grammar Elicit or give an explanation for any verbs that may be unfamiliar to some Ss, e.g., *confirm* [say something is true that was uncertain before], *remark* [to give a spoken statement of an opinion or a thought]. Remind Ss that *not* goes before the infinitive in reported requests, suggestions, and instructions – not between *to* and the verb.

Preview and do the task Read the instructions. Ask a S to provide the answer for the first blank. Ss complete the task and then compare answers in pairs. Check answers.

Answers

1. warned us not to go off; reminded us to take
2. wanted to know if / whether I was traveling; inquired if / whether I packed / I had packed / I'd packed
3. advised us to drink; added (that) it would be
4. complained (that) the flight had been delayed; also mentioned (that) we should get

Unit 10, Lesson B **Grammar extra**

1 Reported speech: other reporting verbs

- You can use different verbs to report the things people say, especially in writing. To report statements, you can use verbs such as *add, answer, claim, complain, comment, confirm, explain, inform, mention, predict, promise, remark, remind, reply, say, state,* and *tell.*

  With *add, answer, claim, comment, confirm, predict, remark, reply,* and *state,* use a *that* clause.
  "The flight's at 8:00 a.m. You should check in by 7:00 a.m."
  She ***confirmed*** *(that) the flight was at 8:00 a.m. and* ***added*** *(that) we should check in by 7:00 a.m.*

  With *inform, remind,* and *tell,* use an indirect object and a *that* clause.
  "The flight's full." The agent ***informed*** *me (that) the flight was full.*

  With *comment, complain, explain, mention, say,* and *reply,* you can use a *that* clause or *to* + person + a *that* clause.
  "My room is noisy." I ***complained*** *(to the receptionist) (that) my room was noisy.*

- To report questions, you can use *ask, inquire* (more formal), *want to know,* and *wonder.*
  "Are you leaving?" He ***wanted to know*** *if I was leaving. / He* ***inquired*** *whether I was leaving.*

- To report instructions, you can use *advise, instruct, order, persuade, remind,* and *warn.*
  "Don't forget your hat." She ***advised*** *me not to forget my hat. / She* ***reminded*** *me to take my hat.*

Complete the sentences so they have a similar meaning. Use the words given.

1. The tour agent said to us, "Don't go off the trail." He also said, "Take some food."
   The tour agent _____ (warned) the trail. He also _____ (reminded) some food.
2. The check-in agent asked me, "Are you traveling alone?" and "Did you pack your bags yourself?"
   The check-in agent _____ (wanted to know). She also _____ (inquired).
3. The tour guide said, "Drink plenty of water." He said, "It will be a tough walk."
   The tour guide _____ (advised). He _____ (added).
4. One passenger said, "The flight's been delayed for four hours. We should get a voucher for a free meal."
   One passenger _____ (complained). He also _____ (mentioned).

2 Reported speech: reporting verb forms

- When the reporting verb is in the present tense, the verb often does not need to "shift back" because the information may still be true or relevant to the present time.
  "I'm ***having*** *a great time." → She says she's* ***having*** *a great time.*

- People often use the past continuous to report news. You can use the present tense or the present perfect in the reported speech if the information is still true.
  "The airlines have raised their prices." → He ***was saying*** *the airlines have raised their prices.*

A Imagine you have just heard these comments. Report each one. Start with the words given.

1. "I'm traveling on business right now. I'm sitting in the airport in Beijing." *He says . . .*
2. "The flights are delayed because of the snow. We'll be arriving late." *She says . . .*
3. "I had a great trip. I saw dolphins and some amazing birds." *He was saying . . .*
4. "The government is promoting tourism. They don't want to lose tourist dollars." *She was saying . . .*

About you **B Write five pieces of news. Then give them to a partner. Report your partner's news.**

2 Reported speech: reporting verb forms

Present the grammar chart Have Ss read the information silently and then ask questions.

Understand the grammar Ask, "When the reporting is in the present tense, what happens to the verb in the reported sentence? Why?" [It doesn't have to "shift back" if the information is still true or relevant to the present time.] "What verb form is often used to report news?" [past continuous]

A Preview and do the task Read the instructions. Ss complete the task and then compare answers in pairs. Check answers.

Answers

1. (that) he's traveling; (that) he's sitting
2. (that) the flights are delayed; (that) they'll be arriving
3. (that) he had / he had had / he'd had; (that) he saw / he had seen / he'd seen
4. (that) the government is promoting; (that) they don't want

B Preview and do the task Read the instructions. Ss complete the task. Then ask a few Ss to report their partners' news to the class.

Grammar extra *Unit 11, Lesson A*

These activities review and practice defining and non-defining relative clauses and prepositions in relative clauses.

1 More on relative clauses

Present the grammar chart Read the text, asking Ss to read the examples.

Understand the grammar Ask, "What are the relative pronouns in these sentences?" [when, where, whose] "Which type of relative clause gives essential information about a noun: defining or non-defining?" [defining] "Which type needs a comma before it?" [non-defining]

Present *Common Errors* Read the information. Ask Ss for additional sentences with non-defining relative clauses with *whose*.

Preview and do the task Read the instructions. Ask a S to read the example. Ss complete the task and then compare answers in pairs. Check answers.

Answers

1. whose wedding ceremonies were outside.
2. where we got married has just appeared in a bridal magazine.
3. , when the trees are covered in snow.
4. , whose main concern is to find a husband for me.
5. we went to a Japanese restaurant, where we ate sushi.

2 Prepositions in relative clauses

Present the grammar chart Have Ss read the information silently and then ask questions.

Understand the grammar Ask, "In what type of English can you use a preposition at the end of a relative clause?" [spoken or informal] "When prepositions start a relative clause, what relative pronouns can you use?" [whom, which] "Which one is used for people?" [whom]

Preview and do the task Read the instructions. Ss complete the task and then compare answers in pairs. Check answers.

Answers

1. (that / which) we are going to for the rehearsal dinner / where we are going for the rehearsal dinner
2. (who / that) I share a lot of interests with
3. (that / which) we both volunteered at / where we both volunteered
4. , for which we had paid a lot of money, was cold
5. , with whom we had an argument
6. The question to which we want an answer

Follow-up Ss write five sentences using prepositions in relative clauses and then take turns reading them to a partner. Have a few Ss share their sentences with the class.

Unit 11, Lesson A **Grammar extra**

1 More on relative clauses

• A defining relative clause defines or gives essential information about a noun. The sentence needs the relative clause to complete its meaning.	*Spring is the time* ***when many people get married****.* *The hotel* ***where my parents had their reception*** *closed.* *I have an uncle* ***whose marriage was arranged****.*
• A non-defining relative clause gives extra information about a noun. The sentence has a complete meaning without the relative clause. Notice the commas.	*People like to get married in the spring,* ***when it's warmer****.* *There was a garden,* ***where the photos were taken****.* *He had strict parents,* ***whose aim was to find him a bride****.*

Common errors

Do not use *which* for possession before a noun.
We went to a hotel, ***whose*** *name I've forgotten.* (NOT ~~*which name*~~ . . .)

Rewrite each pair of sentences as one sentence. Start with the words given. Use relative clauses with *when, where,* or *whose.* Add commas where necessary.

1. I have several friends. Their wedding ceremonies were outside.
   I have several friends whose wedding ceremonies were outside.
2. The hotel has just appeared in a bridal magazine. We got married there.
   The hotel _____
3. The best season to get married is winter. The trees are covered in snow.
   The best season to get married is winter _____
4. I have conservative parents. Their main concern is to find a husband for me.
   I have conservative parents _____
5. After the ceremony, we went to a Japanese restaurant. We ate sushi.
   After the ceremony, _____

2 Prepositions in relative clauses

• In spoken or informal English, relative clauses can end with a preposition.	*I married a co-worker who I'd shared an office* ***with****.* *We met at a golf club, which we both belonged* ***to****.*
• In formal English, prepositions can start a relative clause. Notice the use of *whom* for people and *which* (not *that*) for things.	*I married a co-worker* ***with whom*** *I'd shared an office.* *We met at a golf club,* ***to which*** *we both belonged.*
• You can often rephrase a relative clause that ends with a preposition of location by using *where*.	*That's the place that we went* ***to*** *for our photos.* OR *That's the place* ***where*** *we went for our photos.*
• A preposition of location can also start the relative clause in more formal English.	*The Royal is the hotel* ***in / at*** *which we stayed.* OR *The Royal is the hotel we stayed* ***in / at****. (less formal)*

Rewrite the sentences. Make the comments in 1–3 less formal. Sometimes there is more than one answer. Sentences 4–6 are extracts from a letter of complaint. Make them more formal.

1. The Ritz is the restaurant to which we are going for the rehearsal dinner.
2. I want to marry a person with whom I share a lot of interests.
3. My wife and I met at a homeless shelter at which we both volunteered.
4. The dinner at the reception, which we had paid a lot of money for, was cold.
5. We complained to the hotel manager, who we had an argument with.
6. The question which we want an answer to is, "Why was the meal cold?"

Grammar extra *Unit 11, Lesson B*

These activities review and practice the pattern verb + direct object + prepositional phrase as well as passive sentences with verbs that have a direct and an indirect object.

1 More on verb + direct object + prepositional phrase

Present the grammar chart Read the text. Ss read the examples.

Understand the grammar Ask, "Do you use *to* or *for* with *give*?" Repeat with the other verbs in the chart. Elicit additional examples.

Preview and do the task Read the instructions. Ss complete the task and then compare answers. Check answers.

Answers

1. bake a cake for my sister; 2. give money to my friends, hand a nicely wrapped gift to them; 3. offer a small gift to your host; 4. cook a nice meal for my family; 5. give a gift to a friend; 6. show the messages to my family; 7. send a gift to someone; 8. made an unusual gift for a friend, drew a picture of his cat for him; 9. bought an underwater camera for me

Ss write sentences and then compare them.

Unit 11, Lesson B *Grammar extra*

1 More on verb + direct object + prepositional phrase

• With these verbs, use *for* in the prepositional phrase: *bake, buy, cook, draw, find, make,* and *paint.*	*Will you bake a cake* ***for*** *me?* *I'm painting a picture* ***for*** *my father.*
• With most other verbs, use *to*: *give, hand, lend, offer, owe, pay, read, send, show,* and *write.*	*I didn't send a gift* ***to*** *him this year.* *We handed all our money* ***to*** *the clerk.*
• With *bring* and *take*, you can use *for* or *to*, but the meaning is different.	*I've brought some flowers* ***for*** *you.* (= They're a gift.) *Can I borrow your laptop? I'll bring it back* ***to*** *you later.*

About you

Rewrite the sentences using a direct object + prepositional phrase. Then use the ideas to write true sentences of your own.

1. I always bake my sister a cake on her birthday.
2. I never give my friends money. I prefer to hand them a nicely wrapped gift.
3. When friends invite you for dinner, it's nice to offer your host a small gift.
4. On special occasions, I'll often cook my family a nice meal.
5. If you want to give a friend who has everything a gift, a magazine subscription is a good idea.
6. When I get greeting cards, I always show my family the messages.
7. When I have to send someone a gift in the mail, I always choose something small.
8. I once made a friend an unusual gift. I drew him a picture of his cat.
9. My parents once bought me an underwater camera for my birthday.

2 Passive sentences

- In the passive, either the indirect object or the direct object can become the subject of the sentence.
- Compare this active sentence with the two passive sentences below.

subject	active verb	indirect object	direct object
My aunt	*gave*	*me*	*this ring.*

Indirect object as subject	Direct object as subject
I *was given this ring (by my aunt).* This pattern is more common.	***This ring*** *was given to me (by my aunt).* This pattern is less common and often more formal.

Rewrite these sentences in the passive form. Start with the words given.

1. The school gave us certificates when we completed the course. *We . . .*
   We were given certificates (by the school) when we completed the course.
2. My father's company gave him a clock when he retired. *A clock . . .*
3. Someone sent my sister a gift card for her birthday. *My sister . . .*
4. One of my friends owes me a lot of money. *I . . .*
5. Someone handed me a microphone so I could make a speech at my party. *A microphone . . .*
6. My mother always gave us a piece of jewelry for our birthdays. *We . . .*

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2 Passive sentences

Present the grammar chart Ss read the information and then ask questions.

Understand the grammar Ask, "If *me* is the subject of the passive sentence, what word should you use?" [I] Elicit additional examples of both patterns.

Preview and do the task Read the instructions and the example. Ss complete the task and then compare answers. Check answers.

Answers

1. were given certificates (by the school)
2. was given to my father (by his company)
3. was sent a gift card
4. 'm owed a lot of money (by one of my friends)
5. was handed to me
6. were always given a piece of jewelry . . . (by my mother)

Grammar extra *Unit 12, Lesson A*

These activities review and practice *well* + adjective and show a range of adverb and adjective collocations.

1 *well* + adjective

Present the grammar chart Read the text, asking individual Ss to read the examples.

Understand the grammar Ask, "When do you need to use a hyphen between *well* and an adjective?" [when it comes before the noun]

Preview and do the task Read the instructions. Ask a S to read the expressions in the box. Have Ss complete the task and then compare answers in pairs. Check answers.

Answers

1. well-organized; 2. well informed; 3. well prepared; 4. well-written, well thought-out; 5. well educated; 6. well off, well-known

Ss write sentences expressing their own views. Then have them compare ideas in pairs. Have a few Ss share their views with the class.

2 Adverb and adjective collocations

Present the grammar chart Read the information. Then call on individual Ss to each read a row, combining the adverbs with the corresponding adjectives.

Understand the grammar Point out that these are common combinations of adverbs and adjectives, but other combinations are possible. Have Ss think of something they can describe with different expressions, e.g., "Can you think of something that is completely unrealistic? virtually impossible? Do you know someone who is highly qualified in something? widely respected?" Point out that *-ly* adverb + adjective collocations are never hyphenated.

A Preview the task Read the instructions. Ask a S to give the possible answers to the first item. Write them on the board, and ask, "Why is *entirely* not a possible answer?" [The article would need to be *an*.]

Do the task Have Ss complete the task and then compare answers in pairs. Check answers.

Possible answers

1. completely / totally; 2. highly, entirely; 3. totally / completely / entirely, totally / completely / entirely; 4. virtually, totally / completely; 5. virtually, completely; 6. highly, highly, highly / widely; 7. widely.

B Preview and do the task Read the instructions. Remind Ss to use adverb and adjective collocations in their sentences. Then have Ss share their opinions in pairs. Have a few Ss present some of their views to the class.

Unit 12, Lesson A — *Grammar extra*

1 *well* + adjective

- You can use *well* before the adjectives below. It means "very" or "very much." Add a hyphen when *well* + adjective comes before a noun.
  I'm ***well aware*** *of my abilities. I'm* ***well educated*** *and* ***well trained****.*
  I'm also a ***well-organized*** *and* ***well-informed*** *person.*
  He wasn't ***well prepared*** *for the exam. He was* ***well short of*** *the 90 percent he needed.*
- You can use *well* in a number of fixed expressions, e.g., *well off, well known, well thought-out, well behaved, well written,* and *well dressed.*
  My teacher said my poem was ***well written****. He said it was a* ***well-written*** *piece.*
  She must be very ***well off*** *now that she's a* ***well-known*** *architect.*

About you **Complete the sentences with the expressions in the box. Do you agree? Write sentences expressing your own views.**

well educated | well informed | well-known | well off | well-organized | well prepared | well thought-out | well-written

1. It's important to have a _____ work space. You can save a lot of time looking for things.
2. Many people aren't very _____ these days. They don't read the news or know what's going on.
3. You should be _____ before any interview. Find out what you can about the job first.
4. People often say that students can't produce a _____ essay or one that's _____.
5. To be _____, you need to learn art, music, and languages – not just math and science.
6. People who are _____, have to work very hard. Isn't that a _____ fact?

2 Adverb and adjective collocations

- Certain adverbs are commonly used with certain adjectives. Here are some common combinations.

= 100 percent	***completely:*** *different, new, unknown, separate, safe, unrealistic*
	entirely: *different, new, sure, possible, clear, appropriate, accurate*
	totally: *different, wrong, false, honest, convinced, unacceptable, irrelevant*
= nearly 100 percent	***virtually:*** *impossible, unknown, identical, unchanged, nonexistent*
= very	***highly:*** *qualified, unlikely, effective, skilled, respected, educated, intelligent*
= in many places	***widely:*** *available, known, accepted, respected*

A Complete the sentences with an adverb from above. There may be more than one answer.

1. Being good with people is a _____ different kind of intelligence from being good at math.
2. Smart people aren't all _____ educated. It's _____ possible to be smart and uneducated.
3. I'm not _____ convinced that intelligence is knowing lots of facts. It's _____ wrong.
4. Latin is _____ nonexistent in schools now. It's _____ irrelevant in today's world.
5. It's _____ impossible to have every type of intelligence. In fact, it's _____ unknown.
6. You have to be _____ intelligent or _____ qualified to be a _____ respected person.
7. It's a _____ known fact that listening to music can help children with their math ability.

About you **B Do you agree with the statements above? Write sentences expressing your own views.**

1. I agree. They require totally different kinds of skills. I think . . .

166 Grammar extra

Grammar extra *Unit 12, Lesson B*

These activities review and practice patterns with comparatives.

1 Patterns with comparatives

Present the grammar chart Read the information.

Understand the grammar Ask Ss to identify examples of nouns, pronouns, and clauses after *than* and *as*. Make sure Ss understand the more complex information in the second part of the chart.

Present *Common Errors* Read the information. Elicit additional examples.

Preview and do the task Read the instructions. Ss complete the task and then compare answers. Check answers.

Possible Answers

1. as me / as I am; 2. as her / as she does / as she can; 3. as I'd like / as I'd like to be; 4. than I did / than I used to; 5. as my mother / as my mother does; 6. as her / as she is; 7. as him / as he does / as he can; 8. than he was / than he used to be.

Ss write their sentences and then compare ideas.

Unit 12, Lesson B **Grammar extra**

1 Patterns with comparatives

- You can use nouns, pronouns, or clauses after *than* and *as*. Notice the verb forms in the clauses.

Bryan cycles faster than ***his teammates***	*They don't cycle as fast as* ***Bryan***
He's faster than ***them***	*They're not as fast as* ***him***
He's faster than ***they are***	*They're not as fast as* ***he is***
He cycles faster than ***they do***	*They don't cycle as fast as* ***he does***
He trains harder than ***he did***	*He didn't use to train as hard as* ***he does*** *now*
He's faster than ***he used to be / he was***	*He's cycling further than* ***he used to / he did***
Nurdan practices less often than ***she should***	*She plays as often as* ***she can***
She's improved more slowly than ***she hoped***	*She hasn't improved as much as* ***she'd like***

Common errors

Use *than*, not *that*, in comparisons.
He's faster ***than*** *his teammates.* (NOT . . . *faster* ~~*that his teammates*~~.)

About you **Complete the second sentences. Sometimes more than one option is possible. Then use the topic of each sentence above to write your own true sentences.**

1. I'm better than my classmates at mental math. They're not as good _____.
2. My sister reads faster than anyone in the family. We can't read as fast _____.
3. My English hasn't improved as much as I'd like. I'm not as fluent _____.
4. I'm training much harder this year for the marathon. I now run much faster _____.
5. Both my parents are learning Italian. But my father doesn't practice as often _____.
6. My friend Ana understands people really well. My other friends aren't as understanding _____.
7. One guy in our class can play the guitar really well. No one can play it as well _____.
8. My brother's swimming has improved. He's more confident _____.

2 More patterns with comparatives

- Comparatives are often repeated with *and* to talk about changing situations.
  Work just gets ***busier and busier****. I'm finding it* ***more and more difficult*** *to catch up.*
- Comparatives are often used in the pattern *the* + comparative, *the* + comparative to show the effect of one event on another. In this pattern, *more* is often an adverb.
  The harder *you practice an instrument,* ***the better*** *you get.* (= If you practice harder, you get better.)
  The more *I thought about it,* ***the more nervous / the less confident*** *I'd feel.*

A Rewrite the sentences starting with the words given.

1. If you read more, you learn more. *The more . . .* The more you read, the more you learn.
2. If you do something, you like it better. *The more . . .*
3. If you work hard, you feel happy. *The harder . . .*
4. As you get older, life becomes more rewarding. *The older . . .*
5. If you practice a skill more, it becomes easier. *The more . . .*
6. Getting into college is increasingly difficult. *It's getting more and . . .*
7. Beating records in most sports is getting harder. *It's becoming harder and . . .*
8. When I find out more about politics, I like it less. *The more . . .*

About you **B Do you agree with the sentences above? Write your own view and give examples.**

2 More patterns with comparatives

Present the grammar chart Have Ss read the information silently and then ask questions.

Understand the grammar Say, "Look at the first section. How can you talk about changing situations?" [repeat comparatives with *and*] Have Ss identify the adverbs in the second section and say which words they modify. [harder – practice, more – thought] Ask, "Why are the adjectives *nervous* and *confident* used with *feel*?" [It's a state verb.]

A Preview the task Read the instructions. Have a S read the example.

Do the task Ss complete the task and then compare answers. Check answers.

Answers

1. The more you read, the more you learn.
2. The more you do something, the better you like it.
3. The harder you work, the happier you feel.
4. The older you get, the more rewarding life becomes.
5. The more you practice a skill, the easier it becomes.
6. It's getting more and more difficult to get into college.
7. It's becoming harder and harder to beat records in most sports.
8. The more I find out about politics, the less I like it.

B Preview and do the task Read the instructions. Ss complete the task and then read their sentences in pairs.

Language summaries

Unit 1

Nouns
job applicant
methods of communication
networking
(valuable) possession
résumé

Social networking
instant messaging (IM)
online debate
online profile
response
social network
social networking site
speed-friending
speed-friending event

Adjectives
immediate
relevant

Describing personality
aggressive
annoying
arrogant
eccentric
intelligent
laid-back
narrow-minded
open-minded
pushy
relaxed
self-confident
sensitive
sweet
talkative
thoughtful
touchy
weird

Verbs
behave
beware
fit in
judge
network
recruit
win (a prize or contest)

Communication
catch up with (someone)
contact (someone)
instant message (IM)
keep in touch
lose touch (with someone)
make calls over the Internet
send text messages
talk on a cell phone
talk on a landline
text (someone)
use instant messaging

Using social networking sites
check out (someone or something)
log in
post (obnoxious comments / photos)
see what (someone) is up to
update (my) profile
"unfriend"

Formal verbs
accuse (someone) of (doing) (something)
deny (doing) something
obtain (something)
promote (something)
reject (something)
regret (doing) (something)
withhold (something) from (someone)

Time expressions
all the time
constantly
every once in a while
normally
occasionally

Expressions
bother (someone)
. . . but in a nice way . . .
Can you say no to . . . ?
get an invite (= invitation)
have extreme views
I don't mind people who are . . .
Is it fair . . . ?
It is (not) fair to . . .
It's no big deal.
take (something) personally
talk about (someone) behind (his / her) back
Oh, that's awkward.
What can I say?

Talking about habits
How do you normally catch up with your friends? By phone?
I tend to text when I'm taking my lunch break.
Mostly I call on my cell.
Occasionally, I'll get invites from people, but I don't respond.
My kids are constantly texting.
My sister regularly calls me after dinner.

Questions with answers
How often do you tend to use email? Every day?
When do you update your profile? On the weekends?

Finding out or checking information
And why's that?
But you emailed her, right?

Linking with *And*, *But*, and *So*
And why's that?
But why do they do it?

Contrasting ideas in writing
On the one hand, employers need workers who will fit into the company.
On the other hand, an online profile is for friends.
A résumé is for employers. However, an online profile is for friends.
A résumé is for employers, whereas an online profile is for friends.
While there are reasons to check an online profile, it is not fair to do this.

Unit 2

Nouns

critics (of)
(consumer) goods
violence

Celebrity

celebrity culture
gossip
obsession

Media

big screen
hits (on a website)
images
movie trailer
podcast
video clip

Describing research

advertisements for
cause of
concern about
effect(s) on
impact on
increase in / of (something)
influence on
(complex) issue
link between
problem with
reasons for
relationship between
research on
rise in

Research areas

behavior
bullying
inactivity
language development
literacy
obesity
social skills
sugary cereals

Adjectives

direct
educational
extreme
harmful
harmless
hilarious
violent

Verbs

arrange
be familiar with
contribute to (inactivity)
identify with
multi-task
subscribe to (something)
upload
watch (something) on a big screen

Celebrity

gossip
invent
obsess

Describing research

compare to
turn (someone's) attention to
vary

Adverbs

avidly

Expressions

central to
every single day
I just don't get it.
What's clear is that . . .
without (someone's) permission

Talking about research

Experts claim that . . .
My feeling / opinion is that . . .
Research shows that . . .
teachers complained that . . .
The thing / problem / point is that . . .
There is evidence . . .
What I'm saying is that . . .
What is most disturbing is that . . .

Adding essential information

There are shows that / which pay for plastic surgery.
We love to read about the people (who / that) celebrities date, and the clothes (that) they wear.

Adding extra information

Celebrity magazines, which outnumber news magazines, are everywhere.
It's natural to talk about celebrities, who we see as successful people.

Linking ideas

One problem with TV time is (that) it reduces students' reading time.
It's likely that TV viewing contributes to inactivity.
What's disturbing is (that) TV may have an effect on language development.
Experts claim (that) watching TV is one cause of obesity.

Which clauses

I bet celebrities hate seeing bad photos of themselves, which probably happens a lot.
People always want to know everything about their lives, which must be difficult.

Adding comments

Which is stupid, I know.
Which is incredible.
I don't generally watch them, which is unusual, I guess.

Introducing comments with *You know what . . . ?*

You know what . . . ?
You know what's amazing?
You know what gets me?
You know what I don't like?

Listing ideas in writing

First, it may become attractive to more young people.
Second, . . .
Third, . . .
Finally, / Lastly, people can find all kinds of music on the Internet.

Unit 3

Nouns
ethics
janitor
lecture hall
life lesson
lost and found department
(subway) platform

Life's highlights
gymnastics (team)
highlight
internship
gymnastics team

Adjectives
invisible
rewarding
suitable

Appearances
overweight
scruffy-looking

Verbs
acknowledge
be a big thing (for)
be a highlight
deliver (something)
fall backwards
ignore
make (your) way
make eye contact (with)
penalize
slam shut
slap (something) down
slip (something to someone)
tug
venture
warn

Doing things
coach a team
get an internship
start a band

Learning
affect (my) grade
catch up on work
complete (that last) question
count toward (our) final grade
fall behind on (my) work
finish (all the) questions
finish the test
give (us) a test
leave (the last) question blank
miss (a number of classes)
raise (my) hand
struggle with the class
think positively
turn in (my) test

Time expressions
by the day of
since then, . . .
so far
up until now

Expressions
do the right thing
For one thing, . . .
have (any) interesting opportunities
have the (most) initiative
make the most out of (something)
work on (my) thesis

Sayings
Life's too short.
Truth is stranger than fiction.
You can't judge a book by its cover.
You've got to stop and smell the roses.

Talking about the past
I lived in Italy a few years ago.
The band didn't last. We broke up after six months.
Marcos's band broke up
I've been pretty lucky.
Life has been interesting so far.
Marcos hasn't decided what he wants to do yet.
We were rebuilding homes.
He's been coaching a soccer team.

Sequencing events
He raised his hand and asked a question.
He had told us to expect a test. We took it last week.
I'd been struggling with the class, but I felt confident on the day of the test.

Interrupting a story
Looking back, . . .
When I look back, . . .
When I think about it, . . .

Auxiliary verbs
Did you struggle with any classes last semester?
What did you do about it?
Had you heard the expression "Life's too short" before this class?
Where had you heard it?

Coming back to a story
(But / So) anyway, . . .
Anyway, (getting) back to my story, . . .

Commenting on an experience
(It's) no wonder (that) . . .
No wonder.

Unit 4

Nouns
advice
candidate
equipment
evidence
help
homework
information
knowledge
permission
research
software
training
work

Desirable qualities
experience in management

Perks and benefits
(subsidized) child care
benefit
health insurance
paid overtime
perk

Adjectives
desirable
impressive
invaluable

Verbs
attract
collaborate (with someone) on

Job search
achieve (a) goal
acquire knowledge
acquire skills
emphasize
face competition
follow (someone's) advice
have training
make money
make progress
meet deadlines
show interest
stand out
submit an application

Adverbs
clearly
(un)fortunately
interestingly (enough)
luckily
more / most importantly
obviously
oddly (enough)
seriously
strangely (enough)
(not) surprisingly

Expressions

Work
One factor to consider . . . is . . .
There's a shortage of (nurses)
What do employers look for in job applicants?

Considering
be tempted by
Have you decided what your (next career move) will be?
I don't know if it's really "me."
I'm having second thoughts about it.
It's a fabulous opportunity.
It's not *that* important.
Money is a factor.

Interview language
be clear and concise
find a solution to a problem
give constructive criticism
have a need for
make an assessment
offer (someone) guidance
put a high value on
review performance
the importance of . . .

Job search nouns
An impressive résumé is important.
Candidates face stiff competition.
Explain how your work can save money.
Feedback from a counselor is invaluable.
Give an example of how you achieved a goal.
Research shows what employers look for.

Generalizing and specifying
Classes after work are a great idea.
I like to listen to music at work.
I want to work for a company that has a salon.
I'd like to take the kids to the office.
My colleagues don't like the music (that) I listen to.
The classes (that) I take are expensive.

Word stress
advice
deadline
employer
experience
information
interview

Showing your attitude
clearly
(un)fortunately
interestingly (enough)
luckily
more / most importantly
obviously
oddly (enough)
seriously
strangely (enough)
(not) surprisingly

Giving new information / Emphasizing
As a matter of fact, . . .
In fact, . . .

Writing a personal statement
be based on
decision to
(the) importance of
interest in
responsibilities include

Unit 5

Nouns

accommodations
change (= coins)

Problems and solutions

challenge
creation
devastation
distribution
environment
eradication
"green" projects
the homeless
hunger
investment
pollution
poverty
proceeds
protection
starvation
unemployment
wealth

Charitable solutions

community development projects
(a) fair price
fair trade products

Health problems

growth
lump
patient
surgery
tumor

Caregivers

dentist
doctor
general surgeon

Number

billion

Adjectives

remarkable
unbelievable
world-class

Problems and solutions

devastated
disadvantaged (children)
environmental
homeless (people / person)
humanitarian (aid)
hungry
polluted
poor
starving
unemployed
wealthy

Size

big
enormous
huge
large

Health problems

benign
harmful
malignant

Verbs

Problems and solutions

beg
change (someone's life)
create
devastate
die
donate
eradicate
invest
treat (a patient, an illness)

Charitable solutions

adopt an animal
join a campaign
participate in a sponsored (event)
plant a tree
sign a petition
sponsor a child
support (women's) rights

Expressions

Problems and solutions

be willing to give up
find a solution
(the) gap between (the) rich and (the) poor
in this day and age
It's just ridiculous . . .
live below the poverty line
put (you) in touch with (someone)
there's no point in . . .

Imagining situations

What would you do if you saw a homeless person on the street?
If he looked hungry, I'd probably give him some money.
If you'd been in the car with Hannah, what would you have done?
I might not have thought about it if she hadn't mentioned it.
If they still lived in their big house, would they have raised any money?
Maybe. But they might not be so close now if they had stayed there.

Talking about wishes, hopes, and regrets

Aya wishes we could eradicate poverty. She wishes the gap between rich and poor was / were smaller.
Luis wishes everywhere hadn't gotten so polluted.
Pin wishes someone would solve the hunger problem.
Tom wishes the government would do something.
Tom hopes they (will) create more jobs.
I hope that makes sense.
I hope I didn't say anything silly.

Word stress

environment – environmental
eradicate – eradication
invest – investment
pollute – pollution

Imagining possible scenarios

imagine
Suppose . . .
What if . . .

Responding to someone else

When you agree strongly

absolutely
definitely

When you're not 100 percent sure

I suppose (that) . . .

When the other person has a good point

I suppose (it is).

Polite requests in letters

I look forward to . . .
I would appreciate it if . . .
I would find it difficult to . . .
I would love it if . . .
I would prefer it if . . .
It would be useful if I . . .
Put (you) in touch with (someone)
Would it be a problem if . . .

Unit 6

Nouns
convenience
headline
miracle cure
motion sickness
price
privacy
road safety

Money / Business
(high-tech) checkouts
(information) chip
debit card
debt
retailer
taxes

Technology
gaming
virtual-reality games

Careers
climatologist
ecologist
economist
inventor
therapist

Adjectives
(become) common
computer generated
inevitable
(become) obsolete
(become) (more) popular

Verbs
disappear
get rid of (something)
light up in the dark
stay in business

Expressions
But like what?
in more detail
in particular

Money
cashless society
identity theft

Discussing a situation
But the problem is, . . .
I have to say . . .
It just seems unlikely (to me) . . .
It's already happening . . .
It's just a thought, but if . . .
There is a need for / might (not) be a need for . . .
We might not even need (credit or debit cards).
You might want to check out . . .

Socializing
There's almost no one here tonight.
You don't always feel like going out.

Expressions used in presentations
I'm sure you must be wondering . . .
Oh, It's not plugged in.
Would somebody turn the lights off, please?

Start the presentation
I'd like to begin by, . . .
Let's get started . . .

Introduce the topic
I want to look at . . .
I'll be talking about . . .

Check that everyone can see or hear
Can you all see the screen?
Can you hear me at the back?

Refer to a slide, a handout, or questions
As you'll see on the slide, . . .
I'll allow time for questions and comments at the end.
There should be a handout going around.

Go to a new topic or person
I'll turn it over to . . .
Let's move on . . . / look at . . .

End the presentation
Anyway, that's all I have time for.
Does anyone have any questions or comments?
I'd better stop (there).
I'll just conclude by saying . . .

Describing future events
Everyone's going to use cards more in the future.
We're (not) going to be using cash 20 years from now.
Every cell phone will (probably) have a chip.
Cash (probably) won't be disappearing soon.
There may not be a need for cash.
We might be using phones.
If we only use cards, what are the kids going to do?
You'll use your cell phone when you buy things in the future.

Expectations, necessity, requests, etc.
Expectations
There should / ought to be a handout going around.

Guesses
The projector must be warming up. It might / could / may be broken.

Necessity
I should / ought to / have to / need to / 'd better stop.

Suggestions / advice
You might want to check out the articles on the handout.

Ability
Can you all see the screen?

Failure (to operate)
The projector won't connect to my laptop.

Requests
Could / Would / Can somebody turn the lights off, please?

Offers
I can / could turn it up.
I'll make the screen bigger.

Permission
May / Could / Can I ask a question?
Yes, you may / can.

Softening opinions
I would imagine . . .
I would say . . . / I'd say . . .
I would think . . . / I'd think . . .

Modal verbs and adverbs in writing
Certainty
Education will certainly / inevitably / undoubtedly be different.

Negative events
It will inevitably be difficult for some.

Certain after some time
Schools will eventually / ultimately disappear.

Fairly certain
Students will probably / likely not sit in class.

More certain
Schools could / may / might well become obsolete.

Unit 7

Nouns
network (of friends)

House rules
bad habit
house rules

Family
(only) child
(a lot of) pressure on (someone)
sibling
single parent
time for (myself)

Adjectives
independent
lonely

Verbs
affect
figure out
get around to
imply
insist
lend
occupy (myself)
support

House rules
clean (something) up
(something) comes up
come up with (something)
give (something) back
give up (something)
go over (something)
have (someone) over
move in (with)
move out
observe the (house) rules
pay rent
put off (something / someone)
run out of (something)
wake (someone) up

Feelings
get over
long for (something)
look forward to (something)
miss out on (something)

Getting along
drive (someone / something) away
drive (someone) crazy
let (someone) down
put up with (someone / something)
tag along (with)
tolerate
work out (a problem)

Expressions
fix up (my) own apartment
get on (my) feet
get used to (something)
It's not worth . . .

House rules
contribute to household bills
have a / no problem (with)
have (my) own place
make a mess
There's a bit of friction.

Family
have (lots of) opportunities
have fun
share secrets with
There was no one else to blame.

Getting along
be short on / of (something)
get (someone) off your back
give (someone) a break

Making your meaning clear
What I'm saying is, . . .
What I mean is, . . .
I mean, . . .
In other words, . . .
I'm (just) saying . . .
I'm not saying . . .
I don't mean . . .

Saying what you really feel
I have to say . . .
honestly
(quite) frankly
to be honest (with you)
to tell you the truth

Conversational expressions
What I'm saying is, most young people can't afford to live on their own.
To be honest, it's almost impossible to buy your own place.

Using phrasal verbs
If you get back late, come in quietly.
Turn off the TV.
Turn the TV / it off.
You'll get over the problem / it.
I often have friends over.
If you run out of patience, come up with some rules.

Describing experiences
It was impossible for her to have time for herself.
We always had nice clothes to wear.
There was always someone to play with.
I was a bit lonely being by myself all the time.
I had fun / no problems growing up in my family.
It's not worth worrying about.

What clauses in writing
What is important is a network of friends.
What is important is to have close friends.
What is important is that you have friends.
What we all want is good friends.
What we all want is to have good friends.
What this implies is that you should respect your friends.

Unit 8

Nouns

discovery
production
(that) stuff
urban area

Global issues

conference
disappearance
environmentalist
loss
study
survival
threat
waste

Farming and food

crops
drought
farm
food shortage
high-rise greenhouse
nutrition
pollination
soil
vertical farming

The human body

blood pressure
bones
brain
cholesterol
depression
digestive system
eyesight
heart
heart disease
immune system
liver
metabolism
mood swings
muscles
pain
skin
teeth
weight loss

Food for health

almond
apple
asparagus
avocado
blueberry
cherry
chili pepper
ginger
hibiscus tea
kiwi
mango
milk
mushroom
pineapple
raisin
salt
soybean
tofu

Food manufacturing

additive
artificial flavor
chef
chemical
food budget
food coloring
food label
ingredient
manufacturer
marketing claims
processed food

Describing trends

decline (in / of)
increase (in / of)
the majority of . . .
rise (in / of)

Adjectives

conventional
global
misleading

Verbs

avoid
start a petition

Farming and food

deteriorate
export
grow
harvest
import
produce

For your health

benefit
boost
build
concentrate
contribute to
cope with (depression)
(that) enable
gain (weight)
keep (something / someone) from
lower
prevent (something) from
protect
reduce (cholesterol)
snack on
stop (something / someone) from
strengthen

Describing trends

account for
decline (by)
fall (by)
increase (by / in)
rise (by / to)

Adverbs

indoors

Approximate numbers

about
almost
approximately
less than
more than
nearly
over
roughly
under
up to

Expressions

increase / rise in (something) of (amount / number)
in good condition
increase / rise from (amount / number) to (amount / number)
The main problem with . . .

Giving examples

such as
like
for instance
for example
take (cereal)
look at (food coloring)

Information focus

Experts expect the population to rise.
The population is expected to rise.
A professor developed the idea.
The idea was developed by a professor.
They haven't built vertical farms.
Vertical farms haven't been built.
They're going to discuss the issue.
The issue is going to be discussed.
They'll grow crops in water.
Crops will be grown in water.
The weather won't affect crops.
Crops won't be affected by the weather.
Someone must do something.
Something must be done.

Strong and weak forms of prepositions

"Some foods make vague claims."
"Such as?"
"Claims such as 'improves digestion'."
On a menu, what's the first thing you look at?
I look at the desserts first.
If you read food labels, what do you look for?
I look for additives – for instance, food coloring.
Where do you get Vitamin D from?
You can get it from the sun.
What's chewing gum made of?
It's often made of gum, sugar, and flavors.
What do they add sugar to? To all foods?
It's added to lots of foods, like cereals and . . .

Describing causes and results

Blueberries are said to help you concentrate.
Make the pain go away with cherries.
Eating too much salt may cause your blood pressure to rise.
Researchers say chili peppers enable you to lose weight.
Avocado may prevent / stop your skin (from) aging.
Kiwis are said to keep your eyesight from deteriorating.

Prepositions in writing

The bee population declined by more than 70%.
Globally, the number of hives increased by about 45%.
There was a decline in the bee population of over 70%.
A rise of 145% in the cost of hives affected farmers.

Unit 9

Nouns

People

citizens
inhabitants
population

Work and success

billionaire
characteristic
economic recession
entrepreneur
failure
fear
founder
happiness
job satisfaction (survey)
passion
persistence
possession
priority
recipe
success
vision

Special events

graduation ceremony
marriage proposal
opening night (at a play)
spelling bee

Adjectives

rare
successful

Verbs

analyze
bring (someone) up (raise and educate)
contribute to
(efforts) pay off
seek
stimulate

Expressions with get

get ahead
get anywhere
get (someone) down
get in (someone's) way
get laid off
get off the ground
get off to a good start
get on with
get to be
get to the top
get (something) under way

Expressions

I'll race you!
have a long commute
have a shorter work week

Successful people

build a career around (something)
be happily married
You just can't sit around, waiting . . .

Life's events

and look at you now . . .
(something) is all over
(something) is going on
(something) isn't everything
(something) is / isn't (my) thing
make the most of (something)

Focusing in on a topic

As far as (success) is concerned, . . .
As far as (careers) go, . . .
When it comes to happiness / being happy, . . .
(talk about something) in terms of (something)
As far as relationships are concerned, . . .

Introducing and softening opinions

As far as I'm concerned, . . .
As far as I know, . . .
As far as I can tell, . . .

Stress in expressions

As far as I'm concerned, money is everything.
As far as success is concerned, it's important.
When it comes to money, I'm successful.
In terms of money, I'm pretty successful.
As far as I know, my friends are happy.
As far as I know, they're happy.

Talking about *all* and *none*

Each entrepreneur was successful.
No entrepreneur wants to fail.
Every restaurant rejected the recipe.
No restaurant accepted the recipe.
Both products got off to a good start.
Neither product was a success at first.
Both (of) these men became billionaires.
Neither of the men let failure get them down.
All successful people have a vision.
No successful people get ahead easily.
All (of) these people were successful.
None of these people graduated from college.
All (of) their hard work paid off.
None of their work was wasted.

Adding information

There are some people digging for clams.
I've got so many things going on in my life.
We'd run around, playing in the sand, not caring . . .
I was sitting there, thinking.
My happiest moments were playing on the beach.
Being successful is / feels good.
I remember sitting outside.

Adding ideas in writing

as well as
in addition to
In addition, . . .
Furthermore, . . .
Moreover, . . .

Unit 10

Nouns

streetlight
hairstylist
(a) light sleeper

Describing travel experiences

16-seater
adventure
cabin
check-in agent
delay
destination
dolphin
freedom
handful of (people)
landing
monkey
nuisance
pilot
prospect
roller coaster
sensation
silence
suburb
tour agent
voyage

Travel needs

eye mask
earplugs
flashlight
shampoo
conditioner
scented candle
tip
plastic bag
pillow

The tourism industry

awareness
(better) understanding of
building
business
development
growth
impact
income
industry
(be a) nuisance
resort
revenues

Adjectives

experienced
total

Describing travel experiences

amazing
breathtaking
bumpy
challenging
depressing
encouraging
exhausting
fascinating
frightening
impressive
life-changing
puzzled
surprising
terrifying
tiring
unpleasant
vast
weightless

Verbs

Describing travel experiences

advise
check in
energize
experience
float
go bungee jumping
go skydiving
hold (a / this) view
inform
opt to
order
panic
warn

The tourism industry

employ
hire
generate (a lot of trash)
produce (huge amounts of waste)
strengthen (the local economy)

Expressions

Travel

In the end, . . .
Up until then, (something) had never occurred to me . . .
(someone) wanted to know . . .
take a boat trip
go on a guided tour
a couple of decades
have (negative) effects on
have mixed feelings about (something)
tourism has its advantages
Many people find tourists annoying.
The advantages of tourism outweigh the disadvantages.

Talking about unusual travel

(voyage / trip) of a lifetime
Travel at three times the speed of sound.
It would be such a weird sensation.
a voyage into the unknown
Live out your *Star Trek* fantasy.
I'd prefer to keep my feet on the ground.
blast off into outer space
It's just not worth the risk.

Drawing conclusions

You mean . . .
(so) you're saying (that) . . .
(so) what you're saying is. . .
(so) I guess . . . (then)

Asking for more details

In what way?
(Weird) in what way?

Reporting what people say

"The plane's just a 16-seater."
The agent explained (that) the plane was just a 16-seater.
"The bus has left."
She informed me (that) the bus had left.
"There may be a delay."
She said (that) there might be a delay.
"The flights are full today and tomorrow."
He said (that) the flights were full that day and the next day.

Reporting what people ask and instruct

"Are you married?"
People often ask me whether / if I'm married.
"What do you take with you?"
We asked people what they take / took with them.
"Why shouldn't I use hotel shampoo?"
She asked me why she shouldn't use hotel shampoo.
"Do you have any kids?" "I have two."
A woman asked me if I have kids. I told her I have two.
"Where are you going on your next trip?"
He wanted to know where I'm going on my next trip.
"Can you lend me a flashlight?"
My sister asked me to lend her a flashlight.
"Don't use hotel shampoo."
A friend told / advised me not to use hotel shampoo.

Contrasting ideas in writing

Although / Even though tourism creates jobs, it has disadvantages.
Tourism is a good thing, although / even though it brings problems.
Despite / In spite of (causing) problems, tourists are welcome.
Tourism can be good despite / in spite of the problems it causes.
Tourists bring many problems. Nevertheless, people welcome them.

Unit 11

Nouns

hardship
prosperity

Describing wedding customs

arranged marriage
civil ceremony
custom
reception
religious ceremony
vows
wedding dress
Western-style ceremony

Describing wedding customs: people

best man
bride
bridesmaid
groom
groomsman
matchmaker
newlyweds
parents of the bride / groom

Celebrations

baby shower
bachelor / bachelorette party
engagement party
gift giving
housewarming
rehearsal dinner
retirement

Threats to culture

benefit
downside
exposure
globalization
growth
homestay
loss
migration
opportunity
preservation
revival
threat
trade

Adjectives

bizarre
extinct
global
impolite
inappropriate
local
silly
touching (moment)
upside-down

Verbs

Describing wedding customs: activities

celebrate
exchange (rings)
exchange vows
get married (on the beach)
go on (all night)
go to (the reception)
host a dinner
involve
light (a candle)
perform a (civil) ceremony
symbolize

Gifts

appreciate
compliment (someone) on
display (a present)
exchange (a present)
feel obliged to
re-gift (a present)
tear off (the wrapping paper)
unwrap (a present)

Actions

avoid (bad luck)
bang (someone) on the head
pull (someone's) hair
punch (someone)
recognize (an event)
throw (someone) up in the air
throw flour all over (someone)
turn (someone) upside down

Threats

accept
dismiss
kill off
preserve
revive
threaten

Expressions

Describing wedding customs

(be) traditionally arranged by
walk down the aisle
get off to a good start
keep wedding traditions
symbolize the prosperity and hardship of life
Sometimes they go on all night.
(Some) last the whole weekend.
Is it a waste of money?

Gifts/Dealing with issues

in return
accepting gifts
inappropriate gifts
offering gifts
wrapping gifts
make (something) mandatory
translate public signs and notices

Birthday parties

Do people ever do bizarre things?
have (some) odd traditions
sing ("Happy Birthday") out of tune

Threats

Are we in danger of . . .
the judgment of future generations

Softening comments

kind of
sort of
a little
a (little) bit
slightly
somewhat
not really
not quite (sure / right / true / clear / certain)

Agreeing and commenting

Yeah, no.

Consonant groups

I asked my parents.
It costs too much.
It was a few months ago.
I don't know.
It's a gift for you.
It was a gold bracelet.
I just got it.
It's next Saturday.
I always send them a card.

Adding information: time, place, possession

There's a touching moment when the bride walks down the aisle.
The best time to get married is the summer, when it stays light all night.
There are places in the U.S. where a celebrity look-alike performs the ceremony.
Some people go to Hawaii, where they get married on the beach.
I have lots of friends whose parents used a matchmaker.
Some couples use a fortune-teller, whose job is to choose the best day.

Giving things to people

I never give my friends / them money.
I never give money to my friends / them.
She lent someone her book.
She lent her book / it to someone.
A friend sent my mother a gift.
A friend sent a gift to my mother.
I bought / made his mother something / one.
I bought / made something / one for his mother.

Expressing cause and effect in writing

Cause

as a result of
because of
due to
because
since
Our culture is in danger due to globalization.
Our culture is in danger since we are attracted by new ideas.

Effect

Consequently, . . .
Therefore, . . .
so
Our culture is in danger. Consequently, we should take action.
Our culture is in danger, so we should take action.

Conclusions in writing

In summary, . . .
In conclusion, . . .

Unit 12

Nouns

Talking about intelligence
ability
intelligence
skill

Talking about people
(natural) athlete
composer
gymnast
mayor
passion for (life)

Adjectives

(highly) respected
evident
imprecise
inadequate
serious about
unbelievable

Talking about intelligence
adept at (understanding others)
articulate
capable of (creating drawings)
disciplined
efficient at (solving problems)
ethical
gifted
good at (math / understanding themselves)
linguistic
linguistically intelligent
literate
logical-mathematical
sensitive to (language)
skilled at (learning languages)

Verbs

Talking about intelligence
argue
balance
define (something) as
encourage
sort through (facts)

Improving skills
benefit from
do presentations
have a fear of
improve
qualify as a (midwifery teacher)
take up (the flute)
train as a (nurse / midwife)

Adverbs

effectively
technically
tirelessly

Degree
extremely
highly
relatively

Type
linguistically
physically
scientifically

Opinion
incredibly
remarkably

Focus
especially
particularly

Expressions

but hey . . .
I can't stand it when . . .
nature versus nurture

Talking about intelligence
able to learn through (movement)
born with . . . talent
have a capacity for (investigating things)

Talking about people
disabled person
Her parents were probably always pushing her.
One person (that) I admire is . . .
people with special needs
She suffered a serious illness in her fifties, so . . .
world champion skier

Improving skills
I just got really into it.
I'm getting better and better . . .
One thing I've gotten better at is . . .
The harder you practice, the better you get.

Talking about views and ideas
challenge (someone's) views
conventional wisdom
have preconceived ideas about
raise awareness

Talking about taking action
dedicate (your) life to (something)
give something back to (your) community
overcome a disability
regain (one's) health
run for election
shine a light (on)
spend half (your) life
win a seat on city council

Using vague expressions

. . . and things (like that)
. . . and stuff (like that)
. . . and all
. . . and all that
. . . and that kind of thing
. . . and that sort of thing
. . . and everything
. . . and so on

Showing strong agreement

No doubt.
There's no doubt about it / that.
Without a doubt.
I don't doubt it.

Stress and intonation

A My sister wants to study math.
B So is your sister good at math?
A Yeah, she's incredibly good at math.
A I'm really bad at French.
B Aren't you good at languages?
A No! I'm terrible at languages.

People and things

They're extremely literate and highly skilled.
Linguistically intelligent people are good at languages.
They seem to solve problems incredibly easily.
People with logical intelligence are especially good at math.

Comparing with adjectives

I feel happier, and I've gotten better at it.
The race is my biggest and best challenge.
I'm more confident and less nervous.
I'm not as fast as I'd like to be.
Taking a course was the most sensible idea.
I was the least experienced presenter.

Comparing with adverbs

I'm training harder than ever.
I'm improving more slowly than I'd hoped.
I practice less often than I should.
I don't play as often as I should.
We all train hard, but I train the hardest.
I train (the) most often on weekends.

Explaining purpose in writing

She left home at the age of 16 so (that) she could train as a nurse.
She went back to college (in order) to qualify as a midwifery teacher.

VIEWPOINT

TESTING PROGRAM

Contents

Introduction to the *Viewpoint* testing program

The *Viewpoint* testing program contains a wide range of tests and quizzes for you to assess the progress of your students. You can use all these tests right away, or you can use the Word versions provided on the CD-ROM to customize the tests and quizzes to suit your needs.

Three kinds of assessment

The *Viewpoint* testing program offers a comprehensive range of tests and quizzes, giving you lots of options for how you want to test your students. All quizzes and tests contain three parts:

- **General**

  Students complete a range of tasks (including listening and reading tasks) that cover the grammar, vocabulary, and conversation strategies they have been learning. Teachers score the tests using the answer keys provided.
- **Speaking**

  Students ask each other discussion questions on the topics from the units and then do a role play activity, with a particular focus on the conversation strategies they have been learning. Teachers assess their performance following suggested criteria and using the sample answers provided.
- **Writing**

  Students write short texts with a similar format to the ones they studied in class. Teachers score their answers following suggested criteria and using the sample answers provided.

The difference between quizzes and tests

- **Quizzes** can be used after each unit. You can either photocopy the quizzes from the *Viewpoint* Level 1 Teacher's Edition book, or you can print out PDFs from the CD-ROM. Word versions of all quizzes, answer keys, and scripts are also available on the CD-ROM.
- **Tests** can be used for mid-terms and end-of-book assessment. There are tests for Units 1–6, Units 7–12, and Units 1–12. The tests, answer keys, and scripts are available on the CD-ROM as both PDFs and Word documents.

Using the quizzes and tests

The *Viewpoint* testing program provides lots of options – and you can choose the best way to use the quizzes and tests to suit your needs and your situation. For example, you may want to give all three parts of every quiz and test, or you may decide you only want to do the general quiz after each unit and then give the writing quizzes for homework. It's up to you to decide the best fit for you and your students.

Available on the CD-ROM

General tests

Administration and scoring guide
Units 1–6 General test
Units 7–12 General test
Units 1–12 General test

Speaking tests

Administration and scoring guide
Speaking test: assessment sheet
Units 1–6 Speaking test
Units 7–12 Speaking test
Units 1–12 Speaking test

Writing tests

Administration and scoring guide
Writing test: assessment sheet
Units 1–6 Writing test + sample answers
Units 7–12 Writing test + sample answers
Units 1–12 Writing test + sample answers

Answer key and audio scripts

Units 1-6 Tests: answer key and audio scripts
Units 7-12 Tests: answer key and audio scripts
Units 1-12 Tests: answer key and audio scripts

(*Plus* Word files for all tests, quizzes, audio scripts, and answer keys.)

Score record sheet

This scoring sheet can be used to record general (G), speaking (S), and writing (W) quiz and test scores.

Students' Names	Quiz	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Units 1–6 test	Units 7–12 test	Units 1–12 test
1.	G															
	S															
	W															
	Total															
2.	G															
	S															
	W															
	Total															
3.	G															
	S															
	W															
	Total															
4.	G															
	S															
	W															
	Total															
5.	G															
	S															
	W															
	Total															
6.	G															
	S															
	W															
	Total															
7.	G															
	S															
	W															
	Total															
8.	G															
	S															
	W															
	Total															
9.	G															
	S															
	W															
	Total															
10.	G															
	S															
	W															
	Total															

Students' Names	Quiz	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Units 1–6 test	Units 7–12 test	Units 1–12 test
11.	G															
	S															
	W															
	Total															
12.	G															
	S															
	W															
	Total															
13.	G															
	S															
	W															
	Total															
14.	G															
	S															
	W															
	Total															
15.	G															
	S															
	W															
	Total															
16.	G															
	S															
	W															
	Total															
17.	G															
	S															
	W															
	Total															
18.	G															
	S															
	W															
	Total															
19.	G															
	S															
	W															
	Total															
20.	G															
	S															
	W															
	Total															

General quizzes

Administration and scoring guide

Contents and purpose

The general quizzes help teachers assess students' mastery of the material in *Viewpoint* Level 1. Each of the twelve quizzes covers one unit in the Student's Book. All quizzes assess listening, grammar, vocabulary, conversation strategies, and reading.

Students' performance on the general quizzes helps teachers determine what target language has been successfully acquired and what may need more attention. Quizzes can be used as part of student grading and assessment. They also give students a sense of accomplishment.

The separate speaking and writing quizzes (see pages T-234 and T-250) can be given in conjunction with the general quizzes.

Getting ready for a general quiz

- Plan to give a quiz shortly after Ss have completed a unit. Tell Ss that there is going to be a quiz and when it is to be given. Tell Ss to review the entire unit to be tested. If Ss have difficulty with any particular language point, suggest that they spend extra time reviewing it. Encourage Ss to work together and help one another or to ask you for additional help as needed.
- Explain the purpose of the quiz: Tell Ss that the quiz helps them see how well they have learned the target language and what language they may need to review further. Explain how their score will be used, especially if it will be used as part of a final grade.
- Copy the quiz – one copy for each S in the class.
- Schedule about 30 minutes of class time for the quiz.
- Locate the audio for the listening task on the Assessment CD-ROM, which can be played from a computer or on a CD player. (The audio scripts are included in this Teacher's Edition, beginning on page T-224.)

Giving a general quiz in class

- On the day of the quiz, have Ss take out a pencil and an eraser. Tell Ss they are not allowed to use their Student's Books or dictionaries during the quiz.
- Hand out one copy of the quiz to each S.
- Encourage Ss to take a few minutes to look through the quiz without answering any of the items. Go through the instructions to make sure Ss understand them.
- Tell Ss they will have 30 minutes to complete the quiz. Write this time on the board: *30 minutes.*
- Tell Ss that about five minutes of the quiz time will be used for the listening task in Exercise A. Although this is the first exercise in the quiz, it can be done at the beginning or end of the quiz time.
- During the listening section of the quiz, you may choose to pause the audio if you feel that Ss require more time to complete their answers. You may also choose to play the listening section a second time.
- After the quiz begins, change the time shown on the board every five minutes so that Ss know how much time is left.

Giving a general quiz as homework

- It is possible to give a quiz as homework. Hand out one copy of the quiz to each S. Tell Ss to complete all parts of the quiz at home except the Exercise A listening task.
- Tell Ss to spend 25 minutes on the quiz.
- Remind Ss that they may not use books, dictionaries, or notes when doing the quiz.
- Tell Ss not to talk to other Ss about the quiz.
- In class – the class session either preceding or following the homework quiz – complete the listening task, Exercise A, according to the instructions above.

Scoring a quiz

- You may collect quizzes and grade them yourself. Alternatively, have Ss correct their own quizzes by going over the answers in class, or have Ss exchange quizzes with a partner and correct each other's answers as you go over them.
- Each quiz has a total score of 50 points. (Point values for exercises and individual questions vary.)
- Scores may be interpreted roughly as follows:

  45–50 points = Excellent

  40–44 points = Good

  35–39 points = Average

  34 points or below = Needs improvement

- To record quiz results, use the Score Record Sheet on page T-184.

Scoring particular task types

When the answer key designates that two check boxes must be checked, then *both* need to be checked in order to receive credit for that item.

For the reading tasks, students should mark T (true) if the statement appears in the text or can be inferred from the text, F (false) if the statement is refuted by the text, or NG (not given) if the statement is not mentioned in the text.

Unit 1 General quiz

Name: _____

Date: _____

Total Score

_____ / 50 points

A **Listen to a man and a woman talking about their classmates, Brad and Judy. Check (✓) the correct answers.**

1. Why does the woman like Brad?
   ☐ He's laid-back.
   ☐ He's thoughtful.
2. What does the man want to do?
   ☐ Meet Brad sometime.
   ☐ Meet Judy for lunch.
3. Why did the man "unfriend" Judy?
   ☐ She's too pushy.
   ☐ She's too touchy.
4. What does the woman say about Judy?
   ☐ She's a bit of a pain.
   ☐ She's intelligent.

A _____ / **8 points** (2 points each)

B **Match the descriptions on the left with the adjectives on the right. Write the letters on the lines. There is one adjective that you do not need to use.**

1. Mary is always happy to listen to other people's opinions and discuss different ideas. _____
2. Sissy looks a bit unusual because of the clothes she wears, and she doesn't live the way most other people do. _____
3. Jerry's very smart and always gets good grades. _____
4. Kevin gets angry easily and shouts at people a lot. _____
5. People have to be careful about what they say to Rudy in case he gets upset. _____
6. Luke thinks he's better than everyone else – it's very annoying! _____
7. Laura loves chatting to people – in fact, she never stops! _____
8. Jody never forgets my birthday, and always emails me the notes if I have to miss a class. _____

a. sensitive
b. thoughtful
c. arrogant
d. open-minded
e. self-confident
f. intelligent
g. eccentric
h. aggressive
i. talkative

B _____ / **8 points** (1 point each)

C **Complete the paragraph with the verbs in parentheses. Use one simple present and one present continuous verb in each sentence.**

I _____ (1) (use) my cell phone a lot, and I'll often text my friends when I _____ (2) (take) a break at work. I tend to call people up right after work too. In fact, I _____ (3) (nearly always talk) to someone on the phone – but I _____ (4) (often meet) my friends face-to-face, too. And of course I _____ (5) (never use) my cell when I _____ (6) (drive)! I _____ (7) (tend to) catch up with my sister while we _____ (8) (work out) at the gym together. She _____ (9) (not talk) on her cell as much as I do, but she _____ (10) (use) her laptop a lot these days to email her friends abroad.

C _____ / **10 points** (1 point each)

D **Complete the paragraph. Choose the correct verb from the box. There is one verb that you do not need to use.**

accused	denied	obtained	promoted	regretted	rejected	withheld

When Lee was at college, he got a part-time job in an advertising agency. Lee's employers _____ (1) fairness in the workplace, but when a negative comment about the agency was posted on the Internet, his boss _____ (2) Lee of writing it because he was a student and much younger than the other employees. Lee _____ (3) it, and luckily it turned out that a colleague's child had posted the comment as a joke. Lee's boss apologized and told him that she _____ (4) what she had said. She told him she would give him a better job, but Lee _____ (5) the offer. As soon as he _____ (6) his degree, he left and took a job somewhere else.

D _____ / **6 points** (1 point each)

E **Complete the conversation with questions from the box. There is one question that you do not need to use.**

But do you know what it was about?	So you think it's a bad idea?	Why do you say that?
But do you think that's OK?	So you think they'll manage it OK?	

Tariq I think Kim is just so two-faced!

Ella _____ (1)

Tariq Well, she told me she didn't like Lisa, but I just saw them talking together!

Ella _____ (2) They're doing a class project together.

Tariq Really? That should be interesting. Their teacher made a big mistake!

Ella _____ (3)

Tariq Yeah, don't you?

Ella No, actually. People need to get along with all sorts of different colleagues at work, so it's good practice for them both.

Tariq _____ (4)

Ella Well I'm not sure, but I think they should try.

Tariq Yeah, maybe…

E _____ / **8 points** (2 points each)

(continued)

F **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

Can social-networking sites ever reflect real life?

Social-networking sites can be a great way for us to connect with as many people as we want. However, it is important to remember that they have their limitations. They allow us to manage our online relationships, but most of us do not manage our real-life ones in quite the same way. Such sites tend to assume that all friends are equally important, and that they can be arranged into separate groups, whereas in real life, things are different: We have family members who are friends, and family members who are not; we like some of the people we work with, but dislike others. The fact is that our real-life relationships are far more complex than most social software is able to reflect.

It may be our own fault – managing lists of friends is not always a comfortable or easy thing to do. And concern over privacy means we can be unwilling to allow sites to analyze our communication patterns in ways that could be useful to us.

For example, our social networking sites could alert us if we are emailing a colleague or classmate more than we used to. They could ask us questions like "Is this person now becoming a close friend or are you working on an assignment together?" It is of course possible that worries about privacy are not actually the problem, but that these sites simply base the way they allow us to organize our relationships on what other sites have done before.

1. Social networking sites don't allow us to manage our relationships the same way we do in real life. _____
2. Social networking sites are a good way to get back in touch with old friends. _____
3. Social networking sites distinguish well between good friends and the rest. _____
4. Our social network relationships are more complicated than our real-life relationships. _____
5. It might be useful if we allowed social networking sites to analyze our communication patterns. _____

F _____ / **10 points** (2 points each)

Unit 2 General quiz

Name: _____

Date: _____

Total Score
_____ / 50 points

A **Listen to four people talking about celebrities and celebrity culture. What does each person say? Match the speakers on the left with the statements on the right. Write the letters next to the speakers. There is one extra statement that you do not need to use.**

1. Speaker 1 _____
2. Speaker 2 _____
3. Speaker 3 _____
4. Speaker 4 _____

a. Celebrities are often boring people.
b. Celebrity culture is harmful to children.
c. Celebrities can set a good example.
d. Gossiping about celebrities is normal.
e. Celebrities are almost family.

A _____ / **8 points** (2 points each)

B **Complete the paragraphs with *who*, *that*, *which*, or –. Sometimes there is more than one correct answer.**

Children can watch all sorts of films nowadays, _____ (1) worries some people. Parents, _____ (2) often know less about computers than their children, can find it difficult to monitor what their kids are watching. Another concern is _____ (3) young people spend too much time watching TV and other media.

Many people use computers all the time now, _____ (4) has changed the way _____ (5) they work and think. Today's students, _____ (6) spend a lot of time working on their laptops, can take mental breaks without even leaving their desk. Some people video and upload anything _____ (7) they think is funny or interesting, _____ (8) means there is a lot to watch online. With all these distractions so easily available, people are learning _____ (9) they need to manage their time well, _____ (10) is a useful skill in all walks of life.

B _____ / **10 points** (1 point each)

C **Complete the article with prepositions from the box. Some prepositions may be used more than once.**

about	between	for	in	of	on	with

Teachers have expressed concern _____ (1) the effects _____ (2) TV _____ (3) some of their students. They believe there is a link _____ (4) the fact that some students fall asleep in class and the increase _____ (5) the amount of TV they watch. Being so tired obviously has an influence _____ (6) their ability to learn, and an impact _____ (7) their behavior. Staying up late watching TV or playing video games is one cause _____ (8) teenagers' tiredness. This is not just because they spend less time in bed. The results _____ (9) several studies suggest another reason _____ (10) students' lack of sleep: after several hours watching a screen, it can take a long time for the mind to relax and "switch off." This means that even if they go to bed at a reasonable time, they are unable to fall asleep immediately.

C _____ / **10 points** (1 point each)

D **Complete the sentences with words or expressions from the box. There is one word or expression that you do not need to use.**

a complex issue	critics of	identify with
are familiar with	extreme	turn their attention to

1. It is often easier to _____ celebrities when they are having problems in their lives.
2. Psychologists should _____ the way celebrity culture affects young children.
3. Although people often admire celebrities, there are also many _____ their extravagant lifestyles.
4. Reporters sometimes put celebrities under _____ pressure.
5. How much information we should have about celebrities' private lives is _____.

D _____ / **5 points** (1 point each)

E **Circle the correct words to complete each sentence.**

Jo You know **(1) what gets me / what's great / what's unusual**? People who talk about TV shows all the time.

Dan I know, it's so annoying. I don't even have a TV at home, **(2) which some people think is weird / which is hard work / which they understand.**

Jo But you subscribe to websites and watch stuff on your computer, right?

Dan Yeah, I watch a lot of movies online, **(3) what / which / who** is great.

Jo So do you never watch any regular TV programs, like reality or talent shows?

Dan Not really. All those shows are just so boring. And you know what **(4) really interests me / I really hate / is really unusual**? Everybody talks about them all the time – it's terrible!

Jo So do you like any TV shows?

Dan Well I like some documentaries, and sci-fi movies. But I only talk about them with other sci-fi fans!

Jo **(5) Which is just fine! / Which is so annoying! / Which I don't like!** I never watch sci-fi movies!

E _____ / **5 points** (1 point each)

(continued)

F **Read the article. Add the missing phrases. Write the letters in the blanks. There is one item that you do not need to use.**

Instant Fame!

Andy Warhol said that one day, everybody would be famous for 15 minutes. Thanks to the Internet, **(1)** ___. There are now an amazing number of Internet celebrities, who have often become famous by posting videos of themselves on the net. Even people who **(2)** ___ have become well known all around the world in a remarkably short time.

Of course, there are a huge number of videos uploaded every day, and not all of those will go viral and get millions of hits. It is hard to say **(3)** ___. What is certainly true is that some clips become popular for the wrong reasons – or at least not those expected by the people who make them. Some of the **(4)** ___ on the net feature singers or dancers who are considered funny **(5)** ___. This is often not what the performers themselves believe.

On the other hand, **(6)** ___. People who would not otherwise have access to an audience can now be viewed by millions – and all without leaving the comfort of their own homes! All you need is a computer and an Internet connection, and you too may be the next Internet celebrity! But remember that your fame may only last 15 minutes.

a. which ones will succeed
b. real talent is also discovered in this way
c. you have not seen them before
d. this is now possible
e. have no talent at all
f. because they are so bad
g. videos that are most viewed

F _____ / **12 points** (2 points each)

Unit 3 General quiz

Name: _____

Date: _____

Total Score
_____ / 50 points

A **Listen to a woman telling a man about what she did after leaving college. Check (✓) true or false for each sentence.**

	True	False
1. The woman decided to be a volunteer right after college.	☐	☐
2. The woman first heard about Clear the Oceans when she was in high school.	☐	☐
3. The woman contacted the charity by email.	☐	☐
4. The woman went on the boat to replace someone else.	☐	☐
5. Both speakers think working on a boat is more interesting than office work.	☐	☐

A _____ / **10 points** (2 points each)

B **Complete the paragraph. Use the simple past or the present perfect form of the verbs in parentheses.**

All last year I _____ (1) (struggle with) math and _____ (2) (fall behind), but this semester I _____ (3) (catch up). I _____ (4) (not miss) a single class since the beginning of this semester and I _____ (5) (hand in) all my assignments on time so far. I hope I _____ (6) (pass) last week's test.

B _____ / **6 points** (1 point each)

C **Complete the conversation. Use the verbs and phrases in the box. There is one verb or phrase that you do not need to use.**

acknowledge	make eye contact	make my way	say	slip	tug	venture

Melissa I can't believe how unfriendly people are in this town!

James Yeah, I know what you mean. In my neighborhood people rarely _____ (1) me when I pass them on the street.

Melissa I hate that! And in stores, they don't _____ (2).

James That's true! I can understand why many older people don't _____ (3) out of their homes nowadays. They never see a friendly face.

Melissa Yeah… And when I was on the bus last week, and trying to _____ (4) past all the other passengers to the exit, no one would move! In the end I had to _____ (5) someone's shirt sleeve so they noticed me and I could get past!

James I think we should change things! How about, _____ (6), we smile at everyone we see for the rest of the day?

Melissa Okay… It might get a bit tiring, though!

C _____ / **6 points** (1 point each)

D **Complete the paragraph with the verbs in parentheses. Use one simple past and one past perfect verb form in each sentence.**

I _____ (be) surprised to meet my old high school history teacher in the supermarket
(1)
because I _____ (not see) her for over ten years. Although history _____ (be) my
(2) (3)
favorite subject in high school, I actually _____ (go) on to major in biology in college.
(4)

D _____ / **4 points** (1 point each)

E **Complete the paragraph with the verbs in parentheses. Use one past perfect and one past perfect continuous verb in each sentence.**

Once during college I dropped one of my classes. I _____ (work) part-
(1)
time as a waiter in order to earn some extra money, and I _____
(2)
(not realize) just how tiring that would be. I thought that I _____ (pass)
(3)
my mid-term exam because I _____ (study) hard all semester. But it
(4)
turned out that I _____ (be) too tired to prepare for the exam properly
(5)
because I _____ (do) the night shift at work.
(6)

E _____ / **6 points** (1 point each)

F **Complete the conversation. Choose the correct expression from the box. There is one expression that you do not need to use.**

but anyway	getting back to my story	looking back	no wonder

Jimmy This is a cool photo!

Lee The one of the bird? My grandmother took it when I was little. She used to take me on long walks and spend a lot of time with me. _____ ,
(1)
she was probably my best friend until I started school.

Jimmy Really? So _____ you talk about her so much!
(2)

Lee Yeah, she was really special. _____ ,
(3)
we were out together one day when I noticed this colorful little bird sitting on the sidewalk. We'd never seen one like that before, so she took a photo of it.

F _____ / **6 points** (2 points each)

(continued)

G **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

Young Hero: Louis Braille

You have probably heard of the Braille alphabet, but did you know that it was invented by a 15-year-old boy? Louis Braille was born in France in 1809. At the age of three, he had an accident that left him completely blind, but his parents wanted to raise him like other children (which was unusual for the blind at that time) and sent him to the local school. Louis was a clever and lively child and, even though he was only able to listen in class, he was soon one of the best students. When Louis was ten, he was encouraged to attend one of the first schools for blind children in the world, located in Paris. The school's founder had developed a system of raised Roman letters to help his students read, but the system resulted in books that were very large and heavy and students couldn't use it to write. It was another man, Charles Barbier, a captain in the French army, who gave Braille the idea for his famous alphabet. Barbier had invented a system of raised dots on the page so that his soldiers could communicate silently at night without light. By the age of 15, Braille had adapted Barbier's system into an alphabet that allowed blind people not only to read, but to write as well. He eventually became a well-respected teacher, but his alphabet only became widely used after his death.

1. Louis was raised like most other blind children of the time. _____
2. Braille's ideas were copied by the founder of the special school. _____
3. There were many large and heavy books at the special school for the blind. _____
4. Charles Barbier's system influenced Louis Braille. _____
5. Barbier's system used raised Roman letters. _____
6. Braille's alphabet allowed students to write as well as read. _____

G _____ / **12 points** (2 points each)

Unit 4 General quiz

Name: _____

Date: _____

Total Score _____ / 50 points

A **Listen to a woman and a man talking about careers. Check (✓) true or false for each sentence.**

	True	False
1. The man has been to a lot of interviews.	☐	☐
2. The woman has always wanted to be a doctor.	☐	☐
3. The man wants to make a lot of money.	☐	☐
4. The woman thinks marketing is easy.	☐	☐

A _____ / **8 points** (2 points each)

B **Circle the correct words to complete the sentences.**

1. You need specific **skill / skills / a skill** to do this job well.
2. I didn't get enough **information / informations / the information** about my job before I started working here.
3. I'm happy to say that I'm making **a progress / progress / progresses** in my new job.
4. My previous employer used to offer **training / a training / trainings** to new employees.
5. I applied to dozens of **company / the company / companies** before getting a response.
6. I was finally invited to attend **interview / an interview / the interview** with one of the companies I had applied to.
7. A lot of different people gave me **advice / an advice / advices** about job interviews.
8. I really need to find **job / a job / the job** soon!

B _____ / **8 points** (1 point each)

C **Complete the paragraph with the words in the box. There is one word that you do not need to use.**

advice	application	competition	deadlines	goal	interest	knowledge	money	progress

I don't always follow my parents' _____ (1), but I knew I faced stiff _____ (2) for this job, so for once I listened to them. As they suggested, I checked out the company online before submitting my _____ (3), so I was able to include the right kind of information. This helped me to achieve my first _____ (4): to get an interview! My parents told me to make sure I showed _____ (5) in the company, and to give examples of my ability to meet _____ (6). Unfortunately, although I did this, I didn't get the job. But I feel I've made _____ (7) – I've now experienced an interview, and have a better idea of the skills and _____ (8) I need to acquire in order to get the kind of job I want.

C _____ / **8 points** (1 point each)

D **Complete the conversation. Write *a*, *an*, *the* or – (no article).**

Jay Hi, Garth, are you going to _____ (1) careers conference that I told you about?

Garth I haven't decided. Do you think _____ (2) conferences like that are useful?

Jay Yeah, especially if you haven't decided on _____ (3) career yet.

Garth Well I know I want to be _____ (4) statistician, but _____ (5) companies I'd like to work for are very hard to get into.

Jay So come along – you can learn about writing _____ (6) résumés and things like that.

Garth Yeah, you're right – there might be _____ (7) advice about _____ (8) interviews, which could be useful, too.

Jay Yeah, there will be, for sure. See you at _____ (9) conference, then!

Garth OK, see you tomorrow!

D _____ / **9 points** (1 point each)

E **Circle the best expressions to complete the conversation.**

Mandy Hi, Bob, how's your new job going?

Bob It's great. I thought the training would be difficult, and I was a bit worried. But **(1) amazingly / obviously / unfortunately**, everything went very smoothly. It's a really good company to work for. **(2) In fact / Unfortunately / More importantly**, I think I've been really lucky. They even offer free exercise classes!

Mandy Wow, that's a good perk!

Bob Yeah, and we get good health insurance, too. **(3) Clearly / Fortunately / More importantly**, I haven't needed that yet! But **(4) as a matter of fact / more importantly / unfortunately**, the work is very interesting.

Mandy Cool! **(5) Luckily / Seriously / Strangely enough**, I met someone else who works in the music industry just last week. She loves it too.

Bob And who does she work for?

Mandy **(6) Unfortunately / Obviously / Seriously**, I can't remember, but I'll check with Dan when I see him – he'll know.

Bob **(7) As a matter of fact / Not surprisingly / Clearly**, I'm meeting up with Dan after my class. Do you want to come too?

Mandy OK, sure.

E _____ / **7 points** (1 point each)

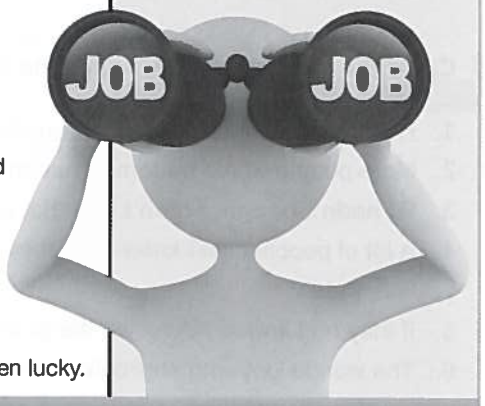
(continued)

F **Read the blog entry. Add the missing phrases. Write the letters in the blanks. There is one item that you do not need to use.**

https://www.jobhunt.com

POST

Job Hunting



I now work as a regional marketing coordinator at a technology company, but when I first started looking for work, it wasn't easy. This is the story of how I finally landed my first big job.

I went to college in Austin, Texas, and majored in Media Studies. I realized it would be very difficult to get a job after college, so I started looking in March of senior year. I probably submitted at least 100 applications. My persistence paid off, and **(1)** __. But I was paid just $10 an hour and only worked 15 hours a week, so I decided to keep looking for other jobs.

Large companies regularly held recruiting events in my area. When one was organized by a social-networking site, I attended and applied for a position. Unfortunately, when I was offered an interview, **(2)** __ – that was foolish! After **(3)** __, I felt really bad.

As I wasn't making enough to support myself, **(4)** __. A friend of mine helped me to get a position at the coffee shop where she worked – at least I was making some more money, but it was very boring, so I kept on hunting.

One day, I got an email from a woman at a technology company. I had handed in my résumé there three months earlier, and she asked if I was looking for a full-time position! I was so excited when they offered me an interview. **(5)** __. It took me a while to get where I am now, but I think I've been lucky.

a. I found out that I hadn't in fact been successful on that occasion
b. I went through their regular recruitment process, and started two weeks later
c. I thought I'd nearly got the job, and stopped applying for other ones
d. I enjoyed all the perks and took advantage of everything they offered
e. I carried on trying to find part-time work with absolutely any company
f. I managed to find work with a social-media marketing company

F _____ / **10 points** (2 points each)

Unit 5 General quiz

Name: _____

Date: _____

Total Score
_____ / 50 points

A **Listen to four people talking about doing charity work. What does each person say? Match the speakers on the left with the statements on the right. Write the letters next to the speakers. There is one statement that you do not need to use.**

1. Speaker 1 _____
2. Speaker 2 _____
3. Speaker 3 _____
4. Speaker 4 _____

a. I raised money for charity while I was in college.
b. I'd like to stay in my hometown forever.
c. I wish I had enough time to volunteer.
d. I hope I can work for a charity in the future.
e. I wish my friends would help me with my charity work.

A _____ / **8 points** (2 points each)

B **Circle the correct words to complete the sentences.**

1. How would your friends react if you **have given / gave** all your money away to charity?
2. More people would **become / became** volunteers if there was more information available on how to do it.
3. If I **hadn't bought / didn't buy** that expensive sweater, I could have given some more money to charity.
4. A lot of people didn't know what they would have done if the homeless project **didn't help / hadn't helped** them last winter.
5. If they had known how great the problem was, they would **do / have done** something about it sooner.
6. The world's governments could solve many of the problems facing our planet if they **made / have made** a greater effort to work together.
7. If I **lived / would live** in a very cold country, I think I would miss going to the beach every day.
8. If I **didn't get / hadn't gotten** sick last month, I could have gone on the field trip.

B _____ / **8 points** (1 point each)

C **Complete the conversation. Use the correct form of the words in parentheses.**

Chris Hi, Finn, what's up?

Finn I've just been to a seminar on global _____ (1) (poor). It certainly makes you think!

Chris Sounds interesting. So did you find a _____ (2) (solve)?

Finn No, but seriously, suppose we all just did a little bit, it could make a difference. Just a few dollars could save a _____ (3) (starve) child.

Chris You're right, of course. But millions of people being _____ (4) (hunger) isn't the only problem. I think the fact that so many people are not _____ (5) (employ) and environmental _____ (6) (protect) are also major issues.

Finn Yeah, that's true, if _____ (7) (wealth) countries put more _____ (8) (invest) into reducing _____ (9) (pollute), the world would certainly be a better place.

Chris Yeah, and everything is connected. I mean, imagine if food _____ (10) (distribute) was properly organized worldwide. That would make a huge difference in people's lives.

Finn Yeah, that's what they said in the seminar.

C _____ / **10 points** (1 point each)

D **Circle the correct words to complete the sentences.**

1. I **wish / hope** people did more to help others nowadays.
2. I hope the world **would be / will be** a better place in the future.
3. I wish I **knew / will know** how to solve the world's problems.
4. I hope I **am able / was able** to volunteer for a charity next year.
5. I wish my country **can / would** do more to help poorer countries.
6. I wish I **had seen / saw** that film on our changing environment on TV last night.
7. I **hope / wish** I can learn more about these issues.
8. I hope people **do / did** something about it before it's too late.
9. I wish everyone in the world **have / had** enough to eat.
10. I gave the homeless man some money, and I hope it **made / had made** a small difference.

D _____ / **10 points** (1 point each)

E **Match the opinions on the left with the responses on the right. Write the letters on the lines. There is one response that you do not need to use.**

1. I don't think my parents would ever give money to charity instead of buying me gifts I really don't need. _____
2. Most people don't volunteer – they're just too lazy! _____
3. I'm hoping most people will sign the petition about switching to fair-trade coffee in the cafeteria. _____
4. Modern technology has done a lot of harm to the planet. _____

a. But suppose they don't – that would be a shame.
b. Maybe, but imagine life without it.
c. Maybe, but what if they were?
d. What if they knew that's what you wanted?
e. Yeah, but suppose that isn't the reason.

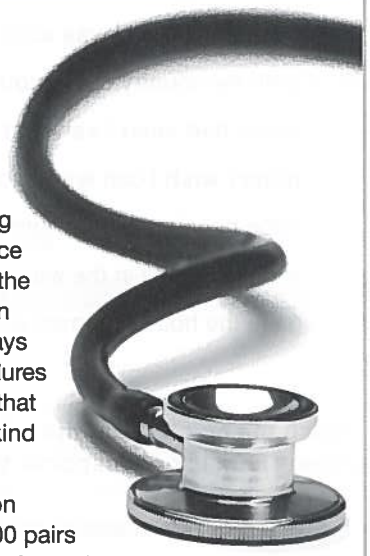
E _____ / **4 points** (1 point each)

(continued)

F **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

www.ramhealth.org

Hundreds Line Up for **Free Health Care**



Volunteers for RAM, the U.S. medical charity, travel from state to state delivering free healthcare, and rent community centers for a day in each place they visit. When they arrive at the community center in Tennessee at 3 a.m. to start a long day's work, they find hundreds of people already waiting in line. These people are all in need of medical help, but too poor to pay for it. Many have slept in the parking lot overnight, as they know that if they arrived any later, they might miss their chance to see the charity's doctors, dentists, and eye specialists. Soon everyone is inside the community center, and the doctors start doing an initial health screening. More than 50 dental chairs are set up and all are soon full. Volunteer dentist Danny Chacko says the poor, whether they work or not, simply can't afford to pay for expensive procedures like having a tooth pulled. He's been on many RAM expeditions before and hopes that the number of volunteers will increase. "Let's not forget the people who need this kind of care . . .that could just as easily be one of us sitting in that chair."

At the far end of the community center, eye specialists are performing various vision tests. Ophthalmologist Paul Wittke says the RAM clinic can grind out more than 300 pairs of new prescription glasses a day. "That's our biggest thing, I think. We help a lot of people out with their glasses," says Wittke.

1. The people who receive medical care from RAM do not have to pay anything for it. _____
2. Everyone who waits in line will definitely see a medical professional. _____
3. The community center is an uncomfortable place to spend time in. _____
4. Danny Chacko says that some people earn too little money to pay for dental care. _____
5. Paul Wittke says that his work is more important than the work of the doctors. _____

F _____ / **10 points** (2 points each)

Unit 6 General quiz

Name: _____

Date: _____

Total Score

_____ / 50 points

A **Listen to a man and a woman talking about the future of money. Check (✓) true or false for each sentence.**

	True	False
1. The woman can lend the man the money this afternoon.	☐	☐
2. The man agrees that he often loses his cell phone.	☐	☐
3. The woman thinks people will be keeping their bank cards for a long time.	☐	☐
4. The man is going to text his friend to say happy birthday.	☐	☐

A _____ / **8 points** (2 points each)

B **Circle the correct words to complete the sentences.**

1. If technology **will continue / continues** to have a great impact on our lives, everything will be very different in the future.
2. Businesspeople will travel less if more of them **may communicate / communicate** by video conferencing.
3. We **use / may use** our computers as therapists one day.
4. We might miss having coins and bills if they **become / will become** obsolete one day.
5. If everyone **makes / might make** payments through their phone, there will be no more paper bills.
6. Surgeons **might not need / don't need** to perform risky transplant operations in the future.
7. I think people **are going to be doing / are doing** most of their shopping online in the near future.
8. The world **is looking / will look** very different in twenty years.
9. Everybody **might be building / can build** very energy-efficient houses in the future.
10. Most people **can be doing / are going to be doing** their shopping online in ten years' time.

B _____ / **10 points** (1 point each)

C **Match the nouns with the definitions. Write the letters on the lines. There is one definition which you do not need to use.**

1. climatologist _____
2. consumer _____
3. inventor _____
4. refugee _____
5. retailer _____
6. victim _____

a. a person who buys or uses things
b. a person who has to leave their country because of war or natural disasters
c. someone who sells things
d. someone who has ideas for and creates new things
e. a scientist who studies how weather conditions change over time
f. someone who is hurt in an accident or by a crime
g. a person who studies how economies work

C _____ / **6 points** (1 point each)

D **Circle the correct words to complete the sentences.**

1. **May / Will / Can** you hear me at the back?
2. Oh no, the computer **won't / mustn't / needn't** start! Now I can't do my presentation.
3. **Would / May / Will** I ask a question?
4. We have moved the chairs now, so everybody **would / can / should** be able to see the screen.
5. You **would / might / 'd better** want to have a quick look at these statistics before we start.
6. **May / Should / Would** somebody help me give out the worksheets, please?
7. Don't worry, I **need to / 'd better / 'll** help you if there's anything you don't understand.
8. Oh no – I think the computer **should / ought to / may** crash. That would be a disaster!
9. We **would / 'd better / may** turn off the projector before we leave, or it might overheat and cause a fire.
10. This **must / needs to / would** be the right room – I recognize some of my colleagues.

D _____ / **10 points** (1 point each)

E **Complete the conversation. Choose the correct expression from the box. There is one expression that you do not need to use.**

I'd imagine	I don't think	I guess not	I think so

Gloria What are you reading, Daisy?

Daisy An article about travel – how it may change in the next few years.

Gloria _____ things will be very different in ten years or so.
(1)

Daisy Yeah – it says here that gas prices will probably go up a lot more, so people will have to stop using their cars.

Gloria _____ that will happen soon – I mean, people couldn't manage without their cars, could they?
(2)

Daisy _____ . You're right – it's hard to imagine life without them.
(3)

E _____ / **6 points** (2 points each)

(continued)

F **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

www.digitalbooks.com

Books in the Digital Age

When people complain that "real" books will disappear in the future, and that we will all become less intelligent as a result, they are forgetting a key point: Digital media can actually increase our pleasure in reading. Although they may well be read on a screen and rarely be printed on paper, digital books let you join online discussions, fact-check, and even decide how the story will develop. You'll be able to link to current news stories about your book, read up on debates it has started, and check its accuracy through a community-run fact-checking feature.

In the future, special book networks (online book clubs) are likely to help people keep up with the latest must-reads. For example, they could suggest books based on what people in your workplace are reading. If enough employees buy a book, it could automatically become available in a company's digital library.

Some people might wonder how you can enjoy the art of a story when you're constantly distracted away from it, but the truth is that books have been interactive for a long time. Think of Shakespeare's work, which is almost always accompanied by notes explaining the language – this would just be the next logical step. So don't worry, books are here to stay, they will just be even better!

1. Some people say that people will not be as smart in the future as they are now. _____
2. According to the writer, digital media can make reading more enjoyable. _____
3. Digital books will mostly be printed out to read. _____
4. Online books will allow you to easily contact the author of the book you're reading. _____
5. The writer does not think that books have been interactive for a long time. _____

F _____ / **10 points** (2 points each)

Unit 7 General quiz

Name: _____

Date: _____

Total Score
_____ / 50 points

A **Listen to a woman telling a man about her job. Check (✓) true or false for each sentence.**

	True	False
1. The woman is planning to go back to school.	☐	☐
2. The woman is working 40 hours a week.	☐	☐
3. The woman still has benefits with her job share.	☐	☐
4. The woman and her coworker don't work in the office at the same time.	☐	☐
5. The woman's coworker isn't friendly.	☐	☐
6. The woman's coworker talks about herself a lot.	☐	☐

A _____ / **12 points** (2 points each)

B **Check (✓) the correct words to complete each sentence. Check both answers if they both make a correct sentence.**

1. Sometimes I forget to _____ before I go to bed.
   ☐ turn off the TV ☐ turn the TV off
2. I'm _____ moving into my new apartment.
   ☐ looking forward to ☐ forward to looking
3. Does your roommate _____ quickly?
   ☐ get over problems ☐ get problems over
4. What time did you _____ last night?
   ☐ come home in ☐ come in
5. Please _____ at 2:00 p.m.
   ☐ wake up the baby ☐ wake the baby up
6. My roommate borrowed my sweater, but she didn't _____.
   ☐ give back it ☐ give it back

B _____ / **6 points** (1 point each)

C **Complete the conversation. Choose the correct phrase from the box. There is one phrase that you do not need to use.**

comes up	give up	let me down	put up with	was short on
drove away	got around to	not looking forward to	running out of	

Viktor Hi, Sylvia. What's the matter?

Sylvia Oh, it's my friend Carla. She really _____ (1) .

Viktor What happened?

Sylvia Well, she said she would help me with my homework, but she never _____ (2) it.

Viktor That's too bad.

Sylvia Yeah, she said she _____ (3) time, but she went out with some friends a couple of times this week.

Viktor You shouldn't _____ (4) that. Are you going to say something?

Sylvia If it _____ (5) , I'll say something. To be honest, I'm _____ (6) talking to her at all. I'm _____ (7) patience with her, and I'm not sure I want to be friends anymore.

Viktor You really should talk to her. Don't _____ (8) on your friendship. You and Carla were really good friends.

C _____ / **8 points** (1 point each)

D **Complete the sentences. Use the correct form of the verb in parentheses. Use infinitives (*to* + verb) or *-ing* forms (verb + *ing*).**

I always have fun _____ (do) things with my brother. We see each other almost
(1)
every weekend. We have fun _____ (spend) time together. We have no trouble
(2)
_____ (find) things to do. We both like to hike, play computer games, and play
(3)
basketball. My brother has always been someone _____ (depend) on. Everyone
(4)
in my family counts on him. Sometimes, we have problems _____ (get) along, but
(5)
it's not worth _____ (worry) about. We always get over it quickly. Besides, it's
(6)
lonely _____ (be) without each other. He travels for work sometimes, and I don't
(7)
have anyone _____ (play) computer games with when he's gone.
(8)

D _____ / **8 points** (1 point each)

E **Circle the correct phrases to complete the conversation.**

Jen I'm not getting along with my roommate very well.

Raul Oh, no. Are you going to move out?

Jen **(1) I'm not saying / In other words** it's that bad. **(2) I don't mean / What I mean is**, we're not getting along *right now.* I'm sure it will get better.

Raul **(3) I don't mean / I have to say**, it can be difficult living with other people.

Jen You live at home, right?

Raul Yes. **(4) I'm not saying / Quite frankly**, it's terrible sometimes.

Jen I guess it can be hard to live with your parents when you're older.

Raul **(5) I don't mean / In other words** it's terrible living with my parents. **(6) To tell you the truth / I don't mean**, they're easy to get along with. It's my little brothers that are a problem. I can never get any work done.

E _____ / **6 points** (1 point each)

(continued)

F **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

https://www.positivethinking.com

Tips on Getting Along

Listen! One of the best ways to get along with others is to listen. Many arguments happen because of misunderstandings. When you listen carefully to what another person says, you can often avoid misunderstandings and conflict.

Be polite. Politeness goes a long way. Most people react well to kindness, so use kind words even when you are upset. In other words, don't say mean things even if someone else does. Being polite is not only useful when you have disagreements with friends, it can also be useful if you have confrontations with strangers.

Walk away. Sometimes, you just need time to be alone and cool off. Understand when an argument is not going anywhere. Taking a break can often help you get along with others.

Agree to disagree. Sometimes, people reach an impasse – a point in an argument where it's impossible to agree. Instead of getting angry, try to understand when this happens. You can agree to disagree about a certain topic, but still find a way to get along.

Think first. It's helpful to think about the words you choose before you speak. You can make a point in a tactful way that does not hurt another person's feelings.

Imagine how the other person feels. There's an expression, "You don't know how someone feels until you've walked in their shoes." This is a good expression to remember whenever you have a problem with someone. Imagine where that person is coming from. It's easier to avoid conflict when you think about the other person's perspective.

1. Conflicts can be avoided by listening carefully to others. _____
2. Politeness is not only useful for strangers. _____
3. There is no point in agreeing to disagree. _____
4. It is helpful in an argument to ask the advice of a neutral person. _____
5. Avoid conflict by imagining yourself in another's situation. _____

F _____ / **10 points** (2 points each)

Unit 8 General quiz

Name: _____

Date: _____

Total Score
_____ / 50 points

A **Listen to a woman telling a man about her problem. Check (✓) the advice he gives her.**

1. Eat foods like avocados and pineapple. ☐
2. Try eating more red meat. ☐
3. Don't eat food that is grown nearby. ☐
4. Drink ginger tea instead of milk. ☐
5. Make an appointment with a doctor. ☐
6. Don't get stressed about the test. ☐

A _____ / **12 points** (2 points each)

B **Complete each sentence so that it has a similar meaning to the first sentence. Use the passive forms of the underlined verbs.**

1. People around the world grow cucumbers.

   Cucumbers _____ in many places around the world.

2. People ate cucumbers in ancient Egypt.

   Cucumbers _____ in ancient Egypt.

3. People will grow cucumbers in space someday.

   Cucumbers _____ in space someday.

4. People have produced soy milk in China for hundreds of years.

   Soy milk _____ in China for hundreds of years.

5. Food scientists are going to create many new soybean products in the future.

   Many new soybean products _____ in the future.

6. People make tofu from soybeans. Tofu _____ from soybeans.

B _____ / **6 points** (1 point each)

(continued)

C **Complete the conversation. Choose the correct words and phrases from the box. There is one word or phrase that you do not need to use.**

blood pressure	digestive system	eyesight	heart disease	muscles	skin	teeth

Ms. Shin So, Dan, let's go over your medical history. Does anyone in your family have high _____ (1) ?

Dan Yes. My mother does.

Ms. Shin OK. And what about _____ (2) ?

Dan Let's see . . . Well, both my parents have high cholesterol, so that might be a problem.

Ms. Shin And what about you? Why are you here today?

Dan Well, I'm having problems with my _____ (3) . My stomach hurts a lot.

Ms. Shin OK. Is that all?

Dan Well, my _____ (4) seems to be deteriorating. Maybe I need to start wearing glasses.

Ms. Shin Are there any other problems you're having?

Dan No, not really. Well, a few of my _____ (5) have been hurting, but I know I need to go to a dentist for that.

Ms. Shin Yes. Dr. Vargas can recommend an eye doctor and a dentist if you'd like. Do you exercise at all?

Dan I do. I work out a lot. I'm trying to build up my _____ (6) . And I know exercising is important to stay healthy.

Ms. Shin Of course. OK, Dan. The doctor will see you shortly.

C _____ / **6 points** (1 point each)

D **Complete the sentences with the correct form of the verbs in parentheses.**

1. Asparagus might protect you from _____ (get) cancer.
2. Asparagus can also help the body _____ (clean) the digestive system.
3. Dark chocolate can enable you _____ (reduce) your blood pressure.
4. Chocolate can cause some people _____ (get) headaches.
5. Honey can prevent you from _____ (lose) your hair.
6. Honey can even make toothaches _____ (feel) better.
7. Too much sugar can stop the immune system from _____ (work) properly.
8. Too much sugar can also cause a person _____ (gain) weight.

D _____ / **8 points** (1 point each)

E **Complete the conversation. Choose the correct phrases from the box. Capitalize where necessary. There are two phrases that you do not need to use.**

don't people know that it's bad for you	look at processed foods
isn't that a bit much	take your knees, for instance
lifting weights, for example	who doesn't want to build their muscles
like sugar	why do people pay so much to join a gym

Ivan Mario, do you eat a lot of cereal?

Mario Not really.

Ivan That's good – because it actually has a lot of unhealthy stuff in it,

_____ (1) .

Mario I know. _____ (2) ?

Ivan I guess not. But if I ate cereal for breakfast, I'd have to run a lot more at the gym!

Mario I didn't know you went to the gym.

Ivan Yeah. I run there every day.

Mario _____ (3) ? I heard it's hard on your body.

_____ (4) .

Ivan Maybe that's true for some people, but running doesn't bother me. I also do other things there – _____ (5) .

Mario Oh, that's good. I mean, _____ (6) ? I know I'd like to be stronger.

E _____ / **6 points** (1 point each)

F **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

Superfoods

It's believed that the term *superfood* was first coined in Japan, and it was used for processed foods that had special ingredients to promote health. More recently, the term has been used to describe natural foods that are extremely good for you. Many superfoods have been eaten for thousands of years, but the health benefits weren't always known in the past.

Goji berries are native to China and were originally eaten by the Chinese to ensure a long, healthy life. They are said to prevent you from getting cancer. They may also prevent your eyesight from deteriorating, especially if you are elderly.

Coconuts were originally harvested not just for use in cooking, but also for medicinal purposes. Coconuts may help you fight colds and flu and can help you build a strong immune system.

Seaweed is packed with nutrients. It is good for the blood system and can also enable you to lose weight. Seaweed also protects the body from absorbing harmful toxins in the environment.

Dark green vegetables are an essential part of any diet. They can help your kidneys detoxify, for example. They can also help keep your brain healthy.

Aloe vera was possibly first discovered by the ancient Egyptians. Research studies have shown that it has more than 75 healing properties. It is said to help burns and sunburns heal when applied to the skin, and it may help the digestive system when taken orally (by mouth).

1. *Superfood* was a term first used to describe natural food. _____
2. Superfoods are not a recent development. _____
3. Goji berries are native to Japan. _____
4. Coconut oil is used in medicines that fight colds. _____
5. Seaweed can protect the body from toxins. _____
6. *Aloe vera* was the name the Egyptians gave to a plant with healing properties. _____

F _____ / **12 points** (2 points each)

Unit 9 General quiz

Name: _____

Date: _____

Total Score

_____ / 50 points

A **Listen to three people talking about success. What two things make each person successful? Check (✓) the correct words in the chart.**

	Creativity	Education	Exercise	Family	Friends	Luck	Persistence	Vision
1. Debra								
2. Kobe								
3. Maya								

A _____ / **6 points** (2 points each)

B **Complete the conversation. Choose the correct expression from the box. There is one expression that you do not need to use.**

get her down	get in her way	get off the ground	get on with	get to be	get to the top

Carla How's your sister doing, Marvin?

Marvin She's great. You know, she's really worked hard to _____ (1) .
Her T-shirt business is #1 in sales on the Internet right now.

Carla Really? That's great.

Marvin Yeah. She started designing T-shirts five years ago, but the company didn't really _____ (2) until two years ago. Once it started, it took another year for her to make money.

Carla Why did it take so long?

Marvin Well, some unexpected things seemed to _____ (3) at first. You know, like some of her designs didn't print well on the T-shirts and that kind of thing. But she didn't let it _____ (4) . She stayed positive and kept working hard. Now, it's one of the most popular T-shirt companies around.

Carla How did it _____ (5) so popular?

Marvin Well, she does a lot of advertising on social networking sites. That really helped.

B _____ / **10 points** (2 points each)

C **Circle the correct words to complete the paragraph.**

(1) Every / All / Both student in my class had to give a presentation about a famous person last week. **(2) No / All of / Neither of** the students had to work in groups of four. **(3) No / Each / Both** student in the group had to work on part of the presentation. Lara and I were in the same group. **(4) No / Both of / None of** us wanted to do a presentation about a singer. Keith and Ricardo were also in our group. **(5) None of / All of / Neither of** them liked our idea. They wanted to do the presentation on a famous athlete instead of a singer. We finally decided to write about Shaquille O'Neal. He's a basketball player who also became a rap singer and recorded a few albums. **(6) None of / No / Neither** athlete can easily become a singer because **(7) no / all / both** their music is judged harshly by others. In my group, **(8) none of / all / every** us liked Shaquille's music, but a few of his songs were popular. He was definitely an interesting person to learn about for our presentation.

C _____ / **8 points** (1 point each)

D **Complete the sentences. Put the *-ing* form of the verb in parentheses in the correct place in each sentence.**

What do you remember most about your childhood? Post your memories!

Example: I remember working in my neighborhood, delivering newspapers. (deliver)

1. My happiest times were on vacation with my family. (go)
2. When I was young, we'd ride bikes everywhere, fun wherever we went. (have)
3. I remember neighbors me over for cookies when I was young. (invite)
4. A highlight for me was at the top of my class. (be)
5. I remember on the phone with friends for hours. (talk)
6. I used to stay in my room all day, to my favorite music. (listen)

D _____ / **6 points** (1 point each)

E **Complete the conversation. Choose the correct expression from the box. There is one expression that you do not need to use.**

as far as careers go	in terms of money or work	when it comes to enjoying my life
as far as money is concerned	in terms of where you live	

Olli I saw your brother Dan yesterday. _____ (1) , he seems pretty happy with his.

Dawn Oh, yes. He loves his new job! He's making a lot of money, too.

Olli Well, _____ (2) , I don't think it makes people happy. I'm happy, and I'm not rich!

Dawn It's true. You *are* always happy, Olli. What's your secret?

Olli You know, _____ (3) , it's all about spending time with family and friends. I don't think you can define happiness _____ (4) .

Dawn That's true. But work does make some people happy, and having money *is* nice! Just ask my brother!

E _____ / **8 points** (2 points each)

(continued)

F **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

MUSIC AND HAPPINESS

Can music make people happy? According to experts, it can. Many people find great enjoyment in sitting and listening to music. Playing musical instruments, singing, and dancing to music can bring joy to people as well. Apparently, there's a good reason why. Studies show that music enables part of the brain to release a chemical that makes people feel good.

This may be one reason why music is so important to many people. In fact, music has been shown to have many positive effects. In one study, a group of college students listened to classical music, while another group didn't listen to any music. The students who listened to the classical music before a test had higher scores than those who didn't. In another study, listening to music helped foreign language students learn hundreds of new words in one day, and they remembered 92% of the new vocabulary.

Music is also good for those who want to keep fit. All of the subjects in one study were found to benefit from listening to music while exercising. Their heart muscles worked harder when compared to those people who exercised but didn't listen to music.

Besides these benefits, music is also known to improve mental health, help people recover from illness, and lower stress levels. Thus it seems that everyone can benefit from the positive effects of music.

1. Many more people get enjoyment from listening to music than from playing musical instruments. _____
2. When people listen to music, a chemical in the brain is released. _____
3. Classical music can help students learn large numbers of vocabulary items. _____
4. The heart muscles work harder in people who don't listen to music while exercising. _____
5. People who exercise while listening to music are able to lose weight more quickly. _____
6. Music can benefit people who are sick. _____

F _____ / **12 points** (2 points each)

Unit 10 General quiz

Name: _____

Date: _____

Total Score

_____ / 50 points

A **Listen to a woman telling a man about her travels. Check (✓) true or false for each sentence.**

	True	False
1. The woman finds flying exhausting.	☐	☐
2. The woman thinks long lines and delays are worth the trouble.	☐	☐
3. The woman likes to try foreign food.	☐	☐
4. The woman wouldn't mind traveling every month.	☐	☐
5. The woman thinks the way people do business can sometimes be confusing.	☐	☐
6. The woman feels she needs to make better contacts.	☐	☐

A _____ / **12 points** (2 points each)

B **Complete the email. Use the correct *-ed* or *-ing* form of the words in parentheses.**

Reply Forward Address Book Delete

INBOX ATTACHMENTS

Hi, Omar,

Costa Rica is an (1) _____ (amaze) place! I was (2) _____ (fascinate) when I went there last year, and this trip has been even more incredible. Yesterday, I had a (3) _____ (surprise) adventure. I went hiking in the rain forest. At first I thought I would find it (4) _____ (depress) because it's so dark in the forest, but I loved it! And this is what (5) _____ (surprise) me . . . I heard screams! At first, it was (6) _____ (terrify), and I was (7) _____ (puzzle) because I didn't see anyone around. Finally, I realized there were howler monkeys in the trees above me! At the end of the hike, I was (8) _____ (exhaust) because the hike was (9) _____ (challenge) and because of all the excitement with the monkeys. Fortunately, when I came out of the rain forest, there was a beautiful beach. I just sat in the sand and watched the sun set. It was very (10) _____ (relax).

B _____ / **10 points** (1 point each)

C **Complete the sentences to report what these people said. Change verb forms when needed.**

Yesterday, my sister and I left for our trip to Chicago…

1. "We should get to the airport early." My sister said we _____ to the airport early.
2. "We can take a taxi." I told my sister that we _____ a taxi.
3. "Our bag has been checked." My sister told me that our bag _____ .
4. "You must take off your shoes." The security guard said we _____ our shoes.
5. "The plane is delayed." The agent informed us that the plane _____ .
6. "The plane might not leave until 10:00." The agent said the plane _____ until 10:00.
7. "I used to travel by bus, and it was easier." I said that I _____ by bus and that it was easier.

C _____ / **7 points** (1 point each)

D **Check (✓) the correct words to complete each sentence.**

1. I asked my friend _____ he'd like to travel with me.
   ☐ whether ☐ if ☐ whether / if
2. He wanted to know _____ I'm planning to go.
   ☐ who ☐ where ☐ what
3. I asked him _____ me his favorite vacation spot and said we'd go there.
   ☐ tell ☐ to tell ☐ tell / to tell
4. I asked him _____ the weather is like in Belize.
   ☐ why ☐ if ☐ what
5. He told me _____ warm clothing.
   ☐ not to take ☐ not take ☐ if to take
6. I wanted to know _____ we could go surfing in Belize.
   ☐ if ☐ what ☐ if / what

D _____ / **6 points** (1 point each)

E **Complete the conversation. Check (✓) the correct response to use the conversation strategy in parentheses.**

1. ***A*** This river trip looks like it will be amazing.
   B (*Ask for more detail.*)
   ☐ Amazing in what way?
   ☐ So I guess we should go then.
   ☐ Oh, you mean you were amazed?
2. ***A*** I think it would be fascinating to see the Taj Mahal.
   B (*Draw a conclusion.*)
   ☐ Fascinating in what way?
   ☐ So you're saying you've never been there?
   ☐ You mean it would be fascinating?
3. ***A*** I don't think I'll ever have enough money to travel to the Galapagos Islands, but it would be exciting.
   B (*Draw a conclusion.*)
   ☐ So I guess you think it's exciting.
   ☐ Exciting in what way?
   ☐ What you're saying is that it's too expensive?

E _____ / **3 points** (1 point each)

(continued)

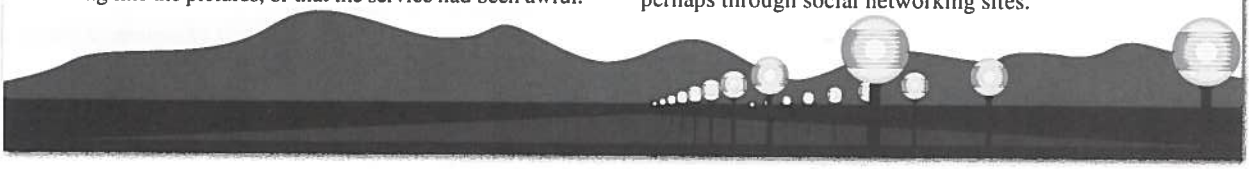
F **Read the article. Add the missing phrases. Write the letters in the blanks. There is one phrase that you do not need to use.**

Travel Websites

When planning a vacation, many travelers first look at the wide range of travel websites for help and advice. These sites offer travelers information about travel destinations around the world and the facilities they offer, for example, **(1)** _____ . They can also help with **(2)** _____ about the range of prices, from low-budget hostels to high-end hotels.

A popular feature of these sites is the travel review section, where people who have been to the destinations write reviews about **(3)** _____ , and share their experiences with other travelers. Sometimes the reviews can be extremely frank. For example, someone **(4)** _____ , or that it looked nothing like the pictures, or that the service had been awful. This is the type of honest information that travelers might appreciate but that some hotel and restaurant owners fear.

However, it is said that some of these sites don't always have truthful information and that some businesses **(5)** _____ . For example, a hotel might have employees write great reviews for it, or they might hire professional marketing services to write reviews for them. While this may help businesses in the short term, it is possible that people **(6)** _____ if they have disappointing experiences after picking a business based on good reviews. Travelers will need to find other sources of reliable information, perhaps through social networking sites.



a. will eventually stop using these sites in the future
b. places to stay, where the best restaurants are, and things to do
c. even generate their own reviews
d. cost planning by giving information
e. travel websites and social networking sites
f. hotels, restaurants, and attractions
g. might say that their hotel had been terrible

F _____ / **12 points** (2 points each)

Unit 11 General quiz

Name: _____

Date: _____

Total Score

_____ / 50 points

A **Listen to a man and a woman talking about a TV show. Circle the correct words to complete each sentence.**

1. "Say Yes to the Dress" is mainly about a store where **wedding ceremonies are performed / wedding dresses are sold / wedding dresses are made**.
2. The woman thinks that the show is **boring / ridiculous / interesting**.
3. At first, the man thinks that the show seems **boring / ridiculous / interesting**.
4. One woman on the show cried because **her daughter was a police officer / she'd never seen her daughter in a dress / she didn't like the dress.**
5. One woman on the show was able to get a dress because **her friends and family / the man in the salon / her father** gave her money for it.
6. At the end of the show, they sometimes show **wedding receptions / wedding ceremonies / the father of the bride.**

A _____ / **12 points** (2 points each)

B **Complete the sentences. Use a noun from the box and *when, where,* or *whose.* There are two nouns that you do not need to use.**

bachelors	brides	matchmaker	vows
best man	civil ceremonies	rehearsal dinners	

1. City Hall is a place _____ a city official often performs _____ .
2. A _____ is a person _____ business is finding partners for others.
3. I have a lot of friends _____ sons are _____ . They haven't gotten married yet.
4. Many people cry at the end of a wedding, _____ the couple exchanges _____ .
5. There was a touching moment at my friends' wedding reception _____ the _____ said something nice about the bride and groom.

B _____ / **10 points** (2 points each)

C **Complete the sentences. Choose the word from the box with the opposite meaning of the word in parentheses. There are two words that you do not need to use.**

custom	dismiss	downside	global	kill off	opportunity	preservation	tradition

1. We should _____ Tom's proposal for hiring an assistant. (accept)
2. What's the _____ of hiring someone locally? (benefit)
3. Do you think that the _____ of culture in modern society is a concern? (loss)
4. The company wants to sell holiday cards that appeal to a _____ market. (local)
5. The fireworks celebration in town will _____ past traditions. (revive)
6. In what ways are commercial holidays a(n) _____ ? (threat)

C _____ / **6 points** (1 point each)

D **Rewrite the sentences. Use either indirect object + object (e.g., *my sister + a birthday cake*) or direct object + prepositional phrase (e.g., *a birthday cake + for my sister*). If the sentence cannot be rewritten, write X on the line.**

Example: I made my sister a birthday cake.
I made a birthday cake for my sister.

1. I like making homemade snacks for my guests.

   _____

2. I usually offer them to my guests before dinner.

   _____

3. I don't usually give my friends birthday gifts.

   _____

4. I bought my sister a sweater.

   _____

5. Then she lent it to her friend.

   _____

6. I sometimes send birthday cards to my cousins.

   _____

D _____ / **6 points** (1 point each)

E **Circle the correct words to complete the conversation.**

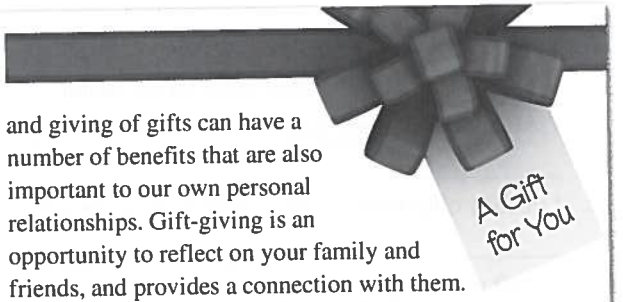
1. ***A*** What do you think of this dress my mother bought me? It's not me, is it?
   B I guess it's **not really / sort of** your style. You usually wear more modern clothes.
2. ***A*** What did you think of the movie?
   B It was **a little / not really** bizarre.
3. ***A*** Did you like the food at Matt's party?
   B You know, I'm **somewhat / not quite** sure. I mean, some of it was good, but a lot of it was too spicy.
4. ***A*** Did you and Kim have fun shopping?
   B Well, yes, but I'm **slightly / not really** annoyed with her. She didn't invite me to her party!

E _____ / **4 points** (1 point each)

(continued)

F **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

The Culture of Gift-giving



Gift-giving has long been studied by anthropologists and psychologists as an important part of human behavior. In many cultures, gift-giving is associated with birthdays or special holidays that are celebrated throughout the year. In some Native American cultures, however, gift-giving is a ceremony in itself. The word *potlatch*, which means "to give away," describes a gift-giving festival where families give away their possessions and redistribute their wealth. The family whose job it is to host the potlatch gives dried food, money, or other material possessions to their guests. Those who give the most are the families who are most highly regarded in the village.

Experts agree that the preservation of gift-giving traditions like these is important to society. The choosing and giving of gifts can have a number of benefits that are also important to our own personal relationships. Gift-giving is an opportunity to reflect on your family and friends, and provides a connection with them.

Interestingly, four out of five Americans dismiss holidays as too materialistic, and many families no longer give their friends or family gifts. Experts argue, however, that this may be a problem and that while it may be reasonable to cut back on gifts, it's never a good idea to stop giving altogether. Giving gifts can help define relationships and strengthen ties with those closest to us. A well-chosen gift tells a friend or family member that you care.

1. Gift-giving is a not a recent field of study. _____
2. The guests at a *potlatch* give food or money. _____
3. Potlatch ceremonies involve most of the families in a village. _____
4. A minority of Americans think that holidays are too materialistic. _____
5. Experts think that gift-giving traditions should be dismissed. _____
6. Gift-giving can help make relationships stronger. _____

F _____ / **12 points** (2 points each)

Unit 12 General quiz

Name: _____

Date: _____

Total Score
_____ / 50 points

A **Listen to a woman and a man talking about a quiz they took. Check (✓) the correct answer for each question.**

1. What did the quiz test?
   ☐ strengths and skills ☐ physical strength
2. What did the man think about his results?
   ☐ They were what he expected. ☐ They weren't what he expected.
3. Which job does the man think would be good for him?
   ☐ animal trainer ☐ PE teacher
4. What is the woman's biggest strength?
   ☐ learning languages ☐ translating languages
5. Which job is the woman considering?
   ☐ journalist ☐ translator
6. What does the woman think about becoming a translator?
   ☐ It's a difficult profession. ☐ It's a difficult profession to enter.

A _____ / **12 points** (2 points each)

B **Complete the sentences. Choose the correct word from the box. There is one word that you do not need to use.**

articulate	capable	efficient	literate	minded	musical	sensitive	skilled

1. Musicians are often _____ to sound.
2. Many linguists are _____ of speaking more than one language.
3. Not all singers can play a _____ instrument.
4. World leaders need to be _____ if they want to impress people with their speeches.
5. A good lawyer should speak well and be _____ at influencing others.
6. Most inventors are scientifically _____ and are good at putting their ideas on paper.
7. _____ people have usually read lots of books.

B _____ / **7 points** (1 point each)

C **Correct one error in each sentence. Use adverbs.**

Example: My brother finds learning Portuguese ~~incredible~~ *incredibly* easy, but he has difficulty with French.

1. My mother is extreme skilled at helping people work out difficult problems.
2. Our teacher is particular good at teaching pronunciation and helps us with hard words.
3. I'm not physical fit, but I do well with things that involve bodily intelligence.
4. I didn't want to read that article because it was long, but I found it incredible interesting.
5. The results of this report are scientific accurate, but the grammatical errors make it useless.
6. I managed to finish the test fairly quickly even though some of the test questions were remarkable difficult.

C _____ / **6 points** (1 point each)

D **Complete the email. Use "as . . . as" or the comparative or superlative form of the words in parentheses.**

Inbox | Outbox | Sent | Drafts | Trash

Hi Tom,

How are you? My classes are going extremely well this year. I feel (1) _____ (capable) this semester than I did last semester. As you know, last semester was extremely difficult. It was probably the (2) _____ (bad) one I've ever had. So, I got a tutor, and she has helped me feel (3) _____ (confident). My grades aren't (4) _____ (good) I'd like them to be, but they're definitely getting (5) _____ (good). I know I don't write to you (6) _____ (often) I should. I'll write more in the future – I promise! I bet you're working (7) _____ (hard) than ever. How is tennis going? Are you still (8) _____ (experienced) person on the team? I bet Dan still wishes he were the #1 player instead of you!

Write soon,

Dmitry

D _____ / **8 points** (1 point each)

E **Complete the conversation. Choose the correct words from the box. There are two words that you do not need to use.**

don't	doubt	everything	so	that	thing	without

A Hey, Mariana, how did you get so good at playing the guitar and the piano and all _____ (1) ?

B You know, I've always been able to do it. When I was four I could sing on key and _____ (2) .

A Really? Do you want to be a professional singer or musician one day?

B Not really. I think it would be a hard life.

A Well, there's no _____ (3) about that. But when you have a talent for music and that sort of _____ (4) , it'd be a shame to waste it. Many famous people have less talent than you have!

B Well, I _____ (5) doubt it. But, you know, I enjoy writing music more than performing it. I'd like to write songs for other people.

E _____ / **5 points** (1 point each)

(continued)

F **Read the article. Then read the statements and write T for true, F for false, or NG if the information is not given.**

The Nine Intelligences

In 1983, Dr. Howard Gardner developed his theory on multiple intelligences. Originally, there were seven types of intelligences associated with his theory: linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily intelligence, spatial intelligence, interpersonal intelligence, and intrapersonal intelligence. Later, Gardner added two more types of intelligence to the list: naturalistic intelligence and existential intelligence.

People with naturalistic intelligence are sensitive to things in nature. They have the ability to understand plants, animals, and geological formations, like rocks. They often love to be outdoors, and they can be adept at identifying and classifying plants, birds, or animals. People who are naturalistically intelligent may become farmers, botanists, dog trainers, or park rangers.

People who are existentially intelligent are particularly good at thinking about life questions in depth. For example, they may think about the meaning of life, what reality is, and what death means. They may ask themselves questions like "Why I am here in this world?", "What are my responsibilities in my community?", or "What is my role in my family?" People who are highly skilled at examining these questions may become philosophers, scientists, or religious leaders. Individuals with existential intelligence may enjoy meditation, yoga, and reading books written by philosophers.

According to Gardner, people possess all of the intelligences, but are often stronger in some areas than in others. Many people are particularly strong in more than one intelligence. For example, a yoga instructor may have strengths associated with existential and bodily intelligence.

1. Howard Gardner added naturalistic intelligence to his theory of multiple intelligences in 1983. _____
2. People with naturalistic intelligence are often able to easily classify things in nature. _____
3. People with existential intelligence are good at thinking about philosophical issues. _____
4. People with existential intelligence often have strong family and community connections. _____
5. Some people like reading philosophy books while spending time in nature. _____
6. People tend to have just one or two types of intelligence. _____

F _____ / **12 points** (2 points each)

General quizzes: audio scripts

Unit 1

Man Hey, Sarah, I saw you talking to the new guy this morning. What's he like?

Woman Brad? He went to high school with my sister. He's really cool.

Man Uhuh? So you think he'll fit in here?

Woman Yeah… He tends to be very – you know – relaxed about everything. He'll never get upset or annoyed about anything. And he has some interesting ideas.

Man Yeah?

Woman Yeah! You'll like him. Why don't you meet up with us sometime? You could come and have lunch with us today – we're meeting in the cafeteria at twelve thirty. Judy will be there, too.

Man Well I'd like to meet up with you and Brad, but I can't have lunch with you today!

Woman Why not?

Man I've just "unfriended" Judy!

Woman What? Why did you do that?

Man Well – I actually *really* like her – but you have to be so careful what you say to her, you know? She tends to take everything too seriously, and she gets upset so easily – I just don't want to have to say "sorry" to her all the time. I posted a silly joke on my wall that *had* nothing to do with her, but I heard she took it personally – then when I called her to say sorry, she wouldn't talk to me.

Woman But you'll call her again, right?

Man I don't know…

Woman Well I think you should – you need to sort it out. Judy's a *sweet* person, and "unfriending" her like that is just so mean. She's very smart, but sometimes she gets things wrong.

Man OK, I'll think about it…

Unit 2

Speaker 1 Some famous people are just so popular with kids, which can be a really good thing. What gets me is when people complain about them all the time. Sports people and actors have to work real hard to be successful, and do boring things, not just fun stuff every day – I think that encourages kids to try hard in their own lives, too.

Speaker 2 What gets me about celebrities is that all these magazines and TV programs about them try to tell us how exciting and talented they all are, which is just so not true! Kids, and actually their parents too, seem to think they're these really interesting people – but most of them aren't – they just happen to be good-looking, or can sing or act – and many of them can't even do that too well!

Speaker 3 You get to know so much about celebrities if you watch their programs, you know? You feel you know them personally, which is kind of weird, but also really cool. They become kind of like extra brothers or sisters, and that's nice – you feel you understand them. It doesn't do any harm, it's kind of fun!

Speaker 4 Life can get very boring, you know! So people like to escape into another world, and dream a little. They like to talk about these famous people and all the things that are happening in their lives. It's just what people do, there's nothing weird about it. What gets me is when people say these people have a bad influence on children, or things like that… That's just so wrong!

Unit 3

Matthew You've done some volunteer work, haven't you Linda?

Linda Yeah, I worked with Clear the Oceans, an environmental charity. Why do you ask?

Matthew 'Cause I'm thinking about doing some volunteer work too. How did you like it?

Linda I loved it, but it wasn't my first choice. After graduating from college, I applied for a whole lot of jobs, but didn't get any.

Matthew I know the feeling…

Linda So anyway, I thought that since I couldn't find paid work, I'd try doing some volunteer work, to gain some experience at least. I wasn't sure what to do first – then I remembered that when I was in high school, some really interesting people from an environmental charity, Clear the Oceans, had come to talk to us about the work they did cleaning the oceans. I remembered their talk – it was really inspiring. So I looked them up on the Internet and gave them a call.

Matthew Really? Just like that?

Linda Yeah! They were really friendly and said they always needed extra help. Anyway, I ended up helping out in their office – you know, answering the phone, that sort of thing. And then – when I think about it, I was really very lucky – they needed someone to help on one of their boats, on an ocean expedition. One of the regular workers was sick, so they asked me to go along instead.

Matthew Wow! That's cool – way more interesting than office work!

Linda Yeah! I'd only been working in the office for a few weeks, and they offered me this fantastic opportunity!

Unit 4

Woman Hey, Arnie, how was the interview?

Man Good, thanks – at least I think so – I haven't been to that many yet, so it's hard to tell. I think it went better than the last one, anyway.

Woman Oh, well, I'm glad to hear that. It can't be easy looking for a job right now.

Man No, unfortunately there's a lot of competition out there. And how about you? You don't have to worry about finding a job right now, do you? You'll be at med school for a few more years, right?

Woman Yeah, I suppose that's one good thing about it.

Man So, how are things going with school? Was medicine a good choice for you?

Woman Yeah, but I just get tired sometimes. You know, I never really considered doing anything else. As a matter of fact my parents thought I should do something easier – or at least something that didn't require so many years of study.

Man Well, your parents have a good point there. I guess I want a job with a lot of perks, too, and a *high* salary – but without having to study for years and years. As a matter of fact, that's one reason why I'm going into marketing.

Woman I'm sure you'll be really good at that! But it isn't an easy option, is it? In fact you often have to work long hours, especially when you first start.

Man Yeah, that's true. But I think it'll be fun, too – you get to meet all sorts of people.

Woman Yeah – sounds cool.

Unit 5

Speaker 1 I live in a nice little town, and there are a few charities here in my hometown to help people in our country and overseas. I'd love to do unpaid work for one of them, like some of my friends – but I have to work part-time to pay for college so I'm just too busy right now. After that, I hope I'll have a good job, and maybe give money to charity regularly, but I don't think I'll actually work for one.

Speaker 2 I help at a homeless shelter on weekends – I live in a big city, and poverty and unemployment are real problems. I wish people would help out more – even just once or twice a year. I mean, suppose everybody gave one day a year to charity work – that would be great! Instead, it's always the same people doing everything all the time. I try to get my friends involved, but they're not really interested, which is a shame.

Speaker 3 I started raising money for charity when I was in high school. My friends and I used to do sponsored runs to raise money for charity. So when I went to college, I just kept doing it. If I lived in a big city, I suppose I'd be able to do more, and that would be great. There are more opportunities for all types of work, paid jobs and volunteering. My hometown is great, but I'd like to see more of the world!

Speaker 4 My hometown is great, and I'll always come back here to see my friends and my whole family. But I want to go and live somewhere else for a while, not anywhere big, but maybe somewhere overseas – I'd love to do charity work – for a big organization that really makes a difference in people's lives. I'm a nurse, so I think I have useful skills to offer to people all over the world.

Unit 6

Man Hey, Assia, do you have any cash on you? Could you lend me 10 dollars? I'll pay you right back this afternoon.

Woman Sure.

Man I'll go to the ATM later. Sorry about that.

Woman That's OK.

Man You know how they talk about the cashless society, and how one day we'll all just be able to use chips in our cell phones instead of bank cards?

Woman Yeah?

Man Well that would be great, don't you think?

Woman Well, I think you can already do that in some countries. But I'd imagine it might be a real problem when you lose your cell – and you do that quite often.

Man Sure, but don't you think it would be cool not to have to remember your cards, your cash, all that stuff you have to carry around everywhere?

Woman Yeah, I suppose… But if all that information is stored in just one tiny chip in your phone, won't there be a problem with fraud – you know, identity theft and that sort of thing?

Man I guess… But I don't think that'll be such a problem in the future, because they'll have much better security then.

Woman Well, I hope so! But I don't think it'll happen here anytime soon.

Man I guess not. Anyway, I'd better go now – it's Jane's birthday and I'm going to buy her some flowers.

Woman That's nice! I'm sure she'll be pleased.

Luis I hope so! It should be a surprise, because she thinks I've forgotten her birthday.

Woman I'd say she might be feeling a little upset. Haven't you texted her yet today?

Man No, I want to surprise her!

Woman Well you'd better go and get those flowers right away!

Unit 7

Woman Hey, Matt. You know I've been telling you I wanted to work fewer hours this year – so I could go back to school and do an MBA. Well, I've managed to work out a "job share."

Man Oh, that's a great idea. So they've hired someone to do some of your work?

Woman Yeah. Actually, my boss came up with the idea. So now we both work part time, and between us we do 40 hours a week.

Man Oh, that's perfect. Now you'll have time to study…

Woman Yeah. I'm really looking forward to getting started on my MBA. And I'll have time now that I'm only working 20 hours a week.

Man So, do you still get all your benefits?

Woman No, unfortunately. I have to say, that's the main downside to job sharing. I mean, I get paid less, and I don't get health insurance or anything now. To tell you the truth, it was a pretty tough decision.

Man So, what's your new coworker like?

Woman Well, she's OK. I mean, I don't see her at work – but she can be really helpful. Like I didn't have time to clear my desk the other day, and she cleaned everything up for me.

Man Nice. So, have you had a chance to go out with her socially?

Woman Actually, yeah. We went out one evening. I mean, she's not the kind of person I tend to hang out with. I'm not saying she's unfriendly or anything. She's actually pretty outgoing. To be honest with you, she's a bit loud. And she tends to talk about herself a lot. In other words, not really my type.

Man Well, it's not worth worrying about. You'll hardly ever see her.

Woman Exactly. I guess that's the advantage of job sharing!

Unit 8

Man Hi, Larisa. What's the matter?

Woman Well, my stomach's been bothering me lately.

Man Oh, that's too bad… Are you eating something that's causing your stomach to hurt?

Woman I don't think so. I eat a lot of healthy food, for example, fruits and vegetables.

Man That's good. Some foods, like avocados and pineapples, are good for your digestive system.

Woman I could try to eat those.

Man You might want to avoid red meat. It can be hard to digest.

Woman I don't eat much red meat. I also get most of my food from a farmer's market. The animals are raised nearby, so the meat isn't processed. The fruits and vegetables are grown in the area, too. I even get my milk and cheese from the farmer's market.

Man Do you eat a lot of dairy products?

Woman Yeah, I guess I do. But aren't they good for you?

Man Well, yes, they are, but some people have problems digesting dairy products. Maybe that's what's making your stomach hurt. You know, ginger is good for the digestive system. Why don't you drink ginger tea instead of milk?

Woman Well, I couldn't give up milk in my coffee, and I couldn't give up cheese!

Man If it keeps you from having stomachaches, I bet you could! But anyway, maybe you should see a doctor. Your stomach problems could be from anything – stress, for instance.

Woman That's true. And I have been stressed a lot lately. You know, I have an important exam next week. If the pain doesn't go away after that, maybe I'll make an appointment with my doctor.

Man That's a good idea. Hey, I have to go now. Good luck on your test.

Woman Thanks.

Unit 9

1. *Debra* I own a bakery, and I don't have an education in baking. To be honest, I've been fortunate. My business got off the ground during good economic times, so people were spending a lot of money on things like cakes for parties. Later, the economy wasn't doing so well, but my business still did OK. This is because I never gave up. I didn't make a lot of money then, but I stuck with it. I thought of ways to keep the business going. For example, I made things everyone needs, like bread.

2. *Kobe* My success definitely comes from studying. I work in hotel management, and I don't think I would be as successful as I am if I hadn't gone to college. I also take classes now to keep up with what is going on in the business. I think foresight has a lot to do with my success, too – you know, looking to the future and thinking about what to do to get ahead. When I was young, I knew what I wanted to do, and worked toward that goal. Some of my friends thought I was crazy for dreaming about the future at such a young age!

3. *Maya* It's going to sound strange, but going to the gym helps me be successful. I'm a stay-at-home mom, and I have a small business. I make cards, and I sell them online. I run and lift weights at the gym, and it really helps me focus. I usually think of my best ideas while running. I also wouldn't be successful without Tonya and Isabel. They're like sisters to me and help me a lot. They watch my children when I have a big order to complete. My business is doing really well, and I hope it will pay for my children's education.

Unit 10

Woman Did I tell you I'm heading out of town again next week?

Man For work again?

Woman Yeah. They're sending me to Asia to meet a new client.

Man Wow. That's the third time you've been away this year. Don't you get tired of traveling all the time?

Woman It's funny, people often ask me whether I find it exhausting, you know, flying around so much. But actually, I kind of find flying relaxing.

Man Yeah? Relaxing in what way? I always think it's such a hassle.

Woman Well, I get time to read, watch movies, or catch up on my email. And no interruptions.

Man So, you're saying you don't mind all those long lines at the airport and all those flight delays?

Woman Well, that can be challenging sometimes. But it's worth it. I mean, even when my boss asked me if I mind traveling so much. I told her I'd go every month if I could! I mean, I get to experience all these fascinating cultures and try the food and meet the people. It's amazing.

Man So I guess you don't get culture shock or anything?

Woman Not really. I mean, I'm a bit puzzled sometimes by the way people do business, but I'm getting a lot of good experience – and I've made some good contacts, so that's encouraging.

Man Well, that's great. I guess I'm just not the traveling type.

Unit 11

Woman Hi, Tim. Have you ever seen the TV show "Say Yes to the Dress"?

Man No, I haven't. What's it about?

Woman It's about a bridal salon where women go shopping for their wedding dresses.

Man It sounds sort of boring.

Woman Oh, it's not boring at all. The store is a place where they only sell really expensive wedding dresses. That makes it interesting. Some of the dresses are a little bit ridiculous, but a lot of them are really pretty. And the stories about the brides make it interesting.

Man What do you mean?

Woman Well, you find out some of the personal stories about the people shopping. For example, there was a mother on the show whose daughter was a police officer. She started crying when her daughter tried on dresses.

Man Why did she cry?

Woman Because she'd never seen her daughter in a dress before!

Man Oh, that's kind of sweet.

Woman Yeah, no. It was a touching moment. Some of the brides are, well, not really nice, but others are. On another show, a bride liked this really expensive dress, but it was over her budget.

Man So, she didn't get the dress?

Woman No, she did! Her sisters and friends were with her, and they decided to help her pay for it!

Man That's nice… Are there only women on the show?

Woman Mostly, but there are a few men. Sometimes, the bride's father comes to the store. There's also one man working at the store. I think he finds the best dresses for the women! Oh, and at the end of the show, they sometimes show the bride and groom at their wedding ceremony.

Man Well, it sounds pretty good. I might even start watching it!

Unit 12

Woman So what did you think about that class?

Man It was interesting. I've never done one of those quizzes before. It was kind of cool to find out what *my* strengths are and what *I'm* good at and all that.

Woman I know. My test was pretty accurate, actually. I mean, it came up with some careers that I've thought about doing.

Man Yeah? My results were kind of surprising, to be honest. I've always wanted to work with animals, but it showed that my skills were stronger in other areas. So I guess the results are not always what you expect.

Woman Oh, no doubt. So, what did the quiz show you're good at?

Man Well, it said I'm good at things that have to do with bodily intelligence. You know, balance, coordination, and that kind of thing, which makes sense – I've always been physically active and good at sports.

Woman So what kind of careers did it recommend?

Man Well, it said anything to do with sports, you know, like a PE teacher, and stuff like that. And it also came up with a firefighter.

Woman So, do either of those jobs interest you?

Man I'm not really sure. It also said that my interpersonal skills were extremely strong, so I guess teaching would be a good fit. But I don't know… What about you?

Woman Well, it showed I have a talent for learning languages, which is true. I mean, it's my biggest strength, and I've always loved learning languages. So, yeah, my linguistic intelligence was the strongest. It said I'd make a good journalist or a good translator.

Man Oh, there's no doubt about that.

Woman You know, I'd been thinking about being a translator. It's not really an easy profession to get into, though.

Man True. I guess I still need to make up my mind…

General quizzes: answer key

Unit 1

A
1. He's laid-back.
2. Meet Brad sometime.
3. She's too touchy.
4. She's intelligent.

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

C
1. use
2. 'm / am taking
3. 'm / am nearly always talking
4. often meet
5. never use
6. 'm / am driving
7. tend to
8. 're / are working out
9. doesn't talk
10. 's / is using

D
1. promoted
2. accused
3. denied
4. regretted
5. rejected
6. obtained

E
1. Why do you say that?
2. But do you know what it was about?
3. So you think it's a bad idea?
4. So you think they'll manage it OK?

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

Unit 2

A
1. c 2. a 3. e 4. d

B
1. which
2. who
3. that
4. which
5. (that)
6. who
7. (that / which)
8. which
9. that
10. which

C
1. about
2. of
3. on
4. between
5. in
6. on
7. on
8. of
9. of
10. for

D
1. identify with
2. turn their attention to
3. critics of
4. extreme
5. a complex issue

E
1. what gets me
2. which some people think is weird
3. which
4. I really hate
5. Which is just fine!

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

Unit 3

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

B
1. struggled with
2. fell behind
3. have caught up
4. haven't / have not missed
5. have handed in
6. passed

C
1. acknowledge
2. make eye contact
3. venture
4. make my way
5. tug
6. say

D
1. was
2. hadn't seen
3. had been
4. went

E
1. 'd / had been working
2. had not / hadn't realized
3. 'd / had passed
4. 'd / had been studying
5. 'd / had been
6. 'd / had been doing

F
1. looking back
2. no wonder
3. getting back to my story / but anyway / but anyway, getting back to my story

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

Unit 4

A
1. F 2. T 3. T 4. F

B
1. skills
2. information
3. progress
4. training
5. companies
6. an interview
7. advice
8. a job

C
1. advice
2. competition
3. application
4. goal
5. interest
6. deadlines
7. progress
8. knowledge

D
1. the
2. –
3. a
4. a
5. the
6. –
7. –
8. –
9. the

E
1. amazingly
2. In fact
3. Fortunately
4. more importantly
5. Strangely enough
6. Unfortunately
7. As a matter of fact

F
1. f 2. c 3. a
4. e 5. b

Unit 5

A

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

B

1. gave
2. become
3. hadn't bought
4. hadn't helped
5. have done
6. made
7. lived
8. hadn't gotten

C

1. poverty
2. solution
3. starving
4. hungry
5. employed
6. protection
7. wealthy
8. investment
9. pollution
10. distribution

D

1. wish
2. will be
3. knew
4. am able
5. would
6. had seen
7. hope
8. do
9. had
10. made

E

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

F

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

Unit 6

A

1. F 2. T 3. T 4. F

B

1. continues
2. communicate
3. may use
4. become
5. makes
6. might not need
7. are going to be doing
8. will look
9. might be building
10. are going to be doing

C

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

D

1. Can
2. won't
3. May
4. should
5. might
6. Would
7. 'll
8. may
9. 'd better
10. must

E

1. I'd imagine
2. I don't think
3. I guess not

F

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

Unit 7

A

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

B

1. turn off the TV / turn the TV off
2. looking forward to
3. get over problems
4. come in
5. wake up the baby / wake the baby up
6. give it back

C

1. let me down
2. got around to
3. was short on
4. put up with
5. comes up
6. not looking forward to
7. running out of
8. give up

D

1. doing
2. spending
3. finding
4. to depend
5. getting
6. worrying
7. being
8. to play

E

1. I'm not saying
2. What I mean is
3. I have to say
4. Quite frankly
5. I don't mean
6. To tell you the truth

F

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

Unit 8

A

1. ✓
2. (no check)
3. (no check)
4. ✓
5. ✓
6. (no check)

B

1. are grown
2. were eaten
3. will be grown
4. has been produced
5. are going to be created
6. is made

C

1. blood pressure
2. heart disease
3. digestive system
4. eyesight
5. teeth
6. muscles

D

1. getting
2. clean / to clean
3. to reduce
4. to get
5. losing
6. feel
7. working
8. to gain

E

1. like sugar
2. Don't people know that it's bad for you
3. Isn't that a bit much
4. take your knees, for instance
5. lifting weights, for example
6. who doesn't want to build their muscles

F

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

Unit 9

A
1. luck and persistence
2. education and vision
3. exercise and friends

B
1. get to the top
2. get off the ground
3. get in her way
4. get her down
5. get to be

C
1. Every
2. All of
3. Each
4. Both of
5. Neither of
6. No
7. all
8. none of

D
1. My happiest times were *going* on vacation with my family.
2. When I was young, we'd ride bikes everywhere, *having* fun wherever we went.
3. I remember neighbors *inviting* me over for cookies when I was young.
4. A highlight for me was *being* at the top of my class.
5. I remember *talking* on the phone with friends for hours.
6. I used to stay in my room all day, *listening* to my favorite music.

E
1. As far as careers go
2. as far as money is concerned
3. when it comes to enjoying my life
4. in terms of money or work

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

Unit 10

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

B
1. amazing
2. fascinated
3. surprising
4. depressing
5. surprised
6. terrifying
7. puzzled
8. exhausted
9. challenging
10. relaxing

C
1. should get
2. could take
3. had been checked
4. had to take off
5. was delayed
6. might not leave
7. used to travel

D
1. whether / if
2. where
3. to tell
4. what
5. not to take
6. if

E
1. Amazing in what way?
2. So you're saying you've never been there?
3. What you're saying is that it's too expensive?

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

Unit 11

A
1. wedding dresses are sold
2. interesting
3. boring
4. she'd never seen her daughter in a dress
5. her friends and family
6. wedding ceremonies

B
1. where; civil ceremonies
2. matchmaker; whose
3. whose; bachelors
4. when; vows
5. when; best man

C
1. dismiss
2. downside
3. preservation
4. global
5. kill off
6. opportunity

D
1. I like making my guests homemade snacks.
2. X
3. I don't usually give birthday gifts to my friends.
4. I bought a sweater for my sister.
5. X
6. I sometimes send my cousins birthday cards.

E
1. not really
2. a little
3. not quite
4. slightly

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

Unit 12

A
1. strengths and skills
2. They weren't what he expected.
3. PE teacher
4. learning languages
5. translator
6. It's a difficult profession to enter.

B
1. sensitive
2. capable
3. musical
4. articulate
5. skilled
6. minded
7. literate

C
1. extreme → extremely
2. particular → particularly
3. physical → physically
4. incredible → incredibly
5. scientific → scientifically
6. remarkable → remarkably

D
1. more capable
2. worst
3. more confident
4. as good as
5. better
6. as often as
7. harder
8. the most experienced

E
1. that
2. everything
3. doubt
4. thing
5. don't

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

Speaking quizzes

Administration and scoring guide

Contents and purpose

The speaking quizzes examine students' ability to communicate orally using the language presented in *Viewpoint* Level 1. Each of the 12 speaking quizzes covers one unit. Speaking quizzes may cover any of the language in a unit; they also require students to use the conversation strategies presented in the unit.

The speaking quizzes can be used in conjunction with the general quizzes and/or writing quizzes. Students' performance on the speaking quizzes helps the teacher determine what target spoken language has been successfully acquired. The speaking quizzes can be used as part of student grading and assessment.

Getting ready for a speaking quiz

- Plan to give a quiz shortly after the class has completed a unit. The speaking quizzes should be given either on the same day as the general quizzes, or in the class period before or after.
- Suggest that students prepare for each quiz by reviewing the unit and by practicing speaking to a classmate or friend in English.
- Copy the quiz for the unit. Cut the page to separate the individual sets: *Student A, Student B, Student C,* and *Student D.*
- Make one copy of the Speaking quiz assessment sheet per S and use these for scoring students' performance on the speaking quiz.
- Schedule class time by deciding if Ss will be tested individually, in pairs, or in groups. Calculate the total testing time based on the times indicated for individual, pair, or group speaking tests (see details under "Giving a speaking test").
- Arrange an appropriate space for testing speaking.

Giving a speaking quiz

- Each speaking quiz is divided into four sets: *Student A, Student B, Student C,* and *Student D.* Each student is tested on similar language points.
- Speaking quizzes can be administered in several ways:

Individuals: Lead a one-on-one conversation with a single S. Take the role of *Student A*, and assign the S the role of *Student B*. Give the S a copy of only his or her part. Take turns asking and answering the questions. You may choose to include other questions and prompts of your own. Individual testing may take approximately 3 to 4 minutes per student.

Pairs: Quizzes can be taken by pairs of Ss. Assign the students in each pair the roles of *Students A* and *B* or of *Students C* and *D*. Give each S a copy of only his or her part. Ss take turns asking and answering questions. The teacher should only assess one S at a time. Pair testing may take approximately 4 to 6 minutes per pair.

Groups (3 or 4 students): Group testing is similar to pair testing. Assign each S one set of questions – *Student A, B, C,* or *D*. Give each S a copy of only his or her part. Ss take turns asking and answering their questions. This may be structured in any of several ways: (1) Each S consistently asks questions to the same partner; (2) Ss ask their questions either to the Ss sitting on their right or on their left. Group testing may take approximately 7 to 9 minutes per group.

Note: You should only assess one S at a time. For the Questions and topics to discuss, it is the S who is answering the questions in each set. For the Conversation, it is the S who is asked to use the conversation strategies.

Scoring a speaking quiz

- Each speaking quiz is worth 25 points. Ss are graded in five categories: Communication, Grammar, Vocabulary, Fluency, and Pronunciation. (See the category guidelines on the Speaking quiz assessment sheet on page T-236.) Each category is worth five points: 1 is low, 5 is high.
- To score the speaking quizzes, use a Speaking quiz assessment sheet. Use a separate sheet for each student.
- Scores may be interpreted as follows:

  22–25 points = Excellent

  18–21 points = Good

  14–17 points = Average

  13 or below = Needs improvement
- It is important to provide students with written comments and positive feedback. There is space on the Speaking quiz assessment sheet for these comments.
- To record test results, use the Score Record Sheet on page T-184 or print one out from the CD-ROM.

Scoring particular task types

For the Conversation section of the speaking quizzes, only one of the speakers is being tested at a time, depending on which partner in the conversation the conversation strategy is aimed at.

In the sample answers section, only pairs are shown, and these are all referred to as *A* and *B*.

Speaking quiz: assessment sheet

Name: _____

Unit: _____ Date: _____

	Poor	Fair	Good	Very good	Excellent
Communication	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

Total: _____/25 points

Comments and suggestions:

_____

_____

_____

_____

Communication: ability to comprehend, interact, make oneself understood, and get one's message across (effective, natural use of conversation strategies)
Grammar: accurate use of grammar structures
Vocabulary: correct and effective use of vocabulary
Fluency: ability to speak naturally, without many long pauses
Pronunciation: correct use of stress, rhythm, and intonation patterns

Speaking quiz: assessment sheet

Name: _____

Unit: _____ Date: _____

	Poor	Fair	Good	Very good	Excellent
Communication	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

Total: _____/25 points

Comments and suggestions:

_____

_____

_____

_____

Communication: ability to comprehend, interact, make oneself understood, and get one's message across (effective, natural use of conversation strategies)
Grammar: accurate use of grammar structures
Vocabulary: correct and effective use of vocabulary
Fluency: ability to speak naturally, without many long pauses
Pronunciation: correct use of stress, rhythm, and intonation patterns

Speaking quiz: assessment sheet

Name: _____

Unit: _____ Date: _____

	Poor	*Fair*	*Good*	*Very good*	*Excellent*
Communication	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

Comments and suggestions:

Total: _____/25

Communication: ability to comprehend, interact, make oneself understood, and get one's message across (effective, natural use of conversation strategies)
Grammar: accurate use of grammar structures
Vocabulary: correct and effective use of vocabulary
Fluency: ability to speak naturally, without many long pauses
Pronunciation: correct use of stress, rhythm, and intonation patterns

Speaking quiz: assessment sheet

Name: _____

Unit: _____ Date: _____

	Poor	*Fair*	*Good*	*Very good*	*Excellent*
Communication	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

Comments and suggestions:

Total: _____/25 points

Communication: ability to comprehend, interact, make oneself understood, and get one's message across (effective, natural use of conversation strategies)
Grammar: accurate use of grammar structures
Vocabulary: correct and effective use of vocabulary
Fluency: ability to speak naturally, without many long pauses
Pronunciation: correct use of stress, rhythm, and intonation patterns

Unit 1 Speaking quiz

Student A

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. Would you say that you're a self-confident person? Why (not)?
2. How would you describe your personality?
3. How often do you keep in touch with your friends?
4. What's something you constantly do online?

Part 2: Conversation

1. **How would you feel if a good friend wished you a happy birthday online but didn't call you?**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Ask questions to find out new information with expressions like *And why's that?*
- Ask questions in the form of statements to check your understanding of what your partner said with expressions like *But you..., right?*

2. **Listen and respond to your partner.**

Student B

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. Do you know anyone who's laid-back? How does he / she behave?
2. How would you describe the personality of someone in your family?
3. How do you tend to keep in touch with your friends who live nearby?
4. When do you turn your cell phone off?

Part 2: Conversation

1. **How would you feel if a friend posted a photo of you online?**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Ask questions to find out new information with expressions like *And why's that?*
- Ask questions in the form of statements to check your understanding of what your partner said with expressions like *But you..., right?*

2. **Listen and respond to your partner.**

Student C

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. Would you say that you're a relaxed person?
2. How would you describe your best friend's personality?
3. How often do you check your email?
4. Who do you usually send text messages to? Why?

Part 2: Conversation

1. **What would you do if you lost touch with a good friend?**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Ask questions to find out new information with expressions like *And why's that?*
- Ask questions in the form of statements to check your understanding of what your partner said with expressions like *But you..., right?*

2. **Listen and respond to your partner.**

Student D

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. Do you know anyone who's talkative? When does he / she talk the most?
2. How would you describe your favorite teacher's personality?
3. How do you tend to keep in touch with family members who don't live with you?
4. Do you know anyone who never (or hardly ever) sends text messages? Why doesn't he / she send them?

Part 2: Conversation

1. **What would you do if an old friend got in touch with you on a social networking site?**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Ask questions to find out new information with expressions like *And why's that?*
- Ask questions in the form of statements to check your understanding of what your partner said with expressions like *But you..., right?*

2. **Listen and respond to your partner.**

Unit 2 Speaking quiz

Student A

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What kinds of shows do you watch on TV?
2. Who is your favorite celebrity? Why do you like him / her?
3. What kind of impact does celebrity behavior have on teenagers?
4. Do children need to have cell phones? Why (not)?

Part 2: Conversation

1. **Tell your partner about an interesting or strange video you've seen.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Introduce a comment on what you are going to say with expressions like *You know what…?*
- Use relative clauses with *which* to comment on your partner's statements with expressions like *which is (kind of)…*

2. **Listen and react to your partner.**

Student B

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. Do your friends talk about celebrities? What do they say?
2. Are there any celebrities you don't like? Why?
3. What kind of impact do TV advertisements have on you?
4. Do you think some people play video games too much? Why (not)?

Part 2: Conversation

1. **Tell your partner about a game (or video game) you like to play.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Introduce a comment on what you are going to say with expressions like *You know what…?*
- Use relative clauses with *which* to comment on your partner's statements with expressions like *which is (kind of)…*

2. **Listen and react to your partner.**

Student C

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. Do you read celebrity gossip online? What sites do you visit?
2. What do you think of people who try to look like celebrities?
3. What kind of impact does TV have on children?
4. Do video games influence the players' behavior? How? / Why not?

Part 2: Conversation

1. **Tell your partner about an interesting documentary film you've seen.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Introduce a comment on what you are going to say with expressions like *You know what…?*
- Use relative clauses with *which* to comment on your partner's statements with expressions like *which is (kind of)…*

2. **Listen and react to your partner.**

Student D

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What do people in your family think about celebrity gossip?
2. Do you know anyone who isn't interested in celebrities? Why aren't they interested?
3. What impact does the Internet have on your life?
4. What is one positive effect TV might have on people?

Part 2: Conversation

1. **Tell your partner about an interesting or unusual TV show you've seen.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Introduce a comment on what you are going to say with expressions like *You know what…?*
- Use relative clauses with *which* to comment on your partner's statements with expressions like *which is (kind of)…*

2. **Listen and react to your partner.**

Unit 3 Speaking quiz

Student A

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What have been some of the highlights of your year?
2. Have you or has someone you know ever missed a class? Why?
3. What subjects did you enjoy in high school? Why?
4. Do you prefer to do homework by yourself or in a group? Why?

Part 2: Conversation

1. **Think of an old photo from your childhood. Tell your partner about it.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Interrupt your story to add extra information with expressions like *Looking back,...When I think about it,...*
- Interrupt and get back to your story with expressions like *Looking back,...* and *So anyway,...*
- Add comments when something is not surprising with expressions like *(It's) no wonder...*

2. **Listen and react to your partner.**

Student B

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What's one of the most interesting classes you've taken in the past?
2. Describe a mistake you've made that has been a learning experience.
3. What subjects did you struggle with in high school?
4. Do you think homework should count toward your final grade? Why (not)?

Part 2: Conversation

1. **Tell your partner about one of your favorite (or least favorite) teachers when you were a child.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Interrupt your story to add extra information with expressions like *Looking back,...When I think about it,...*
- Interrupt and get back to your story with expressions like *Looking back,...* and *So anyway,...*
- Add comments when something is not surprising with expressions like *(It's) no wonder...*

2. **Listen and react to your partner.**

Student C

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. Where have you traveled in the last couple of years?
2. Have you or has someone you know ever fallen behind on schoolwork? Why?
3. Who was your favorite teacher in high school? Why?
4. Do you think class participation should count toward your final grade? Why (not)?

Part 2: Conversation

1. **Tell your partner about one of your best friends from childhood.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Interrupt your story to add extra information with expressions like *Looking back,...When I think about it,...*
- Interrupt and get back to your story with expressions like *Looking back,...* and *So anyway,...*
- Add comments when something is not surprising with expressions like *(It's) no wonder...*

2. **Listen and react to your partner.**

Student D

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. Which class you took in the past have you learned the most from? Why?
2. Describe something you've learned from a childhood experience.
3. In high school, what class did you do the best in?
4. Do you think it's better to leave a test question blank or guess the answer? Why?

Part 2: Conversation

1. **What was your favorite toy as a child? Tell your partner about it.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Interrupt your story to add extra information with expressions like *Looking back,...When I think about it,...*
- Interrupt and get back to your story with expressions like *Looking back,...* and *So anyway,...*
- Add comments when something is not surprising with expressions like *(It's) no wonder...*

2. **Listen and react to your partner.**

Unit 4 Speaking quiz

Student A

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What are some of your career goals?
2. How do you face competition at work or at school?
3. Describe a goal that you've achieved.
4. What kind of company would you like to work for?

Part 2: Conversation

1. **Imagine you did well in a job interview. Tell your partner about it.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Show your attitude about something you say with expressions like *luckily,...(un)fortunately,...*
- Give new information that you want to emphasize or correct what someone assumes with expressions like *As a matter of fact / In fact...*

2. **Listen and react to your partner.**

Student B

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What information is on your résumé?
2. What do you do to acquire knowledge at work or at school?
3. Describe a skill that you've acquired at work or at school.
4. What new skills would you like to learn?

Part 2: Conversation

1. **Imagine you recently got a new job. Tell your partner about it.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Show your attitude about something you say with expressions like *luckily,...(un)fortunately,...*
- Give new information that you want to emphasize or correct what someone assumes with expressions like *As a matter of fact / In fact...*

2. **Listen and react to your partner.**

Student C

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What information should be on a résumé?
2. What do you do to meet deadlines at work or at school?
3. Describe a time that you followed someone's advice (or didn't follow someone's advice). What happened?
4. What type of office would you like to work in?

Part 2: Conversation

1. **Imagine you're looking for a new job. Tell your partner about your job search.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Show your attitude about something you say with expressions like *luckily,...(un)fortunately,...*
- Give new information that you want to emphasize or correct what someone assumes with expressions like *As a matter of fact / In fact...*

2. **Listen and react to your partner.**

Student D

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What are some job skills you have?
2. What do you do to make progress at school or at work?
3. Describe a time you missed a deadline. What happened?
4. What kind of on-the-job training would you be interested in?

Part 2: Conversation

1. **Imagine you have a job with good perks and benefits. Tell your partner about them.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Show your attitude about something you say with expressions like *luckily,...(un)fortunately,...*
- Give new information that you want to emphasize or correct what someone assumes with expressions like *As a matter of fact / In fact...*

2. **Listen and react to your partner.**

Unit 5 Speaking quiz

Student A

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What would you do if a friend needed money?
2. What's the biggest challenge in your hometown?
3. What could be done to prevent pollution?
4. What's one thing you wish would happen in the future?

Part 2: Conversation

1. **Tell your partner what you think about rich countries giving money to help other countries.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Suggest possible scenarios or ideas with expressions like *suppose / imagine, what if...?*
- Say you're not 100% sure of something or tell your partner he / she has a good point with expressions like *I suppose...*

2. **Listen and react to your partner's opinion.**

Student B

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What would you do if a friend didn't have a place to live?
2. What's the biggest challenge the world faces today?
3. What could be done to improve education?
4. What's one thing you wish you could change in your city?

Part 2: Conversation

1. **Tell your partner what you think about buying people expensive birthday gifts.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Suggest possible scenarios or ideas with expressions like *suppose / imagine, what if...?*
- Say you're not 100% sure of something or tell your partner he / she has a good point with expressions like *I suppose...*

2. **Listen and react to your partner's opinion.**

Student C

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What would you do if a friend were sick?
2. What's the biggest challenge where you live now?
3. What could be done to improve public transportation?
4. What's one thing you wish you could change about yourself?

Part 2: Conversation

1. **Tell your partner what you think about laws that make people recycle.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Suggest possible scenarios or ideas with expressions like *suppose / imagine, what if...?*
- Say you're not 100% sure of something or tell your partner he / she has a good point with expressions like *I suppose...*

2. **Listen and react to your partner's opinion.**

Student D

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What would you do if a friend threw trash in the street?
2. What's the biggest challenge your country faces?
3. What could be done to prevent poverty?
4. What's one thing you wish you could change at your school?

Part 2: Conversation

1. **Tell your partner what you think about giving to a charity instead of getting people gifts.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Suggest possible scenarios or ideas with expressions like *suppose / imagine, what if...?*
- Say you're not 100% sure of something or tell your partner he / she has a good point with expressions like *I suppose...*

2. **Listen and react to your partner's opinion.**

Unit 6 Speaking quiz

Student A

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. How will you be doing most of your shopping in the future?
2. What kinds of stores will soon be disappearing?
3. What form of technology do you think everyone should own? Why?
4. When do people have to pay for something with a credit card?

Part 2: Conversation

1. **Tell your partner your opinion about the future of telephones.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Soften your opinion with expressions like *I'd say / I'd think...*
- Respond to questions about your opinion with expressions like *I think so / I don't think so.*

2. **Listen and react to your partner's opinion.**

Student B

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. What will you be using your computer for in the future?
2. What kinds of jobs will be disappearing soon?
3. How do you think people should get news? Why?
4. When do people have to go to a bank?

Part 2: Conversation

1. **Tell your partner your opinion about the future of TV.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Soften your opinion with expressions like *I'd say / I'd think...*
- Respond to questions about your opinion with expressions like *I think so / I don't think so.*

2. **Listen and react to your partner's opinion.**

Student C

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. What will you be using your cell phone for in the future?
2. What new kinds of technology will people be using in the future?
3. How do you think people should pay their bills? Why?
4. Is there anyone who doesn't need to have a credit card? Why?

Part 2: Conversation

1. **Tell your partner your opinion about the future of books.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Soften your opinion with expressions like *I'd say / I'd think...*
- Respond to questions about your opinion with expressions like *I think so / I don't think so.*

2. **Listen and react to your partner's opinion.**

Student D

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. How are you going to be traveling in the future?
2. What kinds of technology won't people be using in the future?
3. How do you think people should get to work? Why?
4. When do people have to pay for something with cash?

Part 2: Conversation

1. **Tell your partner your opinion about the future of cameras.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Soften your opinion with expressions like *I'd say / I'd think...*
- Respond to questions about your opinion with expressions like *I think so / I don't think so.*

2. **Listen and react to your partner's opinion.**

Unit 9 Speaking quiz

Student A

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. Describe a time you got off to a good start at school or in a new job.
2. What do successful people have in common?
3. Can you think of a time you were glad something was all over?
4. What was one of the happiest moments of your life?

Part 2: Conversation

1. **How do you define success at school? Tell your partner your opinion.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Focus in on a topic with expressions like *When it comes to…*
- Introduce an opinion with expressions like *As far as I'm concerned…*
- Soften your opinion with expressions like *As far as I know…*

2. **Listen and react to your partner's opinion.**

Student B

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. Can you describe someone who has gotten ahead in life?
2. What does it take to be a successful student?
3. Can you describe what's going on in your life right now?
4. What was one of the proudest moments of your life?

Part 2: Conversation

1. **How do you define a successful friendship? Tell your partner your opinion.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Focus in on a topic with expressions like *When it comes to…*
- Introduce an opinion with expressions like *As far as I'm concerned…*
- Soften your opinion with expressions like *As far as I know…*

2. **Listen and react to your partner's opinion.**

Student C

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. What's the best thing about being successful?
2. What does it take to be a successful business person?
3. Can you think of a time you made the most of a situation?
4. What was one of the best moments of your childhood?

Part 2: Conversation

1. **How do you define happiness? Tell your partner your opinion.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Focus in on a topic with expressions like *When it comes to...*
- Introduce an opinion with expressions like *As far as I'm concerned…*
- Soften your opinion with expressions like *As far as I know…*

2. **Listen and react to your partner's opinion.**

Student D

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. What's the worst thing about being successful?
2. What do creative people have in common?
3. Can you think of a time your hard work paid off?
4. What was one of the most successful moments of your life?

Part 2: Conversation

1. **How do you define failure? Tell your partner your opinion.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Focus in on a topic with expressions like *When it comes to…*
- Introduce an opinion with expressions like *As far as I'm concerned…*
- Soften your opinion with expressions like *As far as I know…*

2. **Listen and react to your partner's opinion.**

Unit 10 Speaking quiz

Student A

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. Can you tell me about a conversation you had recently with a friend?
2. What's the most impressive place you've been to?
3. What makes you feel exhausted?
4. What's a question a friend asked you recently? What was your answer?

Part 2: Conversation

1. **What do you think about space travel? Is it a good idea?**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Draw conclusions about what your partner said with expressions like *you mean..., (so) what you're saying is...*
- Ask for more details with expressions like *in what way?*

2. **Listen and react to your partner.**

Student B

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. Can you tell me about a conversation you had recently with a classmate or coworker?
2. Describe something impressive you've done.
3. When do you feel relaxed?
4. What's a question you asked a friend recently? What was his / her answer?

Part 2: Conversation

1. **What do you think of adventure travel? Would you like to go on that kind of trip?**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Draw conclusions about what your partner said with expressions like *you mean..., (so) what you're saying is...*
- Ask for more details with expressions like *in what way?*

2. **Listen and react to your partner.**

Student C

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. Can you tell me about a conversation you had recently with a family member?
2. What's the most relaxing way to spend a day off?
3. What kinds of situations do you find challenging?
4. What's a question your teacher asked your class recently? What was the answer?

Part 2: Conversation

1. **Do you think everyone should travel overseas and experience another country?**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Draw conclusions about what your partner said with expressions like *you mean..., (so) what you're saying is...*
- Ask for more details with expressions like *in what way?*

2. **Listen and react to your partner.**

Student D

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. Can you tell me about a conversation you had recently with a teacher?
2. Describe a frightening experience you've had.
3. What kinds of situations do you find puzzling?
4. What's a question a classmate asked the teacher recently? What was the answer?

Part 2: Conversation

1. **What do you think of ecotourism? Would you like to go on an eco-tour?**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Draw conclusions about what your partner said with expressions like *you mean..., (so) what you're saying is...*
- Ask for more details with expressions like *in what way?*

2. **Listen and react to your partner.**

Unit 11 Speaking quiz

Student A

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What do you think are the most popular locations for honeymoons?
2. Do you think there's a particular time of year when it's best to get married?
3. What's a typical holiday party like in your culture?
4. What do you think of giving people home-made gifts? Do you like to give or receive them?

Part 2: Conversation

1. **Tell your partner about an interesting or unusual wedding tradition in your country.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Soften your comments with expressions like *kind of, a little.*
- Agree with someone and then make a comment of your own with expressions like *Yeah, no.*

2. **Listen and react to your partner.**

Student B

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What do you think are the most popular locations for wedding ceremonies?
2. What do you think about engagement parties?
3. What's a typical birthday present in your culture?
4. On what occasions do you give your friends gifts?

Part 2: Conversation

1. **Tell your partner about an interesting or unusual holiday or party tradition in your country.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Soften your comments with expressions like *kind of, a little.*
- Agree with someone and then make a comment of your own with expressions like *Yeah, no.*

2. **Listen and react to your partner.**

Student C

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What do you think are the most popular locations for wedding receptions?
2. What do you think about arranged marriages?
3. What's a typical birthday party like in your culture?
4. What kinds of gifts do you give your family members?

Part 2: Conversation

1. **Tell your partner what would be an appropriate or inappropriate gift in your country.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Soften your comments with expressions like *kind of, a little.*
- Agree with someone and then make a comment of your own with expressions like *Yeah, no.*

2. **Listen and react to your partner.**

Student D

Part 1: Questions and topics to discuss

Ask these questions. Answer your partner's questions.

1. What do you think are the most popular locations for taking wedding photos?
2. What are wedding receptions like in your culture?
3. What's a typical gift for a baby in your culture?
4. On what occasions do you get cards?

Part 2: Conversation

1. **Tell your partner what kind of rules there are about giving or accepting gifts in your country.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- Soften your comments with expressions like *kind of, a little.*
- Agree with someone and them make a comment of your own with expressions like *Yeah, no.*

2. **Listen and react to your partner.**

Unit 12 Speaking quiz

Student A

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. Do you think that talent is something you're born with or can it develop with practice?
2. What's something you're particularly good at doing?
3. Are you better at languages or at math? Can you give some examples?
4. Is there anything you don't do as often as you should? What is it?

Part 2: Conversation

1. **What's the best way to learn a language? Tell your partner your opinion.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- When others know what you mean, use vague expressions like… *and things (like that).*
- Show that you strongly agree with someone with expressions like *No doubt.*

2. **Listen and react to your partner's opinion.**

Student B

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. You need to be extremely articulate to succeed in any career. Do you agree?
2. What's something you do remarkably well?
3. Are you better at music or at sports? Explain.
4. Would you consider yourself a sensitive person?

Part 2: Conversation

1. **What's the best way to get good at a sport? Tell your partner your opinion.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- When others know what you mean, use vague expressions like… *and things (like that).*
- Show that you strongly agree with someone with expressions like *No doubt.*

2. **Listen and react to your partner's opinion.**

Student C

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. Anyone is capable of learning anything. Do you agree?
2. What's something that is incredibly easy for you to do?
3. How confident are you when you speak in public? Is there anything that would make you more confident?
4. What's your biggest challenge?

Part 2: Conversation

1. **What's the best way to learn to play an instrument? Tell your partner your opinion.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- When others know what you mean, use vague expressions like… *and things (like that).*
- Show that you strongly agree with someone with expressions like *No doubt.*

2. **Listen and react to your partner's opinion.**

Student D

Part 1: Questions to discuss

Ask these questions. Answer your partner's questions.

1. You don't need a talent for something to be able to enjoy it. Do you agree?
2. What's something you're extremely bad at?
3. Are you happier alone or in a group? Why?
4. Would you consider yourself a sensible person?

Part 2: Conversation

1. **What's the best way to learn facts? Tell your partner your opinion.**

Use conversation strategies to make your conversation flow. The strategies you learned in this unit are:

- When others know what you mean, use vague expressions like… *and things (like that).*
- Show that you strongly agree with someone with expressions like *No doubt.*

2. **Listen and react to your partner's opinion.**

Writing quizzes

Administration and scoring guide

Contents and purpose

The writing quizzes examine students' ability to communicate in writing using the language presented in *Viewpoint* Level 1. Each of the twelve writing quizzes covers one unit. Writing quizzes may cover any of the language in a unit, but specifically focus on the language and strategies taught in the Writing section of the unit.

The writing quizzes can be used in conjunction with the general quizzes and speaking quizzes. Students' performance on the writing quizzes helps determine what target written language has been successfully acquired. The writing quizzes can be used as part of student grading and assessment.

Getting ready for a writing quiz

Plan to give a quiz shortly after the class has completed a unit. The writing quizzes should be given either on the same day as the general quizzes, or in the class period before or after.

- Suggest that Ss prepare for each quiz by doing the writing assignment for the unit.
- Explain to students how their score will be used, especially if it will be used as part of a final grade.
- Schedule about 30 minutes of class time for the quiz.

Giving a writing quiz

On the day of the quiz, have Ss take out a pencil and an eraser. Tell Ss they are not allowed to use their Student's Books or dictionaries during the quiz.

- Hand out one copy of the quiz to each S.
- Go through the instructions to make sure Ss understand them.
- Tell Ss they will have 30 minutes to complete the quiz.Write this time on the board: *30 minutes*
- After the quiz begins, change the time shown on the board every five minutes so that Ss know how much time is left.
- Make one copy of the Writing quiz assessment sheet for each S.

Scoring a writing quiz

Each Writing quiz is worth 25 points. The score received is multiplied by 2.5 to reach the final point total.

Follow these guidelines for scoring the content and language of the writing quizzes:

5 points = All content and language points of the assignment have been addressed and are clearly communicated. There are only a few errors, and these do not impede meaning.

4 points = An attempt has been made at addressing all content and language points of the assignment, but they are not all fully or clearly communicated. There are only a few errors, and these generally do not impede meaning.

3 points = Not all content and language points of the assignment have been attempted, but those that are attempted have generally been clearly communicated. There are some errors, but the majority of them do not impede meaning.

2 points = Not all content and language points of the assignment have been attempted, and some of those that are attempted have not been clearly communicated. There are quite a few errors, a number of which impede meaning.

1 point = Not all content and language points of the assignment have been attempted, and many of those that are attempted have not been clearly communicated. There are many errors, a substantial number of which impede meaning.

It is important to provide Ss with written comments and positive feedback. On the next pages are an example of a Writing quiz question and some sample answers plus the scores that a teacher might give. Three sample answers are given – showing an excellent, average, and poor answer.

Example writing test question

A **Read the pros and cons of playing video games. Add one idea of your own to each list.**

The Pros and Cons of Video Games

Pros (Advantages) of Video Games	Cons (Disadvantages) of Video Games
☐ Can improve hand-eye coordination	☐ Can lead to violent behavior
☐ Can help children learn to solve problems	☐ Can cause children to sit a lot and not exercise
☐ Can help children deal with winning and losing	☐ Can take away from time spent on homework
☐ Can help children pay attention	☐ Can be harmful to the eyes
☐ Can reduce stress	☐ Can affect children's ability to socialize
☐ Can help children learn to make choices	☐ Can make children aggressive

B **Video games have a negative effect on children. Do you agree or disagree? Write a one-paragraph essay stating your view. You can use the ideas from the chart in Part A and/or your own ideas.**

Make sure that you:

- Say whether you agree or disagree with the statement.
- Write a topic sentence that gives the main idea of your paragraph.
- Support your topic sentence with three reasons.
- Give reasons using *first*, *second*, *third*, and *finally / lastly*.

Sample answers, scores, and teacher's comments

Score: 10 (excellent)

While many people feel that video games have a negative effect on children, we need to look closely at this argument. In fact, playing video games can have many advantages for children. **First,** children can learn a lot from playing video games. They learn to solve problems and make choices. They also learn how to deal with winning and losing. **Second,** playing video games can help children pay attention. They have to concentrate to play the games. Video games can help children focus on one task. **Lastly,** children can be social with video games. Some people say children who play video games are not social, but children play games together, and many children enjoy talking about video games with each other. In conclusion, playing video games can have a positive effect on children.

Teacher's comment:

All three content points and the language point (give reasons using *first, second, third,* and *finally / lastly*) are clearly and fully communicated. There is a clear topic sentence that shows that the writer disagrees with the statement.There are **three reasons** that are clearly developed. There are no errors in grammar or usage.

Score: 6 (good)

While many people feel that video games have a negative effect on children, we need to look closely at this argument. In fact, playing video games can have many advantages for children. **First,** children can learn a lot from *play* video games. They learn to solve problems and make choices. They also learn how *deal* with winning and losing. ***At last,*** children *is social* with video games. Some people say children who play video games are not social, but children do play games together, and any children enjoy talking about video games with each other. In conclusion, playing video games can have a positive effect on children.

Teacher's comment:

Only two of the three content points are clearly and fully communicated. There is a clear topic sentence that shows that the writer disagrees with the statement. However, there are only **two (rather than the required three) supporting reasons** that are clearly developed. There are some minor grammatical errors but these do not impede communication (*play* should be *playing; be social* should be *can be social; deal* should be *to deal; any children* should be *many children*). The language point is attempted but is not fully accomplished (*first* and *second* are used correctly, but *at last* is used instead of *finally / lastly*).

Score: 2 (poor)

Play video games has many advantages for children can learn from video games. They learning solve problems and make choices and win and lose is also important. Play video games make children be aggressive. They often with family and friends after playing video games for long periods of time. At last play video games have positive and negative for children.

Teacher's comment:

The three content points are not clearly and fully communicated. There is no clear topic sentence. Only one of the three reasons (*children can learn from video games*) is communicated successfully. Another one (*video games make children aggressive*) is attempted, but this is not an advantage, so it is not clear whether the writer agrees or disagrees with the statement. There are grammar errors that impede communication. (*They often with* is not comprehensible without a verb. The meaning of *positive and negative for children* is not clear.) The language point (give reasons using *first, second, third,* and *finally/lastly*) is not attempted.

Writing quiz: assessment sheet

Name: _____

Unit: _____ Date: _____

	Poor	*Fair*	*Good*	*Very good*	*Excellent*
Content: All points successfully addressed	1	2	3	4	5
Language: Accurate and meaning is clear	1	2	3	4	5

Comments and suggestions:

Total: _____/10 points
Score × 2.5 = _____/25 points

Writing quiz: assessment sheet

Name: _____

Unit: _____ Date: _____

	Poor	*Fair*	*Good*	*Very good*	*Excellent*
Content: All points successfully addressed	1	2	3	4	5
Language: Accurate and meaning is clear	1	2	3	4	5

Comments and suggestions:

Total: _____/10 points
Score × 2.5 = _____/25 points

Unit 1 Writing quiz

A **Read people's opinions about online friendships.**

https://www.survey.com/online_friendships

Are online friendships important?

- **Jacob:** I don't think online friendships are that important. I mean, it's hard to be real friends when you don't see each other or talk on the phone.
- **Sally:** I don't have a lot in common with friends from school, but I have a lot in common with people I meet online.
- **Rita:** I don't even know a lot of the people on my social networking page. It's a waste of time reading their posts! They aren't true friends.
- **Tina:** My online friends are an important part of my life. I'm constantly making new friends online, and I think online friendships are wonderful!

B **Write a one-paragraph script for an online debate about the importance of online friendships. Use ideas from Part A and / or your own ideas.**

Make sure that you:

- Explain some points in favor of online friendships.
- Explain some points against online friendships.
- Come to a conclusion that gives your opinion.
- Use expressions such as *however, while, whereas, but,* and *on the other hand* to contrast ideas.

Sample Answer

Online friendships are very popular today. Many people make new friends online and can also meet others with common interests. It can be hard to meet people with common interests offline, whereas it's easy to find friends with common interests online. For example, a person who loves comic books might not know anyone else who has the same interest. That person can easily meet someone online who also likes comic books. Online friendships can be very important for someone who has unusual interests. Online friendships can also be important for people who are shy. They can find it easier to meet others online and may feel more confident than meeting people in person. On the other hand, some people say it is hard to really get to know someone online. They feel that it is difficult to become friends if you do not meet someone face-to-face. People can be aggressive online. It is easier to be thoughtless when you are not face-to-face with a person. In conclusion, while there are some negative things about online friendships, there are more positive things. In my opinion, online friendships are extremely important.

Unit 2 Writing quiz

A **Read the pros and cons of playing video games. Check the ones you think are most important and add any other examples you can think of.**

The Pros and Cons of Video Games

Pros (Advantages) of Video Games	Cons (Disadvantages) of Video Games
☐ Can improve hand-eye coordination	☐ Can lead to violent behavior
☐ Can help children learn to solve problems	☐ Can cause children to sit a lot and not exercise
☐ Can help children deal with winning and losing	☐ Can take away from time spent on homework
☐ Can help children pay attention	☐ Can be harmful to the eyes
_____	_____
_____	_____

B **Write a one-paragraph essay that answers this question: Video games have a negative effect on children. Do you agree or disagree? You can use some of the ideas in the chart and / or your own ideas.**

Make sure that you:

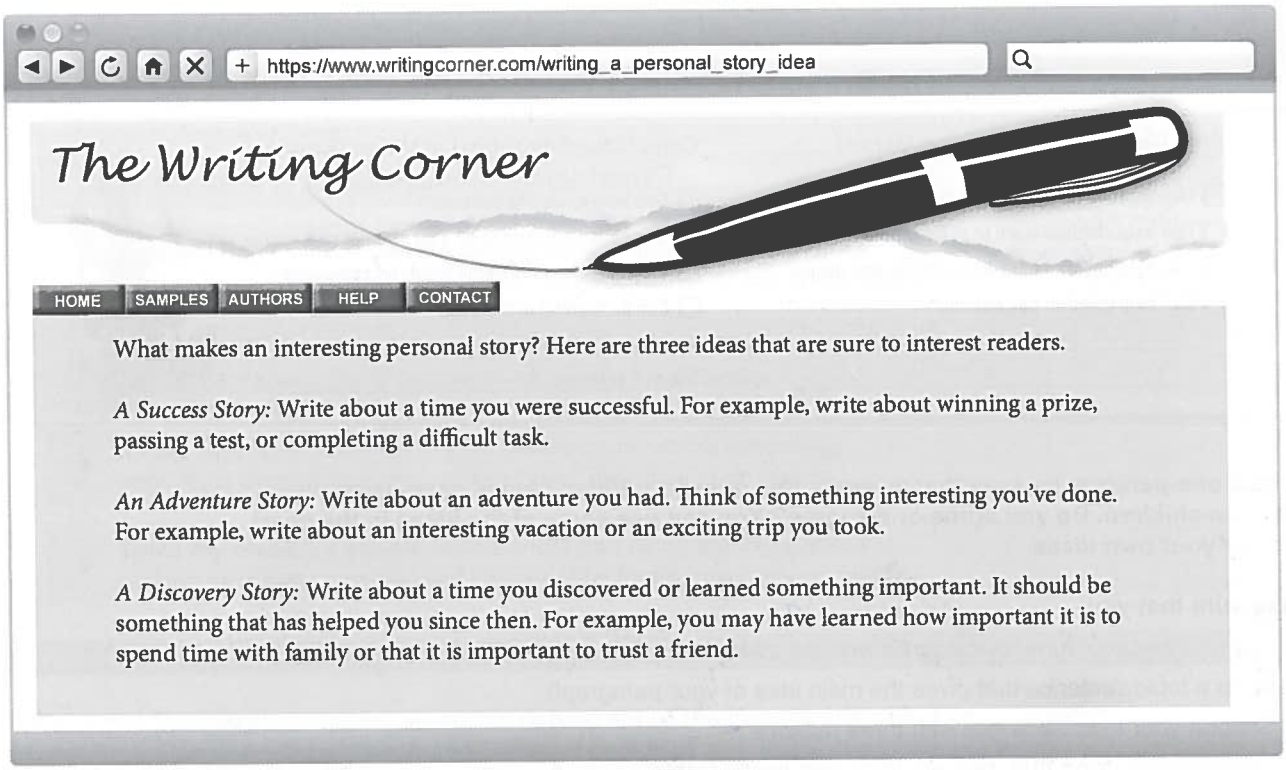
- Say whether you agree or disagree with the statement.
- Write a topic sentence that gives the main idea of your paragraph.
- Support your topic sentence with three reasons.
- Give reasons using *first, second, third,* and *finally / lastly*.

Sample Answer

While many people feel that video games have a negative effect on children, we need to look closely at this argument. In fact, playing video games can have many advantages for children. First, children can learn a lot from playing video games. They learn to solve problems and make choices. They also learn how to deal with winning and losing. Second, playing video games can help children pay attention. They have to concentrate to play the games. Video games can help children focus on one task. Lastly, children can be social with video games. Some people say children who play video games are not social, but children play games together, and many children enjoy talking about video games with each other. In conclusion, playing video games can have some positive effects on children.

Unit 3 Writing quiz

A **Read the information from a website.**



What makes an interesting personal story? Here are three ideas that are sure to interest readers.

A Success Story: Write about a time you were successful. For example, write about winning a prize, passing a test, or completing a difficult task.

An Adventure Story: Write about an adventure you had. Think of something interesting you've done. For example, write about an interesting vacation or an exciting trip you took.

A Discovery Story: Write about a time you discovered or learned something important. It should be something that has helped you since then. For example, you may have learned how important it is to spend time with family or that it is important to trust a friend.

B **Choose one type of story from Part A and write a narrative blog entry.**

Make sure that you:

- Introduce your idea.
- Include backgrounds events.
- Include the main events.
- Link events to the present in your conclusion.

Sample Answer

It is easy to take your family for granted and not spend enough time with them. I learned a valuable lesson about the importance of family. When I got my new job, I started spending less time with my family. I had moved out of the house after college, and my life was all about work and friends. I saw my parents occasionally, but I hadn't made an effort to see them very much. Then my mother got sick. She had not been feeling well for a long time, and she finally went to a doctor. She was sick for several months, but she finally recovered. I started to spend more time at home. I went home every Sunday for dinner, and I called my parents more often, too. Now, I have a better balance between my work life, time with my friends, and time with my family. I realized that all three are important, and I can make time for everyone.

Unit 4 Writing quiz

A Read the requirements for a Student of the Year award.

Student-of-the-Year Award

The contest is based on the following:

- the student's success in his/her classes
- the student's involvement in school and after-school activities
- the student's interests and involvement in leisure activities, such as volunteering

Please submit your application, personal statement, and two letters of recommendation.

B Write a personal statement to apply for the Student of the Year award.

Make sure that you:

- Include an introduction.
- Use paragraphs for different topics.
- Include a summary.

Sample Answer

I have been very successful in school this year. My dedication to my studies and my involvement in extra activities make me an excellent candidate for the Student of the Year award.

My grades have been outstanding this year, and I have passed all of my exams. In addition, I am taking three classes this semester while also working at a part-time job. I am taking a grammar class, a pronunciation class, and an advanced reading class in order to improve my English skills in several areas.

I'm involved in several school activities, including the Computer Club and a lunchtime study group. I started the study group for people who want to make the most of their time at school. I also meet with a native speaker once a week for one-on-one conversations to improve my speaking skills.

In my free time, I volunteer at a hospital, where I read to children who are sick. I find this work extremely rewarding and feel that it has helped me become a more caring and sensitive person. Other activities I pursue in my free time include photography and hiking.

I am an extremely dedicated student with many interests, and I plan to continue my success by taking more advanced courses next year. I feel I deserve the Student of the Year award based on my academic success and my work helping others both in and out of school.

Unit 5 Writing quiz

A **Read the notices about summer programs.**

https://www.ourcity.com/summer_programs

City Summer Programs

Join one of our summer programs. Learn something, get some exercise, or lend a helping hand.

City Park Care
- Help clean up the city parks
- Plant trees and flowers
- Every Saturday in June and July

Library Book Club
- Read and discuss one book a month
- June 17, July 24, August 25
- 6:00 p.m. – 7:30 p.m.

Hospital Help
- Read to sick children
- Spend time talking to children
- Monday – Friday all summer

City Walks
- Exercise and meet new people
- Every Sunday in July and August
- 9:00 a.m.

B **Write an email inquiring about ONE of the programs above.**

Make sure that you:

- Open your email with *Dear Sir* or *Madam* and close your email with *Sincerely* and your name.
- Explain the reason why you are writing.
- Clearly ask for the information you want to know.
- Thank the person you are writing to.

Sample Answer

Dear Sir or Madam:

I would like to join the City Walks program this summer. It would be a great way to meet new people and exercise. I have read the information on your website, and I have a few questions.

The website says the walks happen every Sunday in July and August. Would it be a problem if I couldn't make it for two of the walks? Where are the walks? Do we walk the same path every week or do the places change? Also, it would be helpful to know how long the walks are and how difficult they are. Is the program for people with different ability levels? I would appreciate it if you could answer my questions and send me any other information you have about the program.

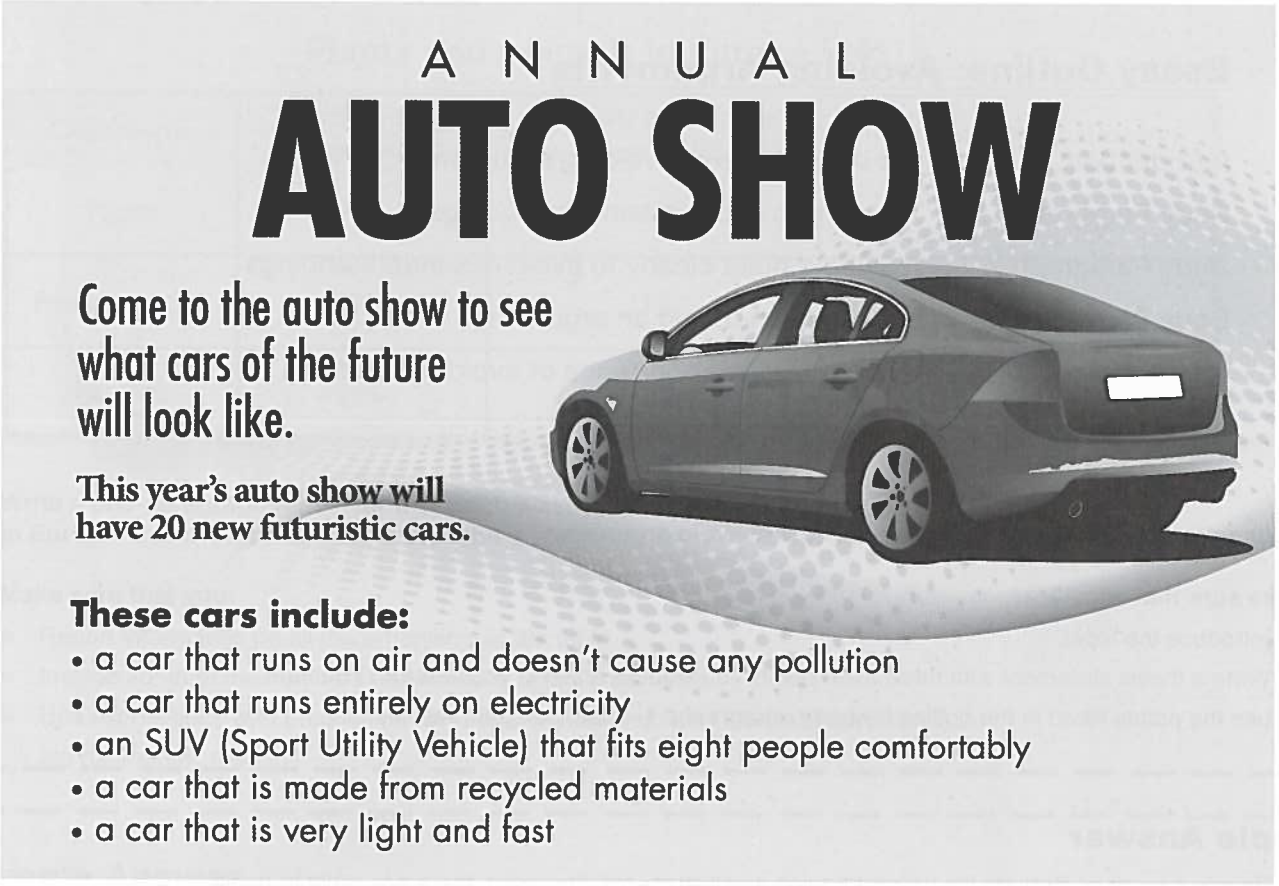
Thank you for your time. I look forward to hearing from you.

Sincerely,

Fabiana Ramirez

Unit 6 Writing quiz

A **Read the ad about an auto show.**



B **Write a paragraph describing what you think cars of the future will be like. Use some of the ideas in Part A and / or your own ideas.**

Make sure that you:

- Include a topic sentence that tells what you think cars of the future will be like.
- Include supporting sentences that give reasons, examples, or explanations to support the main idea.
- Include a concluding sentence that summarizes the paragraph.
- Use modal verbs (*will, may, might, could*) to show how certain you are.

Sample Answer

Cars of the future will be better for the environment. Many car manufacturers are already making cars that are better for the environment than cars in the past, and this trend will certainly continue. Cars of the future will likely cause little or no pollution. Some cars today run on gas and electricity. Cars will eventually all run only on electricity, causing less pollution. In addition, SUVs will comfortably fit more people. Right now, up to seven people can fit in an SUV, but it isn't always a comfortable ride. It can also be difficult to get in and out of the back seats. Companies will create new designs that allow up to eight people to ride comfortably in an SUV. As a result, people will likely travel in larger groups, meaning there will be fewer cars on the road. No one knows for sure exactly what cars will be like in the future, but it is reassuring to know that they will eventually be better for the environment.

Unit 7 Writing quiz

A **Read the outline for an essay on the importance of avoiding arguments.**

Essay Outline: Avoiding Arguments

Introduction:	the importance of avoiding arguments
Body Paragraph 1:	listening to avoid misunderstandings
Body Paragraph 2:	making a point clearly to avoid misunderstandings
Body Paragraph 3:	staying calm during an argument
Conclusion:	summarize the importance of avoiding conflicts

B **Write an introduction to an essay about how to avoid arguments.**

Make sure that you:

- Introduce the topic.
- Write a thesis statement with three main points you want to make in your essay. (You can use the points listed in the outline for body paragraphs 1–3 and / or your own ideas.)

Sample Answer

People cannot go through life without having any arguments. However, there are ways to avoid arguments most of the time. Many arguments start with misunderstandings. Listening to the other person and making a point clearly can help people avoid misunderstandings. Avoiding arguments does not mean always agreeing with the other person. However, it is important to stay calm during an argument. There are ways to express your point without getting angry. What is important is to know when arguments are about to start and to use skills to avoid them.

Unit 8 Writing quiz

A **Read the information in the table below.**

Plants and Animals in Europe (2011)

Organisms	Percentage threatened	Percentage decline since 2006	Reasons for decline
Plants	44.9%	11%	• Pollution • Urban development
Freshwater fish	37%	17%	• Pollution • Overfishing
Reptiles	19%	42%	• Pollution • Illegal killing of reptiles

B **Write a one-paragraph report for a science class on the decline of plants and animals in Europe. Use the information in the table above.**

Make sure that you:

- Report information on all the organisms in the table.
- Include some of the numbers and reasons listed in the table.
- Use expressions with prepositions and approximate numbers (*for example, about, approximately, roughly*).

Sample Answer

People are concerned about the decline in the numbers of plants and animals in Europe. Many plants and animals are threatened. Their numbers are falling by significant amounts. About 45% of all plants in Europe are threatened. This is due to pollution and urban development. Many animals are also affected. For example, almost 40% of freshwater fish are threatened. Pollution and overfishing caused a decline of 17% in the fish population between 2006 and 2011. Pollution also affected reptiles. Almost 20% are threatened, and the total population has declined by more than 40% during the past five years. This decline is largely due to pollution and illegal killing of reptiles.

Unit 9 Writing quiz

A **Read the beginning of an article.**

https://www.readthisarticle.com/your_happiness

Does Your Happiness Depend on Other People?

A recent survey posed this question: *"Does your happiness depend on other people or does it depend entirely on you?"*
Here are some of the survey responses:

"Happiness definitely depends on other people. I wouldn't be happy without my family."
–***Terry Benson,*** *teacher*

"You have to depend on yourself for happiness. No one else is going to make you happy."
–***Katia Popov,*** *artist*

"Other people affect happiness – and unhappiness. You can't control what others do, and it can affect your life sometimes."
–***Andrea Bishop,*** *gardener*

"Both. Happiness comes from trying to make others happy, which is entirely up to you."
–***Carlos Ramirez,*** *chef*

"Only you can make yourself happy. I don't let others get in the way of my happiness."
–***Tina Simone,*** *student*

B **Write a paragraph that answers this question: Does a person's happiness depend on other people or on oneself?**

Make sure that you:

- State your main idea (*either* that happiness depends on the individual *or* that happiness depends on others).
- Give reasons and examples to clearly answer the question.
- Use *as well as, in addition, furthermore,* or *moreover* to add ideas.

Sample Answer

Some people say that you make your own happiness, but happiness also depends on other people. First, people who spend time with family tend to be happier than people who do not. Quality time with family can help people be successful in addition to feeling happy. Family stress can cause people to be unhappy. Second, an individual's friends influence the person's happiness as well. People feel better when they have caring friends to share their lives with. Unsupportive friends can make a person feel unhappy. Finally, people depend on others in order to be happy at work. For example, people who have aggressive and angry bosses are not as happy as people whose bosses are kind and thoughtful. Furthermore, coworkers also affect a person's happiness. Even though each person must do things to be happy, some amount of happiness depends on other people.

Unit 10 Writing quiz

A **Read the survey responses about traveling by plane.**

https://www.travelsurvey.com/plane_travel_survey

Plane Travel

Look at the results of our latest survey.

Question	Results
Do you often travel by plane?	Yes. 77% No. 23%
What's the biggest problem with traveling by plane?	It's too expensive. 62% There are too many delays. 22% It's a hassle to get through security. 10% It's bad for the environment. 6%
What is the number one reason why you travel by plane?	It's fast. 48% It's convenient. 24% It's a safe way to travel. 18% I don't travel by plane. 10%
Will you be flying in the near future?	Yes. 86% No. 14%

B **Write a one-paragraph survey article to answer this question: Is flying by plane a good way to travel?**

Make sure that you:

- Give reasons and examples to support your answer.
- Include some of the results from the survey in the table.
- Use reported speech to give examples from the survey.
- Use *although, even though, despite, in spite of, nevertheless,* or *however* to contrast ideas.

Sample Answer

Traveling by plane has its problems, but survey results show that many people do travel by plane. In a recent survey, 62% of the people surveyed said that the biggest problem with flying was that flights were too expensive. Other problems included delays and difficulties getting through security. However, these problems do not stop people from flying. Despite the problems, 77% of respondents said they often traveled by plane. The top reason given by 48% of those surveyed was that plane travel is fast. Others said it is convenient or safe. The survey clearly shows that plane travel is a popular way to travel. Although flying has its problems, many people choose air travel.

Unit 11 Writing quiz

A **Read the thesis statements written by different students for an essay on the topic of languages.**

Speaking a common language helps people around the world understand each other.

Many languages are in danger of being lost because of globalization.

It is important that people maintain their first language when they relocate to another country.

People who relocate to another country should learn the language of the new country.

B **Write a concluding paragraph for an essay based on one of the thesis statements in Part A.**

Make sure that you:

- Restate your chosen thesis statement.
- Think of two supporting arguments for the thesis statement and summarize these arguments.
- Conclude by stating your opinion clearly.
- Use *as a result, because, since, due to, therefore, so,* or *consequently* to show cause and effect.

Sample Answer

In summary, many languages are in danger of being lost as a result of globalization. Fewer languages are being spoken around the world because mass media and the need to communicate internationally reduce the incentive to speak local dialects. As a result, some languages may not exist in the future. When languages are lost, cultures are damaged as well. Therefore, we should take action and try to preserve languages that are in danger of disappearing.

Unit 12 Writing quiz

A **Read the article about an essay contest.**

Essay Contest!

Winners of this year's essay contest will receive an e-reader. Make sure to turn in your essay by the deadline in order to be eligible for this fantastic prize!

This year's theme is "*My Personal Achievement Goal*"

Requirements:

- Write a four-paragraph essay about a goal you would like to achieve.
- Choose something that is realistic.
- Include the reasons why you want to achieve your goal.
- Include skills and training you already have that will help you achieve your goal.
- Include skills and training you will need in the future to achieve your goal.

B **Write an essay for the contest in Part A.**

Organize your essay as follows:

Paragraph 1: State your goal and why you want to achieve it.

Paragraph 2: Describe skills and / or training you already have that will help you achieve your goal.

Paragraph 3: Describe skills and / or training you want to receive in order to achieve your goal.

Paragraph 4: Conclude by restating your goal and why you want to achieve it.

Sample Answer

I am passionate about photography and want to pursue it as my future career. My goal is to open my own photography studio.

My preferred subjects are people. I already have experience in taking family portraits as I have done an internship in a photography studio that specializes in photographing children. I developed my skills photographing small children. On the one hand, they are very natural, but on the other hand, they have a short attention span, so you have to be quick!

I plan to further improve my skills by taking courses in how to edit digital photos. Many professional photographers use programs to improve their pictures in this way. I would also like to learn more about artificial lighting, which is especially important in studio photography.

In conclusion, it has always been a dream of mine to own a photography studio. With the skills I already have as well as courses I plan to take in the future, I know that I will achieve this goal.

Student's Book audio scripts

Unit 1 *Social networks*

Lesson C, Ex. 3A, 3B, and 3C (p. 15)

CD1, Tracks 11-13 (Highlighted text appears only on Track 13.)

1.

Man You know, my girlfriend and I aren't getting along very well these days. We're always arguing.

Woman But you really like her, right?

Man Yeah. But there's no point staying together, really. We just have very different views on everything. Like we'll talk about politics and religion, and we just end up arguing. She's so touchy.

Woman So you don't agree on *anything*?

Man No, not really. Well, we both agree that we don't get along! Maybe we should just stop talking about important stuff . . .

2.

Man You know, I think I'm going to unfriend someone on my social network account. There's this one girl who's always uploading stupid photos. I mean, she'll do it like ten times a day. It drives me crazy.

Woman And does she post obnoxious comments, too?

Man Oh, yeah. She's always saying rude things about me. She's just weird. Maybe I should text her and ask her to stop . . . Why didn't I think of that before?

3.

Woman Gosh, don't you hate it when people talk about you behind your back?

Man Oh, yeah. I know someone who's constantly doing that. He's a real pain.

Woman Yeah, it's just not nice. One of my friends in class does it. She'll like tell everyone I'm way too talkative and stuff. And then she tells me how much she likes hanging out with me.

Man But why does she do that?

Woman I don't know. I guess I should just ignore her.

4.

Woman 1 I have one friend—we were constantly calling each other and everything. But I hardly ever hear from her anymore. I mean, she'll text me every once in a while.

Woman 2 Huh. So, did you have a fight or something?

Woman 1 No. I think she found some new friends, and she tends to hang out with them now.

Woman 2 So, she just dropped you?

Woman 1 Yeah. But I really like her. Maybe I should call her and say I miss her? Maybe she's just busy . . .

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

CD1, Tracks 14 & 15

Rosa Employers basically want people who will fit in. After all, what you do online shows your true personality.

Daniel But your online profile is private information.

Rosa So you think it's private? On the contrary. If I can see your profile by looking online, it's not private—it's public. It tells me things that I won't see in an interview.

Daniel Yes, but . . . but . . . what you see on social networking sites is not the whole person. Social networking sites don't tell you what people are like at work.

Rosa I know what you mean, but you need to consider the cost. Employers need to be very careful about the people they employ because it's very expensive to recruit and train new staff.

Daniel Yes, I agree, but on the other hand, as an employer, you can't own your employees 24/7. Everyone has a right to have fun in his or her free time.

Rosa True, but if I'm looking at two people for the same job, I'll probably avoid the person who's always partying.

Daniel However, just because they party a lot doesn't mean people are bad at the job. For some jobs, you need friendly, outgoing people.

Rosa But it's not just party photos; it's blogs and postings and comments, too. For example, I don't want to hire somebody with an off-color sense of humor or someone who sounds arrogant. I want someone who will fit in and work well with other people.

Daniel Well, I can see that. On the one hand, you don't want to employ difficult people, but on the other hand, people change at work and behave in a different way with friends. So while the Internet may show you one side of a person, you really need to see what a candidate is like, in person, before you can decide.

Unit 2 *The media*

Lesson B, Ex. 3A and 3B (p. 23)

CD1, Tracks 20 & 21

Maggie Yeah, that seems to make sense to me. I mean, I know that kids who get into books tend to do well in school and everything. Every time somebody says that their kid just took a reading test and like did really well, they always say, "We read to him all the time." So it's not surprising that there's a link between TV and school or that it has an effect on grades. Though on the other hand, one good thing about TV is that there's a lot of good educational stuff on it, too, like the History Channel or the Science Channel or whatever. So, um, maybe it depends on what you watch.

Howard Yeah, I mean, that's the problem with TV—the point is that when you watch TV, you're not outdoors playing and running around. What I'm saying is that it's bad for kids to sit and do nothing but watch TV.

But what's important is that a lot of kids aren't just *sitting* and watching TV these days, you know—they're playing video games and those interactive-sports games. Have they done any research on that?

Daniela Yeah, I've just been reading the research on this, and what it says is that when small kids are in front of the TV, their parents are not communicating with them. So, you know, it's obvious that it takes them longer to talk.

I don't think TV is such a terrible thing, though. There might be better programs and worse programs, and you have to sort of be involved in what they're watching. You know, if you watch TV *with* your kids and talk about the shows, then that can actually lead to an increase in their vocabulary and everything.

Isabel It's interesting that kids do that. Yeah. My parents said, you know, when we were younger, my sister and I copied stuff all the time . . . and that was their biggest reason for getting rid of it. My mom said she could always tell kids who watched certain shows, because they had really bad manners and . . . yeah.

Though it's unlikely that TV is the only reason for bad manners. It's probably a lot more to do with family, you know, family probably has the biggest effect on kids and teaching them good manners.

Tony Yeah, I'm sure it has a big impact on kids. I mean, they want to buy the things they see on TV. And most of the commercials are for junk food. And all that unhealthy stuff, sodas and everything. I know that it worked on me.

I guess what's good is that people realize it now, and there's a lot of effort to help kids make healthy choices and to get out and play. There are a lot of programs like that now around the country.

Lesson D, Ex. 3A and 3B (p. 27)

CD1, Tracks 25 & 26

Man There is a lot of concern these days about violence in our media. Some psychologists who study this issue argue that violence on TV, in movies, and in music is responsible for making people more violent in their thoughts and actions. Take, for example, violent video games. The problem with video games, researchers say, is that playing them makes people feel more violent and behave more aggressively towards others. Violent video games are the main cause of violent crime and other social problems.

But can this be true? And what are the facts? Well, let's look first at the statistics. Over the last 25 years, there has been a huge increase in the sales of video games in the U.S., as well as in other countries. However, during that time, the number of violent crimes that are committed by young people has actually fallen. In fact, youth crime in the U.S. is the lowest it has been for over 30 years. This suggests that there is no clear link between playing video games and committing violent crime.

Second, the majority of young people play video games. Research shows that around 90 percent of boys and 40 percent of girls are gamers. However, the majority of young people are *not* violent and do *not* commit antisocial acts. So the numbers do not add up to the claim that violent entertainment makes people violent.

Now, critics say that games desensitize people to killing. But games are games and reality is reality. People, including young people *can* tell the difference between fact and fiction. Every day they learn lessons about right and wrong from their families, school, and society. For them, these games are just that—games.

Now, it is possible that violent video games may have an impact on some people. They may have some influence on people who are already aggressive or violent, or who live in difficult situations. However, there is no evidence that video-game playing turns normal people into killers.

Let's not forget, either, that around 60 percent of gamers are adults. As an adult, surely I have the right to choose what to watch and play.

This is a complex issue, but we really shouldn't worry too much that violence in video games, movies, and TV is making our kids more violent.

Unit 3 *Stories*

Lesson B, Ex. 3A and 3B (p. 33)

CD1, Tracks 29 & 30 (Highlighted text appears only on Track 30.)

CONVERSATION 1

Man So how are you doing? You were sick the last time I saw you.

Woman Oh, I'm fine now. Thanks. It was awful, though. I ended up staying in bed for three whole days. I was just so exhausted because I'd been doing too much.

Man You're always doing too much!

Woman I know. I know. But I had all those exams, so I'd been studying every night. And on top of that, I'd been training for a track meet and doing some volunteering and everything.

Man So, have you caught up on everything now?

Woman Well, I have a paper to turn in, but you know, I've learned my lesson. I'm not taking on so much next semester. You can't do everything, I guess, and you know, . . . you've got to stop and smell the roses.

CONVERSATION 2

Woman Yeah. There was this girl in our class who didn't seem at all friendly. I don't know, she always seemed a bit cold and not very friendly—not the kind of person I'd hang out with.

Man Yeah?

Woman And I'd never really spoken to her or anything. And anyway, I was out of school for a week, . . .

My parents had been planning this trip to Mexico, and they'd asked me to go along. So of course . . .

Man Well, of course you went.

Woman And so I'd missed a lot of classes, and I'd fallen behind on everything.

Man Oh, and it's always hard to catch up on stuff.

Woman It is. But you know what? While I was away, this girl had saved all the handouts and notes for me. The whole week. So, yeah. She helped me catch up and everything. It just goes to show . . . you can't judge a book by its cover.

CONVERSATION 3

Man I heard you quit college. Is that true?

Woman Yeah, partway through my second year. My parents were furious, of course. They thought I was throwing my life away. But I'd been struggling the whole year, and I just knew it wasn't for me.

Man Well, you're not the only one. I mean, I've heard a lot of stories about people who quit school and they go on to do some amazing things.

Woman It's true. And I'd been getting sick, you know, from all the worry about exams and everything, and it was affecting my grades. And actually, I just knew I wanted to do my own thing.

Man So what have you been doing?

Woman Well, I've been working for this local theater. I'd only been out of school for a few weeks when the job came up. And I just love it. So . . . yeah . . . you have to follow your dream. There's no point wasting time doing things just because people expect you to do them, . . . Life's too short.

Lesson D, Ex. 3B and 3C (p. 37)

CD1, Tracks 36 & 37 (Highlighted text appears only on Track 37.)

Leon I think in the city, especially, people don't have the time of day. Like I only know one person in my apartment building, and it's, you know, something like a forty-unit building, so people don't seem very sociable there. I mean, people rarely even make eye contact. And if they do, and you can, you know, you can smile at them, and they won't even smile back. I think it's just people are too busy. Uh, I'm the type of person that when I go to the grocery store, I'll start a conversation with the people in line with me and I consider that to be friendly, but the people here seem to think I'm crazy. They just ignore you. It's pretty impolite, really. It's like, I'd just moved here and I'd been living in a really friendly little town. I mean, people always said hello to each other there. So anyway, I was waiting for my bus one morning, and I said something to someone in line. And they just ignored me. That's one thing I hate about living in a big city . . . everyone just ignoring everyone.

Carol Well, for the most part, people are, well, I wouldn't say they're particularly friendly. It's not like people stop and have conversations with strangers. But on the subway when it gets really crowded, if someone bumps into you, they'll apologize. Or if they want to get by you, they'll say "Excuse me." Or like yesterday, I was going into a department store, and the guy in front of me didn't hold the door for me. I knew right away he'd realized what he'd done, because he turned and said "Sorry." I mean, it's not like he smiled and had a conversation, but . . . , yeah . . . I mean, it doesn't really bother me. It's just how it is.

Jack I'd say it all depends. My friends are always saying how rude people are here, I mean, they're always complaining about the servers being rude and people like that. But I always make a point of smiling at them, and I, and I find they're always nice back. So I think you get what you give, really. I mean, if you make an effort and speak to people, they'll generally smile and talk to you. It's like when I got talking to the guy at the coffee shop. I usually stop by there every day on my way to work. So, yeah, anyway, I went in one time, and I could tell he was tired and everything, and I just asked him how he was doing. And he told me he'd had a really bad day and hadn't been feeling good, you know, he was just the nicest guy. And he gave me a free coffee. So it just goes to show, really . . .

Unit 4 *Working lives*

Lesson B, Ex. 3A (p. 45)

CD2, Track 6

1.

Woman Well, the people I know who get the coolest perks are, um, yeah, people who work for the big software companies. You get like free exercise classes, and there's a gym and stuff like that.

Man Yeah, it's no wonder everybody wants to work in those places, you know, companies that are supportive of, uh, you know, they're promoting, um, healthy lifestyles.

Woman Yeah.

2.

Man I guess the most important benefit for me with a family would be like setting your own schedule, you know, to work your own hours.

Woman So you mean, like you can leave work early some days?

Man Yeah, . . . or you can take a day off if you want to. It's a really great thing to look for in a job, more family-friendly.

3.

Man Um, as far as benefits go, I think that, um, one thing that's very important is working with positive people—if you're with positive people, you're more likely to be positive as well. And so, uh, that's very important for me . . . as a benefit . . . you know?

Woman Right.

Man And I think when you have a positive atmosphere at work, you get useful feedback because people aren't afraid to be honest.

Woman And have you been able to do that—I mean, work with people like that?

Man Pretty much. I've been lucky.

4.

Woman One of the perks that I wish we had where I work is, uh, if an employee, uh, volunteers, they are allowed to volunteer on work time. I think that'd be wonderful.

Man Yeah, there's an outdoor sports company that does that. They do clothing and equipment for camping and stuff, and so it's big on environmental issues. So you can get paid leave to work on outdoor projects like in forests and things—up to two months.

Woman Oh, nice. See, I'd like that. It'd be really good to volunteer someplace.

Man And in other companies you can volunteer in a school or something like that.

5.

Man The other thing that's really kind of a neat perk would be, um, you know, if they help out with your tuition, you know to study for a master's or something. My friend's company has that—the company puts six people through school. You know they take classes every Friday and Saturday for a year. So like there you can get a master's degree . . .

Woman Wow. That's really good. And they pay for it?

Man Yeah. Or you just get extra training, like software training and stuff.

Woman That'd be wonderful.

Lesson D, Ex. 3B (p. 49)

CD2, Track 11

CANDIDATE 1. ELIZABETH

Interviewer So tell me, why have you applied for this position?

Elizabeth Well, it looks like a great position with the company. And also because I'm not very happy with the job that I'm doing at the moment. My boss is very difficult—in fact, he's really aggressive, and you know, he yells at people, and so I'm not sure I want to work for somebody like that, really. So I think it's probably time to get out of there and move on.

CANDIDATE 2. MARCUS

Interviewer Do you have any relevant experience?

Marcus Um, gosh. Relevant experience for this particular job? Um, oddly enough, I haven't really thought about it. I guess, you know, it's on my résumé, so I wasn't expecting you to ask that . . .

CANDIDATE 3. ESMA

Interviewer What is your greatest weakness? Do you have any weaknesses?

Esma Well, let me think. My greatest weakness? I mean, I probably have some weaknesses, but then everybody has weaknesses, so . . . yes, I have some.

CANDIDATE 4. CARLOS

Interviewer How do you take personal criticism?

Carlos Actually, as a matter of fact, it's easy for me because people are criticizing me all the time—especially my wife. Oddly enough, she's always criticizing my driving, and surprisingly, I criticize her cooking! Just kidding. But seriously, I think if it's constructive, I think I take it pretty well. In fact, I see criticism as an opportunity to learn something about myself, and to try to improve on what I do.

CANDIDATE 5. HUGO

Interviewer What is your long-term objective?

Hugo Well, obviously, I want to work my way up and to get promotions. In fact, I see a good career ahead for myself, so I want to work hard and do well and do the right thing really. I think I have long-term potential to work in your organization and get promotions in one of the departments—I'm not sure which yet, but I just want to work hard and to enjoy my work and get ahead. I think it's possible for me to do that within your organization and . . .

Lesson D, Ex. 3C (p. 49)

CD2, Track 12

1. So tell me, why have you applied for this position?
2. Do you have any relevant experience?
3. What is your greatest weakness? Do you have any weaknesses?
4. How do you take personal criticism?
5. What is your long-term objective?

Unit 5 *Challenges*

Lesson A, Ex. 3A (p. 53)

CD2, Track 14

1.

Man So, what would you sell, you know, if you wanted to give money to charity like the Salwen family?

Woman Well, let's see. If I really wanted to make an effort and you know, spend less, one thing I would do, you know, is . . . um . . . would definitely cut back on gas. (*laughs*) You know, it costs me a fortune every month just to buy gas, so . . . yeah, it'd be easy if I rode my bike to get places, so yeah . . .

Man And who would you give the money to?

Woman Um, let's see—probably to a children's charity. Something to do with kids.

2.

Man So, what would be like the easiest thing to cut back on or give up?

Woman Um, it's terrible how much food I buy in a week and then throw out because I just, I don't have time to cook it or I'm not paying attention to what I'm buying and, you know, it looks good at the time,

and then it just gets thrown out later . . . and that kind of waste makes me really angry. So that would probably be the easiest thing for me to get on top of. You know, if I bought less food. Save that money and give it away, you know, to local schools or something. They always need supplies.

3.

Woman So, what would be, you know, what would be the best way to help the homeless, do you think?

Man Well, actually, I have discussed with people in the past how like giving money is fine, but sometimes it feels like, uh, actually helping is better. So like when I've like volunteered, that feels like doing something real and it feels much better than like giving five dollars to somebody. So, you know, helping out serving food in a food kitchen for the homeless or something like that . . . and it'd be totally possible to do that if I just organized my schedule.

Lesson D, Ex. 3A and 3B (p. 59)

CD2, Tracks 21 & 22

Interviewer What can ordinary people do if they want to support, for example, your work on the Mercy Ships?

Dr. Cheng Oh, there's many ways you can help the Mercy Ships. Like me, er, you know, actually go in person to actually convert your love of helping people, convert from word into action. Because, erm, 450 people from 30 different nationalities, erm, we have doctors, nurses but we have engineers, we have receptionists, like my daughter who's totally unskilled, just finished her high school or secondary school education. She's out there feeding 450 people. I have a woman who came to, er, watch, see my presentation, hear my talk and at the end, said to me, "I have been a cleaner and raised my family. I'm 65, I've just retired, I haven't got any disposable income to donate to the ship, but my heart is set on fire by your talk, by your images. Erm, what can I do?" I said to her, "Ask your grandson or your granddaughter, go on the website, see what the Mercy Ship needs." Three months later, she phoned my wife and she said, "Tell Leo I'm going to the Mercy Ship for three months as a hospitality officer." So it's just giving an example, if there's a need, if you're the right person. Erm, so if you like Mercy Ship, I would suggest you go on the website and, and if you really want to see whether there is a position for you even short-term, maybe long-term, as long as 22 years as the Chief surgeon has been serving on the ship for 22 years, erm, try that.

Unit 6 *Into the future*

Lesson A, Ex. 3A and 3B (p. 63)

CD2, Tracks 24 & 25

Rafael Do you have any change? I need some coins for the vending machine.

Luana No, sorry. Doesn't it take credit cards?

Rafael Uh, no. I mean, it's only a dollar . . . but I just don't have any change.

Luana Hmm. Let me see. It'll be much easier when they all take cards.

Rafael I guess.

Luana Yeah, you won't always be looking for the right change—it'll just be more convenient.

Rafael I suppose.

Luana I imagine in the future, we won't be using cash at all.

Rafael Really? Do you think so?

Luana Oh, yeah. I mean, even now I use a card for most things I buy.

Rafael But the problem with credit cards is that it's so easy to get into debt. People spend too much, and they don't pay off the balance every month . . .

Luana Right. You've got to watch it.

Rafael Yeah. If you don't pay off your balance every month, you can pay a lot in interest. So, you know, I think people will get into debt a lot more if they don't use cash.

Luana Yeah. But one good thing is that there's going to be a lot less crime if people stop carrying cash around. People won't be able to steal money from you, like out of your purse or your pocket.

Rafael Yeah, but people will still steal credit cards and credit card numbers. And with some debit cards, someone could empty out your bank account before you realize the card's gone!

Luana That's true. I guess some things won't change, then. And of course, the other thing with cards is that the big stores can see exactly what you buy. They're going to be watching us all the time and analyzing what we spend.

Rafael Absolutely. It's a real invasion of our privacy—soon there'll be no privacy at all.

Luana Still it might be worth it. Carrying cash is such a pain.

Rafael I don't know. It works fine for me.

Luana Except when you need candy from a machine and you don't have the right change! Here—I found four quarters.

Lesson C, Ex. 3A and 3B (p. 67)

CD2, Tracks 33 & 34

1.

Woman I can't remember the last time I bought a real book. I think books are going to disappear before too long.

Man Oh, I hope not. Do you really think so?

Woman Yeah. I would say in the future that there'll be no printed books or magazines and everybody'll just download them or read them online.

Man Yeah. I guess so. I'll miss them, though—at least books. I like to see them on my bookshelves.

Woman Yeah, but they take up a lot of space and just collect dust.

Man Yeah, but still I prefer real books. I'm not sure I'll ever change my mind.

2.

Man I'm really looking forward to this concert tonight. It's going to be really good.

Woman I hope so.

Man I wonder, though, will we be going to concerts in the future?

Woman Oh, I think so. I mean, why wouldn't we?

Man Oh, safety. Just so many people in one place. I mean, with 3D-TV technology, I'd say we won't need to go to a live concert . . . it'll be just the same watching it on TV.

Woman But it wouldn't be the same atmosphere, though. Not as exciting. I mean, that's why you go to concerts, isn't it? For the atmosphere.

Man Actually, yeah, you're right. It wouldn't be the same.

3.

Woman Do you play computer games?

Man Well, we have those sports games you play on TV. We usually play the golf and the tennis . . . They're pretty good. I mean, they're pretty realistic.

Woman I know. I bet in the future they'll get even more realistic.

Man I guess so. It'll probably feel as though you're actually on a golf course or a tennis court.

Woman Oh, yeah. So, do you think they'll have, like, virtual Olympics and things that anyone can compete in?

Man Probably. I'd say they'll have the technology to do that. It would be really fun, for sure.

Woman Yeah, it would. I would imagine it'd be really popular.

4.

Man I wonder if there'll still be tourists in 50 years.

Woman I think so. Why do you say that? I mean, we'll all still be taking vacations, won't we?

Man You know, I don't think so. I mean, I think it'll be different. There'll be so many more people then, and I would imagine we'll be thinking a lot more about the environment.

Woman But people will always want to visit other countries, won't they?

Man I don't think so. I'd think it'll probably get too expensive . . .

Woman I don't know. I would think it'll be no different from now. We'll still be booking flights and going on vacations . . .

Unit 7 *Getting along*

Lesson A, Ex. 3B (p. 75)

CD3, Track 3

1.

Marc Last year I worked at a summer camp, and I had to share with my roommate who was a nice guy, except he could not wake up in the mornings. Not that that was a big deal, but for some unknown reason, he didn't bring his cell phone or an alarm clock to the camp, so he used my phone as an alarm clock. Which was OK at first. Well it was a bit annoying because he just took it without asking, and then he never gave it back. Then I found out he'd actually used it to make a few calls, and he hadn't asked me first. And that's when I ran out of patience . . . In the end, I took the battery out so he couldn't use it. It was kind of mean, but it was driving me crazy.

2.

Hana I had just started a new job in a new city, and I saw a posting on the Internet for an apartment to share with someone in another department in my company. She seemed OK. We had similar tastes in music and movies and sense of humor. But after about a month, things weren't good. For example, she never took the trash out—never—and it was always me who cleaned up after she had friends over for meals and stuff. I didn't mind that she had her friends over. They were fun. But it was always me who put the table and chairs back and everything. So, anyway, we finally sat down and went over it all, and I said it wasn't working out. She just couldn't see what the problem was and said if I didn't like the way she lived, I could move out. And in the end I did, 'cause, you know, I suppose I just couldn't put up with the mess any longer.

3.

Emilio I had to share a hotel room with a colleague one time for two weeks. We were on a training program together. And I know I'm kind of a neat freak, but this guy was just amazing. I don't think he knew what a closet was. He would walk in the door and literally kick his shoes off in the air, and wherever they landed is where he left them. He never put them away in the closet. I kept finding his clothes—especially his dirty socks—under my bed, which was really annoying. He didn't pick up his dirty laundry off the floor—not once—I did it! I suppose I should have said something or come up with some rules or something about cleaning up our own mess, but I never said anything. But you know, next time a training session comes up, I'll ask if I can have my own room!

4.

Cassie When I was in college I shared a dorm room with the worst roommate you can imagine. There was food and clothes everywhere. I mean, she didn't clean her mess up or pick her clothes up. She was even sleeping with leftover food under her bed, which was disgusting. So, finally, I asked her to clean it up. And boy, she just lost her temper with me and said it was none of my business, and she called her mom. And I don't know what her mom said, but she didn't like it, so she was yelling and throwing stuff around. Finally I called housing, and they moved her to another dorm.

Lesson C, Ex. 3B and 3C (p. 79)

CD3, Tracks 8 & 9

Karen How are things? Is Britney still living with you?

Steve Yeah, she is. But to be honest, things are difficult. There's a lot of friction at the moment.

Karen Why am I not surprised . . . ?

Steve I know. You've been through all of this with Nick, haven't you?

Karen Ohhh, yeah.

Steve What I'm saying is, it's hard for us to talk to her right now, and it's costing us a fortune.

Karen You know, when Nick was home, after the first month, we stopped helping him out financially. We just refused to lend him money.

Steve To tell you the truth, I'm not sure that we could do that. Her friends all get help from their parents, so . . .

Karen And he had to buy his own little extras. We paid for his food and that was all. He had to buy his own clothes and things like shampoo and everything.

Steve Well, that sounds reasonable. The thing is, she doesn't seem very motivated right now. I don't mean that she doesn't want a job, but she seems to keep putting it off and quite frankly she should be sending off her résumé to lots of places. Instead she's watching movies all day.

Karen Well, why not have a rule that says she has to apply for one job every single day? That's what we did. We just insisted. And he did—well, except on the weekends.

Steve Yeah? And he's got a job now, right? So it worked. Hmm. That sounds like a good idea.

Karen Right. And does she have a date to move out?

Steve Um, no . . .

Karen That was another thing, and I have to say it was the best thing we did. We said to him, we said, "You have six months to get a job and to find a place to rent."

Steve Boy, you're tough. I honestly don't know that we could ask her to leave. But in any case, you should go on TV advising parents about this stuff.

Karen Well, I'm not saying that we wanted to throw him out of the house, but we wanted him to get on his feet, In other words, just to be independent.

Steve Hmm. I have to say, that sounds appealing.

Karen Oh, and then when he did move out, we changed the locks!

Steve You didn't!

Karen We sure did. I'm not saying he's not welcome. We love to see him—and his friends, too—but what I mean is, he comes as our guest. Frankly, it's tough love, but honestly, it works.

Unit 8 *Food science*

Lesson C, Ex. 3B and 3C (p. 89)

CD3, Tracks 18 & 19

Host 1 So, our listeners have been calling in about Jamie Oliver. You know Jamie Oliver, right?

Host 2 Who doesn't know Jamie Oliver? He's the guy from England—the chef.

Host 1 Right. He started out as a chef in a restaurant in the U.K., and then did a number of his own TV shows.

Host 2 He has a great personality. Funny guy. Very talented.

Host 1 And then he started these very successful restaurants and helped all these unemployed young people, with little or no education, to start careers as chefs. He opened several more restaurants in other countries, too.

Host 2 He did? Where?

Host 1 Oh, Holland and Australia, for instance. And *then* he started a new TV series here in the U.S. He wanted to change how Americans think about their food. You know, he just thought, "Something needs to be done." He's totally against things like processed food, and he just wants everyone to eat fresh food and cook good, simple, healthy meals.

Host 2 And that's basically what the Food Revolution is all about. It was started by him here in the U.S. And he started a petition, too, right?

Host 1 Right. He wants one million people to sign it—to campaign against school lunches. You know, to stop them from serving junk food. I mean, who wouldn't sign that petition?

Host 2 It's amazing. Really.

Host 1 So, he did a show in this one school. And he helped them to start cooking real food again. But the amazing thing was, at first, the school chefs were pretty upset.

Host 2 Oh, yeah. They're like, "Who *is* this guy? Coming into our school and telling us how to cook."

Host 1 Yeah. But you know, by the end, they really liked the whole thing. I mean, everyone wants their kids to eat healthy, right?

Host 2 You know what's amazing to me? That one person can have such a huge impact like this.

Host 1 It's incredible, huh? Inspiring. Apparently, the menus in hundreds of schools have been changed, you know, because of his work, and he's enabled so many people to lose weight and eat healthier food.

Host 2 Amazing guy who has written several top-selling books, too.

Host 1 Very popular books. Hundreds of people show up for the book signings . . .

Lesson C, Ex. D (p. 89)

CD3, Track 20

1.

Host 2 So, what do you think about Jamie Oliver?

Man I say good for him! It's great he's trying to prevent people from eating unhealthy foods. But you know, I'm sure some processed foods are OK. It's probably impossible to prepare a meal without them.

2.

Host 1 So, what do you think about what Jamie Oliver has been doing?

Woman I think what he's doing is great. People do need to learn to cook again. They're just lazy when it comes to making food.

3.

Host 2 So, do you think Jamie Oliver's work is useful?

Woman Oh, yeah. I think the problem is that young people are not very educated about food. No one teaches you how to eat and how to cook properly.

4.

Host 1 What do you think about Jamie Oliver's work in school cafeterias?

Man Well, my experience of school meals was pretty good. They always had a salad bar, and there were several choices. I mean, they had fast food, too. But I guess everyone has to make their own choices.

5.

Host 2 So, did you know about Jamie Oliver before listening to this show?

Woman No. I'd never heard of Jamie Oliver before. But he sounds pretty amazing. I think we should start a Food Revolution here!

Lesson D, Ex. A (p. 91)

CD3, Track 23

Host So, John, welcome to the show. John, you're a backyard beekeeper. How did you get into beekeeping?

John Well, actually, my father was a professional beekeeper, so I grew up around bees, and although I was fascinated by them—who isn't? um,—I didn't take over his business. It's only recently that I've started keeping bees in my backyard.

Host So you helped your father keep bees when you were a child?

John Yes. I learned everything I know about bees from him. There's a lot to learn, obviously, like about the bees themselves, how to build a colony and prevent them from flying off, etc.

Host So you don't simply buy a hive and put it into your backyard.

John No, not quite. In, um, spring, you have to make sure the colonies are growing, and generally get ready for the summer months. That's when bees produce honey.

Lesson D, Ex. B (p. 91)

CD3, Track 24

Host And how much honey can you get from a hive?

John Well, it depends, of course. But about 50 to 70 pounds of honey a week from each hive.

Host That's a lot—so they're pretty busy, your bees . . .

John Yes, they are. You know what's amazing is that they probably visit something like 8.7 million flowers, to produce one pound of honey.

Host Incredible. Just for interest, how many bees do you have?

John I just have two hives, um . . .

Host So how many bees do you have?

John Over 150,000 . . . One hive alone can hold roughly 80,000 bees.

Host That's amazing. So they're all making honey and pollinating flowers.

John Yes. They can actually pollinate crops up to four miles away.

Host So they are extremely important. And of course, we all know about the threat of CCD, colony-collapse disorder, which has had a devastating effect on the bee population . . .

Lesson D, Ex. C (p. 91)

CD3, Track 25

Host So, any advice for new backyard beekeepers?

John Well, I would say think carefully before keeping bees. Um, a backyard hive doesn't take a lot of time, roughly an hour or so a week, and it's also not very expensive to set up. On the other hand, you must check local laws and find out if you can keep bees in your neighborhood.

Host So in some places you simply can't keep bees?

John Right. And there has been some research that shows that backyard beekeepers may actually harm bees by using pesticides, etc. So it's important that people do their homework first.

Host And, of course, if they do, the rewards for all of us are enormous. John, thank you.

John Thank you.

Lesson A, Ex. 3A (p. 95)

CD3, Track 27

1.

Woman How do you get to be successful in life? Hmm. Let's see. Well, I think you just have to think positively. Don't let things get you down. If you have a positive outlook, I mean, people like that. So, . . . yeah.

2.

Man I think to be successful in life, . . . you just need a good idea. You know, an idea that nobody else has had. You know, if you can just find that one good idea and get it off the ground.

3.

Woman Gosh, the most important thing to be successful and get ahead in life? Hmm. Well, you won't get anywhere if you sit at home and do nothing. That's for sure. Work hard, I guess.

4.

Man How to be successful. I think you need to be lucky. Half the time, it's meeting the right person—at the right time, in the right place. I think luck has a lot to do with getting ahead in life.

5.

Woman Well, it depends, I suppose. I think the most important thing is you need to be motivated. You know, you won't be successful if you're not motivated to be. If you don't want to get to the top, then you won't.

Lesson B, Ex. 3A and 3B (p. 97)

CD3, Tracks 30 & 31

1.

José Yeah. Looking back, it was hilarious. There we were on stage, standing in line, waiting. And they're calling out our names one by one.

Woman Right.

José And then it was my friend Marcus's turn—he was right in front of me, and the dean stood there with the diploma, shaking his hand and congratulating him.

Woman Uh-huh.

José And he was so excited, you know, to finally get his degree, and he turned around to face the audience, looking for his parents. But he couldn't see them. And I remember thinking, "Come on, Marcus. It's my turn!" And he turns back around and walks right into the table. And all the diplomas went all over the floor.

Woman Oh, no!

Man Yeah. And I'm like, "Oh, great. This is like my big moment, and you've messed it up!"

Woman So what happened?

Man I just stood there not knowing what to do. And everyone was on the floor, trying to pick up the diplomas. It was a disaster!

2.

Cho Hee So, we're in this little restaurant, having a romantic dinner. And I kind of knew something was going to happen, because my boyfriend had been acting kind of weird all day.

Woman Yeah?

Cho Hee Yeah. And then the waiter came over, bringing a dessert with this sparkly thing, you know like those little firework things going off. And I thought, "It must be someone's birthday." But he put it on our table. And Freddie was looking around in his pockets. And he says, "I have something to ask you."

Woman Yeah?

Cho Hee Then his face sort of turned white—you know, he couldn't find what he was looking for.

Woman No!

Cho Hee Yeah. And by this time, the sparkly thing had burned out. And everyone's looking at us, waiting for something to happen. It was kind of embarrassing.

Woman So what did he do?

Cho Hee He goes, "Just a minute," and disappears to find his coat. And he comes back totally red in the face, apologizing. He was so embarrassed! Poor thing. It was supposed to be like, the happiest moment . . .

3.

Katy We were just so excited. You know. We hadn't been able to afford anything for ages, and you know, we'd made all our reservations and everything, and finally we were there.

Man Yeah?

Katy And we opened the door and stood there, not believing what we saw. It was just awful. Old carpet and everything. And it didn't look too clean, either.

Man Oh, I know how that feels.

Katy Then a cockroach ran across the floor, and I just screamed.

Man Oh, no. That's awful. So what did you do?

Katy I just stood there, crying. I just wanted to get back on the plane and fly home.

Man I bet.

Katy And I'm thinking, "All that money." But my husband complained to the manager, and in the end, we just moved to another hotel. And it was way better, and it all turned out fine.

Man Thank goodness!

Lesson D, Ex. A (p. 101)

CD3, Track 37

So what does the research say on happiness? On the one hand, some research suggests that increased wealth doesn't lead to greater happiness. But on the other hand, more recent surveys in the U.S. show

that people in wealthy communities are happier than people in low-income areas. Furthermore, some research shows that in an economic recession, when people have less money, they are also less happy.

So the results of the research vary. Still, there are good reasons for governments to be interested in making people happy—not just in increasing people's wealth over time.

Happiness seems to be good for us all because happy people live longer lives, and they tend to be in better health, too. Happy people tend to be better employees and better citizens, have better personal relationships and, what's more, they contribute more to their community. So the whole community benefits, too.

Lesson D, Ex. B (p. 101)

CD3, Track 38

So what kinds of policies can local governments adopt to help create happy communities? Based on research, social scientists have come up with a number of proposals—for example:

1. Improve public transportation so people can reduce their commuting time. This gives people more time, which they can spend with family and friends.
2. Invest in community projects, such as community vegetable gardens. Gardening is a good example of an activity that helps people relax. In addition, working together on a joint project like a community garden helps strengthen social cohesion.
3. Ask people about things that affect them. So people should be consulted and asked if they want a new mall in their neighborhood or a community center. Ask them what's better: a swimming pool or a movie theater? A new road or a park?

And we'll look at specific examples of these in a moment.

Unit 10 *Going places*

Lesson A, Ex. 3A and 3B (p. 107)

CD4, Tracks 3 & 4

Natalie So, yeah, I'm thinking about going to Bolivia next year. I've heard so many amazing things about the place, and I've always wanted to go. Ava said she wanted to come with me. She's been before, but she said she'd like to go again.

Rafael I didn't know Ava had been there before. I know she said she'd been to South America—she's always been fascinated by the place . . . So, Bolivia, huh?

Natalie Yeah. I mean, there's just so much to do. Ava said we should fly into La Paz first. She said it was an interesting city. She said it was fun just to walk around the markets. She spent a couple of days just looking at stuff. She said the local crafts were really impressive. Like the handwoven fabrics and everything.

Rafael And I heard it's a beautiful country—you know like outside of the city, I mean.

Natalie Yeah. Ava told me one her favorite places was Lake Titicaca. She said we could take a boat ride on the lake. That sounded so relaxing.

Rafael Yeah . . .

Natalie And you can go to Eduardo Avaroa National Park and see all the volcanoes. Apparently, the views there are just stunning.

Rafael Hmm. And there must be lots of great places to hike and everything, too, right?

Natalie To be honest, I'm not big on hiking, though Ava said she'd been hiking in the mountains. Apparently, she went to Huayna Potosí. She said you can go hiking there. I think you have to be a pretty experienced hiker, though. I mean, it can be pretty challenging.

Rafael When are you going? I mean, will there be anything going on while you're there?

Natalie Yeah, we thought we'd go in February or March—around then. There's a big carnival in Oruro sometime then that Ava went to last time. She said she'd be happy to go to it again because it was so exciting. It like goes on for a week, and there's dancing and parades and food and everything. And they all wear costumes. It sounds fascinating.

Rafael Yeah, that sounds like a lot of fun.

Natalie And then I heard that Bolivia has the world's most dangerous road. It runs from La Paz to the Amazon or something. So we could always take a bus ride along that! It's a really frightening trip, apparently. Ava said she was terrified. She said the roads were really ow . . .

Rafael Gosh, that sounds like an exciting trip. I wish I was going.

Lesson C, Ex. 2A and 2B (p. 111)

CD4, Tracks 10 & 11 (Highlighted text appears only on Track 11.)

1.

Woman Eating meals in space would be so weird.

Man Weird in what way?

Woman Well, imagine your pizza floating around!

2.

Man Space travel must be bad for the environment.

Woman In what way?

Man Well, for one thing, it pollutes the atmosphere.

3.

Woman Going into space would be terrifying.

Man Terrifying in what way?

Woman You can't escape if something go wrong.

4.

Man Sitting in a tiny cabin would be frustrating.

Woman Frustrating in what way?

Man I'd want to be outside doing a spacewalk.

5.

Woman A space vacation would be life changing.

Man In what way?

Woman You'd never look at things in the same way again.

Lesson D, Ex. 3B and 3C (p. 113)

CD4, Tracks 12 & 13

Man Welcome to the first of our evening presentations. We hope you are enjoying the beautiful surroundings of Eco-Lodge. And that you like your accommodations . . .

Um, the presentation this evening is about responsible tourism. People often ask me what they should do to be a responsible tourist. Well, you've already made a good start because you chose our company—and we're an environmentally responsible company. It's important to choose a tour company that doesn't have a negative impact on the environment.

Also, by staying here, you are helping the local community, which is dependent on tourism. You should choose a place to stay that hires only local people. Every member of staff that we employ lives locally.

But how else can you be a responsible tourist while you're here?

One of the first things you can do is to save water. Tourism puts a huge pressure on water supplies. Take short showers. Save electricity, too. Otherwise, you might have to use the candles . . .

Another thing you can do is visit the local markets, and please try to buy some local handicrafts. This helps in two ways. First, it's employment for local people, and second it preserves local crafts and traditions. And when you buy goods, pay a fair price. Remember if you bargain to get something cheaper, the dollar you save may be the dollar that feeds a family for a day.

One very important thing is that we need to protect endangered plants or animals. So please, please, please don't buy coral. It destroys these beautiful reefs if people make souvenirs out of the coral. Last year one of our guests bought a coral lamp, which she'd found in a store. But when I gave her an understanding of how these kinds of souvenirs destroy the reefs, she was horrified. She said she would take it back the next day. That's our job—to give you an awareness of your impact here.

Another way to have a positive effect on the community is to respect the local culture. Please ask before you take photos. And try to speak a few words of the language.

Also, please visit the local wildlife preserves. The revenues from the entrance fees pay for the protection of endangered species.

As you can see, you really can help preserve this beautiful place. Please take our pamphlet on responsible tourism . . . it's made with recycled paper . . .

Unit 11 *Culture*

Lesson B, Ex. 3B (p. 119)

CD4, Track 16

Anchor Gift giving is a big part of every culture. Our guest today, Teresa Peck, created a website about gift giving around the world. Teresa . . . why did you do this?

Teresa Well, I've traveled a lot to countries where I wasn't familiar with the cultural rules. And of course, I'd take along a small business gift. And I, um, sometimes experienced that awful moment when I *knew* I'd done something wrong, or that my gift was inappropriate.

Anchor So, what are some of the mistakes people make?

Teresa Well, the first big mistake is choosing the wrong gift. In Japan, for example, it's not appropriate to give a potted plant as a gift. Many people believe plants bring sickness to a business or home.

Anchor How about flowers? Aren't they pretty safe?

Teresa Well, I think it's generally best to avoid flowers, too. In many countries you shouldn't give people flowers. It's because they're usually for funerals or when people are sick. In Russia, for example, people think yellow flowers bring bad luck. Other gifts can symbolize bad luck too. If you're invited to a wedding in Chile, for example, don't give knives to the bride and groom as a wedding present. They symbolize cutting off a relationship.

Anchor Not a good thing . . .

Teresa Right, and in the same way, don't give a handkerchief to a Korean. Handkerchiefs symbolize sadness. Then my advice for Mexico is that it's not a good idea to give silver jewelry, because Mexicans have some of the best silver in the world. So avoid that.

Lesson B, Ex. 3C (p. 119)

CD4, Track 17

Anchor So choosing the right gift is important. But aren't there rules about how you should offer someone a gift?

Teresa Yes. This is important, and it varies from country to country. Japan is one of several countries where it's polite to use both hands to give a gift.

Anchor I see.

Teresa But in other countries, for example many Middle Eastern countries, you should use your right hand.

Anchor I see. And in many countries the person getting the gift will often refuse the gift, right?

Teresa Yes, that's right. In Russia, for example, when you give a gift, the person will often refuse it. So when you give a gift it's a good idea to say it's something small.

Anchor And aren't there issues about opening gifts, too, like opening gifts in front of someone?

Teresa Absolutely. There are many countries, like Chile, where you can open a gift immediately. It's expected. But in other countries, people prefer to open gifts in private. Also, how you open a gift is important. In Korea you should always open gifts carefully because it's impolite to tear the wrapping paper.

Anchor People often refuse a gift the first time, too, right?

Teresa That's true. So if someone says no the first time, offer at least twice before you give up . . . Actually, there's one thing I said earlier that I'd like to correct. I said you should avoid flowers as a gift, but if you choose the right color, they can make good gifts. In Mexico you can bring white flowers to someone's home—they're good luck. (Oh, but avoid yellow or red.)

Anchor Teresa, we're out of time. But thank you. You can visit Teresa's website at www.teresa . . . (*fade*)

Lesson C, Ex. 2A and 2B (p. 121)

CD4, Tracks 21 & 22 (Highlighted text appears only on Track 22.)

1.

Man In Holland we have a tradition where you get an extra special gift on your 5th, 10th, 15th, and 20th birthdays. They're called "crown birthdays." It's kind of nice to have special birthdays like that.

Woman Yeah, no. It's good to celebrate special birthdays. Here it's when you're 18.

2.

Man You know, here in the U.S., you can ask the President to send a greeting card for someone's 80th birthday, which is kind of special. I mean, it's good that they send out special cards like that—you know, when people reach that kind of age.

Woman Yeah, no. Society needs to recognize birthdays like 80 or 100.

3.

Woman We have a tradition where girls dance a waltz with their fathers on their 15th birthday. It's things like that—with your family - you know when you grow up you can look back on– that you always remember.

Man Yeah, no. It's nice to celebrate with your family, and have family memories.

4.

Man In Mexico the kids always have a piñata on their birthdays. They invite lots of their friends and the birthday child hits the piñata until it breaks open and all the candy falls out, and the kids all share the candy. It's fun.

Woman Yeah, no. It's nice to do fun stuff with your friends on your birthday.

5.

Woman In Japan we have special birthdays. It's like when you turn three, five, and seven, and in the November of the same year, there's a festival when all the three-, five- and seven-year-old kids dress in traditional costumes and everything. I always think it's good to keep traditions like that going. Parents should do that . . .

Man Yeah, no. It's good that people carry on traditions.

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

CD4, Tracks 25, 26, & 27

Prof. Yates OK. Last week, we looked at endangered languages. Some languages have only a few thousand or even a few hundred speakers, and we saw that social changes and economic factors were the main causes of a language dying. If a language dies, people may lose cultural knowledge and their sense of identity. So, should people whose languages are dying do something about it?

Sylvana So, is language revival possible? Well, you have to start in elementary school. If young children learn the language, you can probably save it. If it's not part of their education, then it may become extinct.

Andrew Yes . . . but can you force people to learn a language? In countries where that happens, young people often reject the language—for them it's just another difficult school subject. Consequently, they see it in terms of lessons and exams . . . not as part of their daily life. You have to give them a reason to use the language.

Prof. Yates Like what, for example?

Andrew Well, maybe there could be opportunities for home stay visits for kids in areas where families speak the language, or summer camps—that kind of thing.

Sylvana That might work, you know, but it shouldn't be mandatory. Like you said, people often hate the things they *have to* do. And that's no good when you're trying to preserve something.

Andrew No, you have to give people a choice, but it's still a good idea.

Reiko It makes the language real at least—not just a school subject.

Prof. Yates OK, but how do you make the language part of people's everyday lives? What about giving it official status on street signs and notices and in public documents? . . . Then there's technology. Last week we looked at Wales, where they have pop music radio stations in Welsh, and a Welsh TV channel, and Welsh websites, and so on. Because of this positive approach to technology, people see and hear the language all around them. Can this exposure to a language help, do you think?

Andrew Yeah what happened in Wales was good, because that seemed to work, I mean using it in the media so much.

Sylvana Yes, it was successful.

Reiko I agree, but you still need to be careful. For example, the media might be using the language, but they often use it to promote Western-style culture, like pop music, as you just mentioned. Some of us might not want Western-style pop music and TV shows, even if they are in our local language. We need to preserve our *culture* too.

Prof. Yates So there's a downside to modern technology?

Reiko Well, it tends to globalize everything. The growth of English is inevitable, you know, as a world language partly because of technology.

Sylvana Yes, but you could offer people music and TV shows based around their cultures.

Andrew Yes, you could, that's true. On the other hand, globalization is a powerful force—you know, globalization threatens languages and cultures. You can't protect languages really, in my opinion, anyway.

Unit 12 *Ability*

Lesson A, Ex. 3B and 3C (p. 127)

CD4, Track 29

1.

José I just read an interesting article by Howard Gardner.

Olga Yeah? I've heard he's highly respected. So, what was it about?

José Well, he suggests that now we're more globally connected, it's particularly important to think about how we educate students for the future. It's incredibly interesting.

Olga I bet. So what does he propose, then?

José Well, he defines five types of "minds" that students need. Like the first one is students need to learn how to study efficiently and, basically you know, work hard.

Olga Well, that makes sense. It's like playing the guitar—you have to practice pretty regularly. Unfortunately, I'm not very good at that. I'm not that disciplined.

2.

José Then for the second mind, he says that we need to be able to take all the facts we read, sort through them, you know, and decide what to pay attention to.

Olga Right. It's like on the Internet; there's so much stuff . . .

José Exactly. So you have to be especially good at deciding what's useful or relevant.

Olga Yeah. Like doing research, which I think I'm fairly adept at. I guess it's kind of like being scientifically minded.

José Right.

3.

José Then the third mind has a capacity for asking questions, being open-minded, so you can like, think of new solutions to solve problems effectively, um, look at things in a completely different way and not get stuck in one way of thinking.

Olga Thinking outside the box?

José Yeah. And you don't worry about making mistakes or failing.

Olga Yeah. I guess that's something I'm not too good at. I mean, I have an extremely logical mind, but I'm not good at coming up with new ideas. I guess I could be more creative.

José Uh-huh.

4.

José Then he says we need to be really tolerant of other people and understanding of each other's cultures.

Olga Well, that sounds sensible. We have some neighbors from India, and you know, it's really cool talking to them and learning about their traditions and everything.

José Right. Well, that's it. We need to understand and respect each other's views.

Olga Well, that's one thing I'm able to do . . . well, *I* think so.

5.

José Yeah, and then he says we need to learn how to do the right thing in different situations and make the right choices.

Olga So basically you mean like having good morals?

José Yeah, doing what's right.

Olga Right. Well, I think I'm capable of making the right choices. I've had to already. My parents always stressed that when they were raising us, too.

José Oh, yeah. My family, too. So yeah, it was all extremely interesting.

Lesson C, Ex. 2A and 2B (p. 131)

CD4, Tracks 36 & 37 (Highlighted text appears only on Track 37.)

1.

Woman I did drama when I was in school. We had to give shows and all that. It was pretty frightening, you know, being on stage and everything.

Man Oh, no doubt. Performing in public can be very scary.

2.

Man I play the guitar, though I've never taken formal lessons or anything. I mean, I can't read music or that kind of thing. But you can still play music, even if you can't read it.

Woman Oh, no doubt about it. My friend plays the piano remarkably well, and she never learned it formally.

3.

Woman My grandfather always said you'll never be good at something unless you *love* doing it.

Man Oh, without a doubt. If you don't like doing something, you can't do it well.

4.

Man You know research shows that when you play classical music and stuff to kids, they do better at math.

Woman I don't doubt it. I think it helps you learn languages, too.

5.

Woman I feel sorry for these kids who are geniuses at a young age. It must be difficult for them.

Man No doubt. They get all that pressure and everything.

Lesson C, Ex. 3A (p. 131)

CD4, Track 38

Host 1 There are pieces of classical music that at one time were considered almost impossible to play, . . . but over time, more and more people are able to play them. Over the last hundred years or so, humans have become smarter, faster, and simply better at the things they do—or so says writer David Shenk. He argues that talent is not something we are born with. This idea is entirely inaccurate, he says. According to Shenk, we are not born musically talented or gifted in a particular sport, but we *learn* these things. Anyone can run faster, jump higher, play better, says Shenk, if they're willing to work at it . . .

Host 2 So, we can all be Mozarts or Picassos?

Host 1 Without a doubt. Shenk writes about a study of London cab drivers. When researchers looked at the brains of these cab drivers, they found that the part of the brain that is responsible for memorizing places and making maps of areas and so on is much larger in these cab drivers. It's the same for people who play music, or read incredibly quickly and that sort of thing. Those particular areas of the brain are much more developed.

Host 2 So anyone can develop a skill or talent, according to Shenk?

Host 1 Exactly. And he says it's the environment you grow up in that matters. Musically gifted children tend to have family members or teachers encouraging them, they have teachers and instruments that are readily available. They do musical activities, and they practice extremely hard.

Host 2 So they put in the time and effort and everything . . .

Host 1 Yes. Basically, Shenk thinks any child can excel at something if they are encouraged and if they work hard. Take Mozart, for example. People tend to think he was particularly talented—even gifted. But his father was a teacher, an expert himself, and according to Shenk, Mozart's success was mostly due to his father's teaching.

Host 2 No doubt. And the same goes for Michael Jordan, right?

Host 1 Right. Jordan is one of the greatest basketball players ever. But he wasn't born that way. They say that Jordan's coach deliberately put him on teams that had players who weren't as good as him. It made Jordan work harder. His coach pushed him incredibly hard.

Host 2 Which of course helps you learn more and become even better . . .

Host 1 Oh, no doubt about it. So, good news for all of the wanna-be Lang Langs out there: You *can* do it!

Workbook answer key

Unit 1 Social networks

Lesson A Grammar (pp. 2–3)

Exercise A

1. *A* Have, heard
   B is
   B have, gone
   A Do, want
2. *A* Did, tell
   B was
   B are, looking for
   B did, make

Exercise B

1. Q: Who are you hanging out with these days?
2. Q: Have you ever spent a weekend alone?
3. Q: Did any of your friends call you this morning? / Did you call any of your friends this morning?
4. Q: Where can you go to meet people in your neighborhood? / Where can you go in your neighborhood to meet people?
5. Q: Do your friends text you all the time? / Do you text your friends all the time?
6. Q: Were you outgoing when you were a kid?
7. Q: Have all your friends joined a social networking site?
8. Q: What was your best friend's name when you were a kid?

Answers will vary.

Lesson A Vocabulary (pp. 3–4)

Exercise A (Possible answers)

Generally positive	Generally negative	It depends . . .
intelligent open-minded self-confident sweet thoughtful	aggressive annoying arrogant narrow-minded a pain pushy touchy weird	eccentric laid-back relaxed sensitive talkative

Exercise B

1. sensitive / thoughtful / sweet; thoughtful / sensitive / sweet
2. intelligent
3. talkative / self-confident
4. aggressive
5. arrogant, self-confident
6. touchy / sensitive
7. relaxed / laid-back
8. open-minded
9. a pain, annoying
10. narrow-minded

Exercise C

Answers will vary.

Lesson B Grammar (p. 4)

Exercise A

1. 's / is, looking; watch / 're watching / are watching; 's / is, taking; posts
2. don't call; 'll / will text; don't answer; calls; talk
3. don't waste; 'll / will, surf; tend to take; email; will stay

Exercise B

1. I'll send; we make; I tend to call
2. I'm traveling; we'll email
3. I'm always searching; I'll find; I'll contact; I don't do

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 5)

Exercise A

1. And do you ever call each other?
2. So, you're getting along well?
3. So you do a lot together?

Exercise B

1. But would you feel sad?
2. So you didn't talk to each other at all?
3. And how often do you see them?

Lesson D Reading (pp. 6–7)

Exercise A

Possible circled facts: Over 30 percent of employers say they currently use, or plan to use, social networking sites to obtain information about job candidates; However, only 16 percent of workers write their online profiles with potential employers in mind; What may be more worrying for today's job seekers is that 34 percent of managers said they have rejected a candidate because of the information they obtained online; This trend of using social networking sites as an employment tool is growing; Hiring managers also tend to use social networking sites when they are looking for new hires.

Possible underlined advice: Keep your profile up to date, even if you are not looking for a job; Make sure you list your latest achievements.; It is always best to avoid making any negative comments about your current or previous boss, company, or co-workers; If you are always telling off-color jokes or joining weird or silly groups, be careful; Be careful also if you are trying to hide your job search from your current boss; However, if your boss does find out and accuses you of looking for a new job, don't deny it; So in addition to keeping your friends' inappropriate pictures and comments off your profile, be cautious about who your online friends are;

review the pictures that you have uploaded to your profile, the personal information you have given, and any blogs or sites you have linked to. Delete anything you might regret later; Always bear in mind that employers can use your social networking profile to evaluate you, so show self-confidence (without being arrogant) and promote yourself well.

The information is for candidates.

Exercise B

a. para. 6
b. para. 9
c. para. 8
d. para. 7
e. para. 5
f. para. 10

Exercise C

1. NG
2. T
3. F. Telling jokes won't always leave a potential employer with a good impression.
4. F. If your boss finds out about your job search, you shouldn't deny it.
5. NG
6. T
7. F. It's fine to be self-confident – without being arrogant – if you're promoting yourself.
8. T

Exercise D

1. obtain
2. rejected
3. withhold
4. accuses you of, deny
5. regret
6. promote yourself

Exercise E

Answers will vary.

Writing (p. 8)

Exercise A

However; On the one hand; On the other hand; While;

Exercise B (Possible answers)

1. You might think your party photos are harmless. **However,** employers might see them in a different way.
2. Some people never put photos on their profiles, **while / whereas** other people post a lot of pictures.
3. Job seekers are not cleaning up their profiles. **However,** employers are checking them.
4. **While / Whereas** an online profile may be public, it is not fair to use it to reject a job candidate.
5. While I understand why employers check people's profiles online, **personal** profiles are not meant for employers.
6. You can control who sees your résumé. **However,** you can't always control who has access to your online profile.

Exercise C

Answers will vary.

Listening extra (p. 9)

Exercise A

break up with, fall out with, get divorced, lose touch with, separate, "unfriend"

Exercise B

1. Nuray
2. Oscar
3. —
4. Andrea
5. Christa

Exercise C

1. F. They (just) got busy with work.
2. T
3. F. She isn't interested in their day-to-day stuff.
4. F. Her boyfriend tends to be touchy about things like that.
5. T
6. T
7. T
8. F. She usually video-chats with her husband when she's traveling.

Exercise D

Answers will vary.

Unit 2 *The media*

Lesson A Grammar (p. 10)

Exercise A

1. D
2. N. Fashion magazines, which are really mostly about shopping, usually have the most ads.
3. D
4. N. Good theater actors, who never get as famous as movie actors, deserve more attention.
5. D
6. D
7. D

Exercise B

1. *A* that / which
   B which; (that / which)
2. *A* (that / which); that / which
   B which
3. *A* who
   B that / which
4. *A* who / that
   B which

Exercise C

1. that / which I like best of all
2. , who watches TV constantly,
3. that / which I read the most
4. , which I need to do before I go to bed
5. , which I think is ridiculous

Lesson B Vocabulary (p. 11)

Exercise A

1. about
2. on
3. for
4. on
5. for
6. in
7. of
8. between

Exercise B

problem; impact / influence; link; concern; impact / influence; increase; research

Exercise C

Answers will vary.

Lesson B Grammar (p. 12)

Exercise A

that; is that; that; that; is that; that

Exercise B

1. Some experts agree that TV and the Internet have changed children's reading habits.
2. What's clear is that many children prefer watching TV to reading.
3. One problem with spending less time reading is that reading improves children's vocabulary development.
4. It's likely that most books and magazines will only be online in the future.
5. What's interesting is that publishers may stop printing books altogether.
6. Many people believe that going digital is inevitable.

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 13)

Exercise A

1. Which is so annoying
2. which totally goes against what I just said
3. Which is not surprising

Exercise B

1. You know what really gets me?
2. you know what's ridiculous?
3. You know what I'd be concerned about?

Exercise C

1. *A* really bothers me
   B just so annoying
2. *B* so convenient
   A I prefer
3. *B* so important
   A really scares me

Lesson D Reading (pp. 14–15)

Exercise A

Answers will vary.

Exercise B

Answers will vary.

Exercise C

1, 2, 3

Exercise D

1. the user has to constantly switch tasks
2. playing video games
3. video games
4. playing video games
5. before
6. Critics
7. aren't going to disappear

Exercise E

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

Exercise F

Answers will vary.

Writing (p. 16)

Exercise A (Topic sentence is underlined)

Video websites should warn teenagers about dangerous behavior for several reasons. **First**, teenagers tend to take more risks because their brains are at a particular stage of development. **Second**, with the rise in Internet video sites, teenagers can see people doing all kinds of dangerous activities, and some feel pressure to copy what they see. **Third**, some children are taking great risks and filming these activities so they can share the videos with their friends. **Finally / Lastly**, the Internet makes sharing the videos easy – teens who want to impress their friends simply have to upload a clip to their profile page.

Exercise B

I don't agree that video websites should have warnings for teenagers. ~~At first~~ *First*, many teenagers are very responsible. ~~Second~~ *Second*, it is not the Internet's responsibility if someone does something dangerous. ~~Third~~ *Third*, parents should be responsible for their children's behavior. ~~At last~~ *Lastly, / Finally*, the reasons for dangerous behavior are not always clear.

Exercise C

Answers will vary.

Listening extra (p. 17)

Exercise A

Answers will vary.

Exercise B

1. a	2. b, d

Exercise C

1. T
2. F. He has never had / owned a television.
3. T
4. F. She knows most parents aren't teachers.
5. T
6. F. She lets her children watch shows in Spanish.
7. F. He thinks it's just common sense. / He doesn't think there's really a problem with TV.
8. T
9. F. He says a lot of intelligent people grew up watching TV.

Exercise D

Possible answers

1. everyone with children should get rid of their TVs / the problem is with all the commercials / kids shouldn't be watching commercials for toys and junk food / children shouldn't identify with actors on TV / it's important for children to see real people as role models / a child who spends 10,000 hours reading, doing a sport, or learning a hobby will learn something / a child who spends 10,000 hours watching television learns nothing, which is just a waste of time
2. it's very helpful to have another way to teach things to children / there are some great shows and kids can learn a lot from them / schools can't teach her kids everything
3. it's just common sense / if parents don't like a certain TV show, they shouldn't let their kids watch it. / if parents think a show is OK, they should let their kids watch it / there's not really a problem with TV

(Other answers will vary.)

Unit 3 *Stories*

Lesson A Grammar (p. 18)

Exercise A

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

Exercise B

1. Did you learn
2. haven't traveled
3. got, drove
4. haven't been enjoying
5. joined, quit
6. enjoyed, was working

Exercise C

1. *B* 've been working; started; 's been going on
   A 've been volunteering; was; haven't scored
2. *B* worked / was working; wasn't, loved; was majoring, changed, 've been studying; haven't decided

Exercise D

Answers will vary.

Lesson B Vocabulary (p. 19)

Exercise A

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

Exercise B

A finished
B turned, in; struggled with
A fall behind on
A left, blank
B affect
A count toward
B missed
A caught up on

Exercise C

Answers will vary.

Lesson B Grammar (p. 20)

Exercise A

1. 2, 1
2. 1, 2
3. 2, 1
4. 2, 1

Exercise B

1. *A* Had, lived; moved
   B went; got
   B went; had thought / had been thinking / 'd thought / 'd been thinking; decided; visited; hadn't seen
2. *B* moved; changed
   B hadn't been going / weren't going; had gotten / 'd gotten; quit; got
3. *B* graduated; had taken / 'd taken; was; hadn't earned / hadn't been earning; had hoped / had been hoping; needed; ran; hadn't seen; offered

Exercise C

1. showed up; had been waiting / 'd been waiting
2. got; had called / 'd called / called; didn't call / hadn't called
3. cleaned; did; watched
4. gave; had reminded / 'd reminded

Lesson C Conversation strategies (p. 21)

Exercise A

Circled sentences:

When I think about it, I just feel so ashamed; Looking back, I guess we probably made a pretty strong impression; When I think about it, I just want to crawl under a rock.

Underlined sentences: So anyway, I saw him in line at the movies; So yeah, where was I?; But anyway, you know what he told me?

Exercise B

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

Exercise C

d, e, c, a, b

Lesson D Reading (pp. 22–23)

Exercise A

Answers will vary.

Exercise B

1. para. 3
2. para. 4
3. para. 1
4. para. 2
5. para. 5

Exercise C

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

Exercise D

1. slapped down
2. tugging
3. slipped
4. make eye contact
5. say
6. acknowledged
7. venturing
8. made his way

Exercise E

1. He fell in love, got married, and had a family. He didn't become a police officer, a soldier, or a firefighter. He didn't travel; he didn't go to Africa.
2. His father wanted him to, he was good at math.

(Other answers will vary.)

Writing (p. 24)

Exercise A

4, 2, 1, 5, 3

Exercise B

is; prepare; was sitting / sat; was reading; was sitting / sat; hit; pushed; hurt; spilled; brought; 've / have, taken

Exercise C

I have always ~~spoke~~ *spoken* to store clerks, but they don't always acknowledge me. One day I ~~shop~~ *was shopping* in a clothing store and needed help with a size. I ~~have said~~ *said* "Excuse me," but the salesperson ignored me. Finally, a manager ~~was seeing~~ *saw* me and asked if she could help. It was a good thing that someone finally helped me because I hadn't ~~knew~~ *known* the sizes were for teenagers! Since then, I haven't ~~went~~ *gone* back to that store.

Exercise D

Answers will vary.

Listening extra (p. 25)

Exercise A

Answers will vary.

Exercise B

The picture; the cap; the journal

Exercise C (Order may vary.)

the journal: His mother gave it to him.
He got it before he graduated from high school.
the baseball cap: His roommate in college gave it to him.
He got it on his last day of college.
the picture: He bought it on vacation.
He got it on his first vacation with friends.

Exercise D

1. a. the baseball cap
   b. the picture
   c. the journal
2. a. the journal
   b. the baseball cap
   c. the picture

Exercise E

Answers will vary.

Unit 4 *Working lives*

Lesson A Vocabulary (p. 26)

Exercise A

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

Exercise B

submitted; meet, make; follow; 've had / have had / have; achieve; facing, shows

Lesson A Grammar (p. 27)

Exercise A

Macy advice
Macy an application, feedback; comments
Jack information, training
Macy a detail; jobs; work
Jack a personal assistant; knowledge
Macy help, a counselor

Exercise B

1. apply
2. isn't / is not
3. shows
4. appears
5. choose
6. is

Exercise C

1. information, is
2. feedback, was / has been
3. are, goals
4. knowledge, is / will be
5. training, is / will be; is, training

(Other answers will vary.)

Lesson B Grammar (p. 28)

Exercise A

1. S
2. G
3. S
4. S
5. S, G
6. S

Exercise B

a; a; an, a; –, –,–, a, a, a, a; The / –; –; –, the; –, the; the

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 29)

Exercise A

Chris Seriously
Mara clearly
Mara Interestingly enough
Mara unfortunately

Exercise B

B I really love my career choice
B I need to use it more often
B I rejected an offer today
B there are more jobs than ever

Exercise C

d, a, c, e, b

Lesson D Reading (pp. 30–31)

Exercise A

Answers will vary.

Exercise B

company culture, opportunities for training, where the company is, your boss's personality, your personal wants and needs

Exercise C

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

Exercise D

1. importance
2. assessment
3. value
4. need
5. guidance
6. criticism
7. solution

Exercise E

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

Exercise F

Answers will vary.

Writing (p. 32)

Exercise A

introduction 1
leisure time 4
studies 2
summary 5
work experience 3

Exercise B

1. My interest
2. My decision, my interest
3. My responsibilities
4. guidance
5. solutions

Exercise C

1. During my internship, I learned how to use all the latest ~~softwares~~ *software* that designers use today.
2. Last summer, I received ~~a training~~ *training* in new information systems.
3. I received constructive ~~advices~~ *advice* from my manager, which helped me improve my skills.
4. I am looking for ~~a work~~ *work / a job / a position* in a technology company.
5. I gained ~~an experience~~ *experience* in solving clients' problems.

Exercise D

Answers will vary.

Listening extra (p. 33)

Exercise A

Answers will vary.

Exercise B

b

Exercise C

1. important
2. 10,000
3. stay in
4. challenges
5. particular
6. imagine

Exercise D

Answers will vary.

Unit 5 *Challenges*

Lesson A Grammar (p. 34)

Exercise A

1. had listened, might not have become
2. might not have been, hadn't lost / had not lost
3. hadn't collaborated / had not collaborated, wouldn't have attracted / would not have attracted
4. hadn't become / had not become, might not have learned
5. might not be, hadn't been / had not been

Exercise B

1. Would, be, had said
2. had been; would, have felt; had lost

(Other answers will vary.)

Lesson B Vocabulary (p. 35)

1. *A* Poverty; poor
   B wealth; wealthy
   A invests, creation, create
   B investment
2. *A* invest
   B eradicate, eradication
   A starving
   B Starvation; investment
3. *A* distributing
   B hungry; distribution
   A hunger
   B unemployment; unemployed
4. *B* pollution; protect; protection
   B eradication

Lesson B Grammar (p. 36)

Exercise A

1. hadn't brought up
2. will do
3. would stop
4. include
5. could
6. had signed up

Exercise B

1. were
2. spent / would spend
3. had gotten
4. will invest / 'll invest / invest

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 37)

Exercise A

Raj What if
Anne imagine / suppose / what if
Anne What if / imagine / suppose

Exercise B

1. I suppose it is. Though I just set a budget and stick to it.
2. I don't think so. I suppose it wouldn't seem right.
3. I suppose it is. You can get unusual things, too. The big stores all have the same stuff.

Exercise C

B what if
A suppose / imagine, I imagine / I suppose
B What if
A I suppose / I imagine

Lesson D Reading (pp. 38–39)

Exercise A

Answers will vary.

Exercise B

clearing up after natural disasters
preventing disease
treating illnesses

Exercise C

1. Dr. Margaret Winters
2. Tim Mendes
3. Linda Jones
4. Tim Mendes
5. Dr. Margaret Winters

Exercise D

1. dentists / surgeons, surgeons / dentists
2. huge, devastation
3. devastated
4. injured / sick, sick / injured
5. enormous
6. tumor; benign
7. treatment

Exercise E

1. T
2. F. The neighbor looked after the neighbors' children.
3. F. The dentist helped with medical emergencies.
4. F. They used one floating ambulance to remove people from the war zone.
5. T
6. F. In richer countries, people get treatment for lumps and growths.

Exercise F

Answers will vary.

Writing (p. 40)

Exercise A

it says that park volunteers live in tents
I would prefer it
Would it be a problem if
it would be very nice if
Is it possible to
I would appreciate it if

Exercise B

1. It would be useful if I could speak to a current volunteer.
2. I would love it if I could begin working immediately.
3. Would it be a problem if I paid when I arrive?
4. I would appreciate it if you could send me more information.

Exercise C

1. It will be interesting to read about your training program.
2. Would it be a problem for me if I had to wait another week to start?
3. It is difficult for me to commute on the bus.
4. Would it be useful if I could arrive a day early?
5. It was interesting to read your website.

Exercise D

Answers will vary.

Listening extra (p. 41)

Exercise A

1. support
2. charitable organization
3. connected, donors
4. requests

(Other answers will vary.)

Exercise B

She thinks local charities often find it hard to raise money. She hopes she'll be able to do more projects in the future.

Exercise C

1. distribution of wealth
2. all their donations
3. post a request
4. making a difference
5. struggling with bills
6. books and toys

Exercise D

Answers will vary.

Unit 6 *Into the future*

Lesson A Grammar (p. 42)

Exercise A

1. We'll / We will be living in a totally cashless society by 2050.
2. People won't be using credit or debit cards.
3. Everyone is going to be doing their banking online.
4. People won't be writing checks anymore.
5. We're going to be carrying around fewer gadgets generally.
6. Everyone will be doing all their grocery shopping on the Internet.

Exercise B

B are you going to use
A I'll take, I visit; I need, I'll still use
B will replace
A are going to disappear, won't be
B might use, become

Exercise C

Answers will vary.

Lesson B Vocabulary (p. 43)

Exercise A

h, d, g, a, b, f, c, e

Exercise B

handout; stop, time; saying; comments / questions, questions / comments

Lesson B Grammar (p. 44)

Exercise A

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

Exercise B

1. Can; could
2. must; Would
3. ought to; might want to
4. can; can
5. 'd better; might

Exercise C

1. a. You might want to move to the front so you can see the screen.
   b. Would somebody turn the lights off, please?
   c. Um, I need to find the clip on the computer.
   d. It ought to be on my desktop.
   e. Oh, it won't open.
2. a. Can everyone see the chart on page 2 of the handout?
   b. Everyone should have a handout by now.
   c. I can't explain these numbers in detail today, but you might want to look up the information on our website.
   d. If no one has any questions, I will give / I'll give you a few more resources.
   e. Then we had better / we'd better stop.

Lesson C Conversation strategies (p. 45)

Exercise A

Sou-Chun . . . You know, ✓ all newspapers are going to be doing this in the near future, fortunately.
Isabella . . . Though ✓ a lot of people still like to hold a real newspaper in their hands.
Sou-Chun . . . But ✓reading on a screen will get easier pretty soon. You know, ✓screen technology will probably get more advanced.
Isabella . . . But ✓in the end, people will support anything that's better for the environment.

Exercise B

1. *B* I don't think so.
2. *A* I guess so.
   B I hope not.
3. *B* I guess so.
   A I guess not.
4. *B* I hope so.

Exercise C

B I hope not.
A I would say / I'd say / I would think / I'd think / I would imagine / I'd imagine
B I guess so.
A I would say / I'd say / I would think / I'd think / I would imagine / I'd imagine, I would say / I'd say / I would think / I'd think / I would imagine / I'd imagine

Lesson D Reading (pp. 46–47)

Exercise A

1. clean energy 2. public health 3. clean water

Exercise B

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

Exercise C

1. Economists
2. Retailers, consumers
3. Inventors
4. therapists
5. Climatologists
6. Ecologists
7. Refugees
8. Migrants
9. Victims

Exercise D

Answers will vary.

Writing (p. 48)

Exercise A

4 (C) Doctors and patients will benefit from these new technologies, which will undoubtedly make health care more effective and more convenient.

1 (T) New technology in medical care will undoubtedly give doctors more reliable information about a patient's health, and may well make visits to the doctor's office less frequent and possibly less unpleasant.

3 (S) Another exciting invention is a "pill-cam", a tiny wireless camera that patients swallow and which sends images of any health problems to their doctor's computer screen.

2 (S) One example of this technology is the "tele-health monitor." This piece of equipment, which patients will have in their homes, will constantly check a patient's health and send instant information to a doctor. When there is a problem, the doctor will call the patient immediately.

Exercise B

In the future, medical treatment, even in the poorest countries worldwide, will **undoubtedly** change to a system that starts before a patient gets sick. In the near future, doctors will **likely** be able to collect millions of pieces of information about a child shortly after birth. People will **inevitably** find out at an early stage if they will **eventually** get sick in later life. However, with the kind of information that technology can give them, people may **well** be able to take action to prevent illnesses until much later in their lives. These advances will **ultimately** improve the quality of life and health of many people throughout their lives.

Exercise C

1. eventually / ultimately
2. currently
3. recently
4. actually
5. eventually / ultimately
6. Maybe

Exercise D

Answers will vary.

Listening extra (p. 49)

Exercise A

1. The Arctic Ocean
2. Greenland
3. Rising sea levels
4. The construction industry

Exercise B

The Arctic Ocean, Greenland, Rising sea levels

Exercise C

The 2007 United Nations study:
* estimated ocean levels would rise between 7 and 23 inches (= 18 to 59 centimeters)
* did not include the impact of melting ice – in particular in Greenland (then sea levels could rise by at least 16 feet, or 5 meters)

The new study from Norway estimates that:
* sea levels could rise by 5.3 feet (1.6 meters) by 2100
* the Arctic Ocean will have no ice during the summer

Talk will cover four impacts of rising sea levels:
1. Environmental impact – the effects on plants and animals
2. Effect on climate – especially floods and storms
3. Impact on water supplies
4. The economic impacts, especially on tourism and fishing

Exercise D

Answers will vary.

Unit 7 *Getting along*

Lesson A Vocabulary (p. 50)

Exercise A

1. up
2. up
3. up
4. off
5. up
6. over

Exercise B

Ji Ning look forward to; go over
Clara put, off
Ji Ning wake, up
Clara come up with

Jasmina give, up
Ji Ning put up with
Jasmina run out of; have, over; clean up
Clara give, back

Lesson A Grammar (p. 51)

Exercise A

1. wake up the entire household / wake the entire household up
2. have friends over
3. Show up
4. run out of something
5. turn it off
6. give them back
7. go over
8. come up with solutions

Exercise B

My roommate's just so annoying – she wakes me **up** every morning. She's always running **out of** cash and forgets to pay the bills. She never shows **up** when we have a meeting with the building manager. Then, whenever she cooks, she always puts **off** cleaning **up** her mess / cleaning her mess **up**. Sometimes she won't do a thing for days! Will this work **out**? I'd love to come up **with** a solution to this problem, but I don't think that I can put **up** with her bad habits any longer!

Exercise C

1. put up with them
2. put them off / put off doing them
3. get over it
4. give it up

(Other answers will vary.)

Lesson B Grammar (p. 52)

Exercise A

to play; to have; to; hanging out; playing; being; growing up

Exercise B

1. *A* playing
   B to go
2. *A* growing up
   B getting along; to play, to share
3. *A* to find
   B connecting
   A to spend, being / to be
4. *A* waiting
   B traveling; raising; to say

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 53)

Exercise A

Jayne a
Emma a
Jayne b
Emma a
Jayne b

Exercise B

1. *A* Well, I'm an only child, and to be honest, it was lonely.
2. *B* Honestly, parents are more likely to tell you what you need to hear.
3. *B* I have to say, it's much easier financially.

Exercise C

c, b, a, e, d

Lesson D Reading (pp. 54–55)

Exercise A

Answers will vary.

Exercise B

✓ 2. It has advice on getting along with roommates.
✓ 3. It says the opposite of what is true.
✓ 5. It is not a serious article.

Exercise C

1. consult you . . . friends over? Or clean up . . . in the apartment?
2. a problem
3. the chores
4. . . . do(ing) them(the chores) every day and never put(ting) them off
5. your roommate would never tag along with you – not without an invitation.
6. living with someone you can't argue with and who doesn't complain.
7. (your roommate's) friends
8. bottles and cans

Exercise D

1. b 2. a 3. a

Exercise E

1. drive, away
2. tag along with
3. get around to
4. let, down
5. get, off your back
6. be short of

Writing (p. 56)

Exercise A

Thesis statement:
In my opinion, what is most important in the end is the social behavior that children learn from their friends.

Exercise B

1. What children need is to fit in with one another.
2. What is clear is that friends have the strongest influence on a child's personality.
3. What is essential is to guide your child's choice of social groups.
4. What this means is that a child's parents are not as important as his or her friends.
5. What is likely is that parents play a more insignificant role in their child's emotional development.
6. What children perceive is that their friends are the people who are most like them.

Exercise C

1. **It** is important to help your child choose his or her social groups wisely.
2. What **this** means is that friends have a strong influence on a child.
3. **It** is clear that children aren't interested in becoming copies of their parents.
4. What **this** implies is (that) children teach one another to be social.
5. **It** is interesting that children almost always learn behavior from their friends.

Exercise D

Answers will vary.

Listening extra (p. 57)

Exercise A

Answers will vary.

Exercise B

a. – c. 2 e. 4
b. 1 d. 3 f. –

Exercise C

1. F. Matt cooks pizza or pasta for his brother.
2. T
3. F. Laura's problem is with another friend.
4. T
5. F. Berto wants to have more time for himself or with his friends.
6. T

Exercise D

Answers will vary.

Lesson A Grammar (p. 58)

Exercise A

1. is thought, will be affected; must be developed; have been grown; can be grown
2. is hoped, will be sold, is produced; will not be transported; would be imported

Exercise B

Organic food is food that is grown without pesticides. Organic farming methods have been practiced for thousands of years.

It became less popular in the twentieth century as more productive methods were invented.

Organic farming wasn't considered effective, and more pesticides and other chemicals were used to increase crop yields and grow more food.

More recently, however, the value of organic farming has been reconsidered, and the market for organic food is expected to grow in the future.

Exercise C

1. are going to be used by farmers in countries that have food shortages.
2. are going to be built by engineers so we can have longer growing seasons.; will be sold by supermarkets in the future.
3. are going to be encouraged by supermarkets to buy more food that is produced locally.; is no longer going to be flown halfway around the world.

Lesson B Vocabulary (p. 59)

Exercise A

1. heart
2. skin
3. muscles
4. bones
5. brain
6. teeth
7. liver
8. digestive system

Exercise B

1. liver
2. brain
3. muscles
4. heart
5. skin
6. digestive system

Exercise C

immune system, blood pressure; bones, teeth; digestive system, metabolism; eyesight; skin

Lesson B Grammar (p. 60)

Exercise A

1. to rise
2. work
3. to make
4. tell
5. from getting
6. to control
7. from gaining

Exercise B

A aging / from aging, from having
B to digest; absorb / to absorb
A break down, to get
B from getting
A control / to control
B go down
A to rise
B improve / to improve

Exercise C

help you lose / help you to lose; stop you (from) eating; protect your skin from aging; protect you from getting; help you concentrate / help you to concentrate; keep you from getting; help keep your bones / help to keep your bones; helps prevent people (from) having / helps to prevent people (from) having

Lesson C Conversation strategies (p. 61)

Exercise A

1. *A* e
   B c
2. *A* a
   B d

Exercise B

for instance; such as; like; take; for example; look at; for example

Exercise C

Eunha like; d
Will such as / like, for instance / for example; a
Eunha For instance / For example; b
Will take / look at; e
Eunha such as / like

Lesson D Reading (pp. 62–63)

Exercise A

Underlined: It is certainly annoying when ants get into the kitchen or show up uninvited to a picnic, and obviously it is painful to be stung!; Of all the pests in the world, fire ants are one of the most annoying – and most dangerous.; Today, fire-ant colonies cover more than 1 million square kilometers in this region and cause more than $6 billion in economic losses every year, including medical expenses and damage to crops.; Fire ants are aggressive, and their stings can be dangerous. Furthermore, the economic damage caused by the ants, which eat small plants before they have grown to full size, is devastating.

Exercise B

d, e, a, f, b

Exercise C

1. More than 12,000
2. More than $6 billion
3. Due to trade with the U.S.
4. The holes most ants make in the earth allow more rain to be absorbed.
5. By killing harmful crop-eating insects and protecting plants
6. Because crops are being threatened by a mysterious decline in the bee population in recent years

Exercise D

1. threat
2. loss
3. discovery
4. survival
5. production
6. Pollination
7. disappearance

Exercise E

Answers will vary.

Writing (p. 64)

Exercise A

1. 27%
2. 150, 200
3. 33%

Exercise B

in; nearly / almost / up to; about / approximately / roughly; about / approximately / roughly; over / more than; nearly / almost / up to; in; nearly / almost / up to; by; about / approximately / roughly; in; of; nearly / almost / up to

Exercise C

1. The number of countries that are affected by the spread of fire ants has ~~grown up~~ *grown*.
2. The rise ~~of~~ *in* the number of multiple-queen colonies is a cause for concern.
3. Where multiple-queen colonies are found, the number of mounds ~~rises up~~ *rises* significantly.
4. Chemical pesticides can cause the number of fire-ant colonies to ~~fall down~~ *fall* dramatically.
5. Farmers who have used other insects to control fire ants have experienced a decline ~~of~~ *in* ant colonies.

Exercise D

Answers will vary.

Listening extra (p. 65)

Exercise A

Answers will vary.

Exercise B

a, b, c, d, e, f, i

Exercise C

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

Exercise D

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

Exercise E

Answers will vary.

Unit 9 *Success and happiness*

Lesson A Vocabulary (p. 66)

Exercise A

to the top; to be; ahead; in his way; on with; off to a good start; under way; off the ground; anywhere; you down

Exercise B

A getting, down / gotten, down; get on with
B get anywhere
A get off to a good start; got under way
B got to be; get ahead; got to the top
A get, off the ground
B get in, way

Lesson A Grammar (p. 67)

Exercise A

1. *A* all
   B both; No
   A all of
   B every, each; Neither of
2. *B* all of; none of; all
3. *B* None of; none of; no; neither

Exercise B

1. All business students dream of setting up a successful company.
2. Each student in my class last year wanted to start a business. / Each of the students in my class last year wanted to start a business.
3. Both my best friends got new companies under way last year.
4. Neither company got off to a good start. / Neither of their companies got off to a good start.
5. Neither of my friends can say they've made any money yet.
6. None of their enthusiasm has been lost, though.
7. After all, no business can be an immediate success.

Exercise C

Answers will vary.

Lesson B Grammar (p. 68)

Exercise A

1. ST
2. O
3. ST
4. RC
5. S
6. RC

Exercise B

1. Probably my happiest moment was **getting** . . . ; I remember **watching** . . . ; I ran outside and got the mail from him, and stood there with the envelope in my hand **not daring** . . . ; Eventually, I did open it, **trembling**; I read the page twice, **not believing** . . . ; I was so happy because I knew there would be so many opportunities **opening up** . . . ; And also **getting** . . .

2. Mine is **bringing** . . . ; The people **living** . . . ; There were hundreds of photos of us all **drinking** coffee and **eating** cookies . . . ; There was also a photo of each person **holding** the baby. My brother and his wife had been in the apartment **fixing up** . . . ; They were a big help **taking** . . .

3. My happiest moment was **going** . . . ; My parents looked so happy **walking** along the beach and **holding** hands; My sister and I ran ahead, **trying** to be the first one to get to the

man **selling** . . . ; My sister let me win, **pretending** . . . ; Then we sat on the sand **eating** these big ice creams with chocolate sprinkles **looking for** . . .

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 69)

Exercise A

1. in terms of having no worries
2. as far as my everyday life is concerned / As far as my everyday life goes / When it comes to my everyday life
3. As far as being happy is concerned / As far as being happy goes / When it comes to being happy
4. when it comes to learning how to be happy

(Other answers will vary.)

Exercise B

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

(Other answers will vary.)

Exercise C

1. settling down; as far as I can tell / as far as I know
2. lifestyle; as far as I'm concerned
3. job; amount; as far as I can tell / as far as I know / as far as I'm concerned

Lesson D Reading (pp. 70–71)

Exercise A

Answers will vary.

Exercise B

Most important: attitude, expectations, family, friends, job satisfaction, marriage, religious beliefs

Less important: age, education, income, looks, wealth

Exercise C

1. F. Overall, people in wealthy countries are happier than people in poor nations.
2. F. Being good-looking doesn't make you happier than other people.
3. T
4. F. You can do a lot to change the level of happiness you were born with.
5. F. Religious people may have high levels of happiness because they have strong social networks.
6. F. Researchers say losing your job or losing your spouse can lead to serious depression.
7. T

Exercise D

1. c
2. a
3. a
4. a
5. c
6. a
7. b
8. a
9. a
10. b

(Other answers will vary.)

Exercise E

Answers will vary.

Writing (p. 72)

Exercise A

as well as; in addition to; Moreover, and; Furthermore,

Exercise B

1. It is important to tell people about the good things going on in a community as well as its problems.
2. A community newsletter can advertise local events in addition to informing people about local news.
3. Moreover, a website might encourage the younger members of the community to be more involved.
4. As far as litter is concerned, having cleanup days can be fun as well as effective.
5. Furthermore, people are less likely to litter in places that are already clean.
6. Holding special events can create a stronger community in addition to making the neighborhood a nicer place to live.

Exercise C

1. Neighborhood activities benefit the community as well as ~~makes~~ *making* the volunteers happy.
2. As well as ~~provide~~ *providing* practical help, community activities contribute to social cohesion.
3. Moreover, some communities organize events for families as well as older people to create a sense of belonging. (correct)
4. In addition to ~~encourage~~ *encouraging* volunteering, some high schools offer credits for community work.
5. Picking up trash gives volunteers a sense of satisfaction in addition ~~discouraging~~ *to discouraging* them from littering the streets.
6. ~~In addition to~~ *Moreover / Furthermore*, cleanup days create a more pleasant environment.

Exercise D

Answers will vary.

Listening extra (p. 73)

Exercise A

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

(Other answers will vary.)

Exercise B

1. a
2. a
3. b

Exercise C

1. family life
2. close relationships
3. happy
4. get sick
5. makes sense
6. talked

Exercise D

Answers will vary.

Unit 10 *Going places*

Lesson A Vocabulary (p. 74)

Exercise A

A fascinating
B amazing
A frightened; frightening
B terrified; encouraged
B surprising
A terrifying
B challenging
A impressed; exhausting
B tiring

Exercise B

challenging; relaxed; terrified; tiring; exhausted; surprising; puzzled; fascinating; depressed

Lesson A Grammar (p. 75)

Exercise A

1. they wanted to go hiking in the national park
2. them (that) there might be a storm later that day; (that) they should be prepared
3. (that) he had a map and (that) they wouldn't go too far
4. (that) they were just going for a short hike; him (that) they planned to do a longer hike the next / following day
5. them (that) they had to stay on the trails or they could get lost
6. (that) some areas were dangerous because they'd gotten very wet recently
7. (that) they knew the park well; (that) they used to hike there a lot in college
8. them (that) they could always take shelter in the huts along the trails

Exercise B

me, had to; –, should; me, –, was, would; –, could; –, thought, might; him, looked forward to, was; –, donated / had donated, could; him, had to

Exercise C

Answers will vary.

Lesson B Grammar (p. 76)

Exercise A

1. if / whether I always travel / traveled with just one bag
2. not to drink green tea before an overnight flight
3. if / whether he should buy some food on the flight
4. him to buy it at the airport, because the food on the plane isn't / wasn't too good
5. where I got / had gotten / 'd gotten my blanket
6. if / whether she could have an eye mask and earplugs
7. what I was / am / 'm going to do in New York
8. where I usually stay / stayed in New York

Exercise B

1. Sam advised Dave not to take too much luggage.
2. Sam asked Dave how many suitcases he's taking / he is taking / he was taking with him.
3. Dave wanted to know if / whether Sam is taking / was taking shampoo and conditioner with him.
4. Dave asked Sam to lend him a jacket for the trip. / Dave asked Sam if he can / could lend him a jacket for the trip.
5. Sam asked Dave what kind of car he wants / wanted to rent.
6. Dave advised Sam to make a copy of his passport.

Exercise C

Answers will vary.

Lesson C Conversation strategies (p. 77)

Exercise A

1. So you're saying that it's too dangerous?
2. So I guess you don't want to go on Saturday, then?
3. So what you're saying is you're scared of heights?
4. So I guess it's not scary enough for you.

Exercise B

1. Dangerous in what way?
2. Cool in what way?
3. Life-changing in what way?

Exercise C

Sofia (e) You mean, like take a trip around the world or something?
Sofia (a) Challenging in what way?
Sofia (c) So you're saying that a world trip isn't exciting enough for you?
Sofia (b) So I guess you won't be interested in doing something with me this weekend, then?
Sofia (d) So you're saying you'll come?

Lesson D Reading (pp. 78–79)

Exercise A

Answers will vary.

Exercise B

Advantages: encourage people to explore new places and be more adventurous; create a better awareness of the country; bring revenue to communities by employing local people

Disadvantages: increasing number of visitors generate huge amounts of waste, consume resources, and cause problems with local infrastructures; development of facilities can change the traditional culture

Exercise C

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

Exercise D

2, 3, 4

Exercise E

1. An increase in the number of tourists can **adversely affect** an area.
2. Tourists often **generate huge amounts of waste** in the areas they visit.
3. The arrival of some tourists often means the **development** of more tourist facilities.
4. Reviews are beneficial to tourists because they raise standards in **industries** that are connected with tourism.
5. Hotel and restaurant owners in tourist areas **rely heavily** on good reviews to attract foreign visitors.
6. Guidebooks help tourists to develop a better **awareness** of the country they are visiting.
7. The **revenue** that tourists bring can be helpful to local communities.
8. The tourist industry **employs** people from the local area to work in tourist facilities.

Writing (p. 80)

Exercise A

Answers will vary.

Exercise B

However; Although; despite; even though; Nevertheless; in spite of

Exercise C

1. Although / Even though reviews are opinions, they are a useful source of information.
2. Although / Even though reviews make restaurants busier, they ensure that general standards improve.
3. Reviews are a good thing despite / in spite of the problems that they may cause.
4. Reviews might not always be up to date. Nevertheless, / However, travelers generally like to read them.
5. Despite / In spite of the disadvantages of tourism in remote areas, there are benefits such as employment.
6. Most people still enjoy their vacations despite / in spite of the crowds of tourists in some resorts.

Exercise D

Answers will vary.

Listening extra (p. 81)

Exercise A

Answers will vary.

Exercise B

b

Exercise C

1. T
2. F. He said they were so impressed with everything.
3. T
4. F. He said monkeys weren't frightened of the tourists anymore.
5. T
6. T

Exercise D

1. 1 million
2. 6
3. 1,000
4. 15
5. 16 million

Exercise E

1. It provides revenue.
2. It provides jobs for local people.
3. People who go on these tours get a better understanding of environmental issues

Unit 11 *Culture*

Lesson A Vocabulary (p. 82)

Exercise A

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

Exercise B

1. bachelorette
2. bachelor
3. host
4. Western-style, aisle
5. exchange
6. vows
7. civil ceremony
8. performs
9. reception
10. arranged

Exercise C

Answers will vary.

Lesson A Grammar (p. 83)

Exercise A

where, whose; when; whose; when; where; when; when / where; whose

Exercise B

1 I'll always remember my best friend's wedding, when / where nothing went right.
2. The day before the wedding, we had a rehearsal when everything went really well.
3. However, later that evening, the couple, whose parents hosted a really expensive dinner, was late because their taxi broke down.
4. There was a very funny moment during the ceremony, when the groom got the bride's name wrong as he was saying his vows.
5. The best man, whose job was to take care of the rings, left the groom's ring in his car.
6. After the ceremony, we all got into cars to go to the hotel where the reception was being held.
7. The car took me and the other bridesmaids to the wrong hotel, and we didn't realize till the very last moment, when we saw the car drive away.
8. For the newlyweds, the reception was the best time, when everything finally went according to plan.

Exercise C

Answers will vary.

Lesson B Grammar (p. 84)

Exercise A

1. *A* I never gave you a birthday present!
   B You sent me a gift card.
2. *A* Can I offer you something to drink?
   B Could you make some tea for us?
3. *A* Did your aunt make a sweater for him
   B She didn't make him one.
4. *A* Would you lend me your blue jacket?
   B I'll give it to you if you like.
5. *A* Who sent you these flowers?
   B My girlfriend sent them to me
6. *A* Did you get them a gift?
   B I bought them one

Exercise B

1. Q: Would you ever lend a friend your laptop?
   A: Yes, I'd lend it to him. / No, I wouldn't lend it to him.
2. Q: When would you give someone money as a gift?
   A: I'd give it to someone . . .
3. Q: Did you buy your best friend a birthday present last year?
   A: Yes, I bought him / her one. / Yes, I bought one for him / her. / No, I didn't buy him / her one. / No, I didn't buy one for him / her.
4. Q: Would you give a good friend your new, expensive pen if he or she liked it?
   A: Yes, I'd give it to him or her. / No, I wouldn't give it to him or her.
5. Q: When you were little, did you use to make cards or gifts for your parents? / Did you use to make your parents cards or gifts when you were little?
   A: Yes, I used to make them for them. / No, I didn't use to make them for them.

Lesson C Conversation strategies (p. 85)

Exercise A

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

Exercise B

1. Yeah, no. It's kind of important for everyone to know about other customs.
2. Yeah, no. It's good to carry on traditions like that – even if they are slightly odd!
3. Yeah, no. It helps you understand other people, which makes you more tolerant, I think.

Exercise C

1. kind of / sort of / a little / a (little) bit / slightly / somewhat; kind of / sort of / somewhat
2. not really / not quite; kind of / sort of / a little / a (little) bit / slightly / somewhat; really / quite
3. kind of / sort of / somewhat
4. kind of / sort of / a little / a (little) bit / slightly / somewhat; kind of / sort of / a little / a (little) bit / slightly / somewhat

(Other answers will vary.)

Lesson D Reading (pp. 86–87)

Exercise A

It's the difficulty adjusting to your own culture after living in another one.

Exercise B

a. phase 4
b. –
c. phase 1
d. phase 3
e. –
f. phase 2

Exercise C

1. c
2. a
3. b

Exercise D

1. F. Reverse culture shock is less well known than culture shock.
2. F. Reverse culture shock affects a lot of people.
3. T
4. F. It happens after a few months, years, or decades abroad.
5. T
6. T

Exercise E

1. loss
2. dismiss
3. global
4. revive
5. opportunity
6. downside

Exercise F

Answers will vary.

Writing (p. 88)

Exercise A

1. a
2. c

Exercise B

Circled:
Causes: because of; as a result of
Effects and results: Consequently; so; Therefore

Exercise C

1. so
2. Consequently / Therefore
3. as a result of / because of
4. because / since
5. because / since
6. As a result of / Because of / Due to
7. Consequently / Therefore

Exercise D

1. Your friends might get annoyed ~~due to~~ *as a result of / because of* your complaints about your own culture.
2. I am worried about returning home from a year abroad ~~because~~ *because of* reverse culture shock.
3. You are going home soon, ~~consequently~~ *so* start catching up on the news of your country.
4. ~~Since~~ *Because of / As a result of* reverse culture shock, I learned a lot about myself and my culture.
5. People will not stop traveling just ~~due to~~ *because of* their fear of getting reverse culture shock.

Listening extra (p. 89)

Exercise A

b

Exercise B

A recent trip Atsuko made
Atsuko's friend's wedding
Buying wedding gifts

Exercise C

1. a long time
2. a bridesmaid
3. small
4. Western-style
5. helped her father down the aisle
6. cost a lot
7. didn't attend
8. didn't buy

Exercise D

Answers will vary.

Exercise E

Answers will vary.

Unit 12 *Ability*

Lesson A Vocabulary (p. 90)

Exercise A

1. spatial
2. musical
3. interpersonal
4. intrapersonal
5. bodily
6. mathematical
7. linguistic

Exercise B

1. capable
2. capacity / talent
3. articulate
4. literate
5. scientifically minded
6. sensitive; capacity / talent
7. adept / skilled
8. adept / skilled

Exercise C

Answers will vary.

Lesson A Grammar (p. 91)

Exercise A

1. Singers don't have to be **technically** perfect – they just need to be able to express emotions.
2. It's **extremely** important to get a college education to get ahead in life.
3. If you are a lawyer, you need to be very articulate to become **highly** skilled.
4. I don't believe that some people can speak seven languages – no one can be so **linguistically** gifted.
5. It's **incredibly** interesting to read about different types of minds and intelligences.
6. Students who are very musical often do **remarkably** well in math, too.
7. Intrapersonal intelligence is **particularly** difficult to learn, but it's an important skill. / Intrapersonal intelligence is difficult to learn, but it's a **particularly** important skill.
8. It's **relatively** easy to learn how to take really good photographs with the latest cameras.

Exercise B

Answers will vary.

Exercise C

mathematically talented; particularly good; highly qualified, extremely patient, incredible; wonderful, extremely clearly; basic, slowly; remarkably quickly, relatively difficult

Exercise D

Answers will vary.

Lesson B Grammar (p. 92)

Exercise A

1. *A* better; more confidently
   B the hardest, the worst
2. *A* worse
   B more frequently
   A the hardest; busier
3. *A* the worst; (the) least confident
   B less nervous
   A the best; more embarrassed
4. *A* better
   B more quickly; easier
   A healthier

Exercise B

Q: confident; easier
A: often, less; in
Q: as
A: as often as; best; the least

Exercise C

1. confident as I'd like to be
2. the hardest class I have / I've ever taken
3. as quickly as I had / I'd hoped
4. practice (typing / it) as often as I should
5. the worst driver

(Other answers will vary.)

Lesson C Conversation strategies (p. 93)

Exercise A

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

Exercise B

1. I think I did well on
2. will make a great nurse
3. something you have to practice

Exercise C

1. *A* and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
   B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it

2. *A* and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
   B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
3. *A* and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything
   B no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
4. *B* no doubt / there's no doubt about it / there's no doubt about that / without a doubt / I don't doubt it
   B and things (like that) / and stuff (like that) / and all / and all that / and that kind of thing / and that sort of thing / and everything

(Other answers will vary.)

Lesson D Reading (pp. 94–95)

Exercise A

Answers will vary.

Exercise B

They have trouble reading, writing, and spelling.
They are often especially intelligent.

Exercise C

1. Y	4. N	7. NG	10. NG
2. NG	5. Y	8. Y	
3. Y	6. N	9. Y	

Exercise D

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

Exercise E

1. preconceived	5. challenge
2. world-champion	6. conventional
3. dedicated	7. shine
4. spend	8. raise

Exercise F

Answers will vary.

Writing (p. 96)

Exercise A

Underlined:

an ability to understand other people's feelings
excellent study skills
ability to understand himself or herself extremely well
to be; in order to succeed; so that I don't make; so I can understand

Exercise B

1. When I don't see my friends regularly, I call them in order to keep in touch.
2. I often send friends a quick text message to say "good luck" before a test.
3. I always keep my promises so people know they can trust me. / I always keep my promises, so people know they can trust me.
4. I tend to study on weeknights so that I have time for my friends on the weekends.
5. Every day I set aside some time in order to review my notes and assignments.

Exercise C

so; so / so that; so; so; so / so that

Exercise D

Answers will vary.

Listening extra (p. 97)

Exercise A

Answers will vary.

Exercise B

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

Exercise C

1. clothes	5. ethical
2. at home	6. more than
3. encouraged	7. environmentally responsible
4. have more control	8. can wear for a long time

Exercise D

Answers will vary.

Workbook audio scripts

Unit 1 *Social networks*

Listening Extra, Ex. B, C, and D (p. 9)

ANDREA

Dan Hey, Andrea, do you still keep in touch with your college roommate?

Andrea No, we don't really keep in touch. I mean, occasionally, we'll send a card or something. But she doesn't live here now, so . . .

Dan But you were really good friends, right?

Andrea Yeah . . . I guess I just got busy with work, and she did, too. I mean, we didn't fall out or anything. We just kind of stopped calling after a while.

Dan So you just hear from her like on birthdays and stuff?

Andrea Yeah, she's always been thoughtful like that. But anyway, why do you ask?

Dan Oh, I was just wondering. I saw her on a social network site the other day.

Andrea Yeah, it's too bad. I mean, it'd be nice to keep in contact with everyone, but you just can't.

NURAY

Andy Do you ever look up any of your old friends online, Nuray?

Nuray Well, yeah. Sometimes I'll try and find old friends. You know, to see where they're working and everything. I mean, I'm not interested in their day-to-day stuff. I hate that.

Andy Yeah . . . And have you ever contacted any of your old boyfriends?

Nuray No. My boyfriend tends to be a bit touchy about things like that. And I don't want him to accuse me of seeing someone else! But anyway, why do you ask? Are you thinking about getting in touch with an old girlfriend?

Andy Um, yeah – there's one girl. I don't really know why we broke up . . . I kind of regret it . . .

Nuray Well, you have to think carefully before you contact old boyfriends and girlfriends.

OSCAR

Melanie Oscar, I can't believe how many friends you have online!

Oscar Yeah, I know. I don't keep in touch with all of them, though. That would be impossible.

Melanie So you just check out their profiles?

Oscar Yeah, and I'll read the messages people post on my profile. I'm constantly checking those out. It's fun. Though every once in a while someone will post a mean comment – people can be a bit weird. I mean, it upsets me, occasionally.

Melanie So what do you do if they do that?

Oscar I'll just "unfriend" them. I guess you can't worry about everything people write about you.

CHRISTA

Kathy It's great to see you after all this time, Christa. So, tell me all about your life for the last ten years!

Christa Well . . . I married a really sweet guy a couple of years ago. And we moved here to New York . . .

Kathy Yeah. I couldn't believe it when I saw you were here! So what happened with your old job?

Christa Well, I had to quit and look for a job here, but you know, I got rejected so many times. I mean, I finally found something in sales. It's not ideal, but it's OK.

Kathy So do you still travel a lot?

Christa Yeah. I'm constantly flying some place. But when I'm traveling, I usually video chat with my husband. So actually, it's not too bad . . . I think video chat is the best way to communicate with people really.

Unit 2 *The media*

Listening Extra, Ex. B (p. 17)

Host Welcome to *Talk Tuesday*. Today's show is about kids and television. Recent research on television viewing shows that the average American child spends up to 32 hours a week watching television. The big media companies are turning their attention more and more to this important young audience, and there is now a huge debate about the relationship between children and TV. On the one hand, some parents argue that media companies should make more educational shows. On the other hand, some parents say that children should be able to watch television just for entertainment. And while there are some parents who say TV is OK for their kids, there are many others who won't let their kids watch any TV at all. Give us a call and tell us what *you* think . . .

Listening Extra, Ex. C and D (p. 17)

Host We're ready to take your calls. Mike is first . . . hello, Mike, you're on *Talk Tuesday*.

Mike Hi, thanks, uh . . . I think it's terrible that kids are spending so much time watching TV. That's almost the same number of hours that an adult spends at work, which is awful. I don't have a television – I've never owned one.

Host So you've never had a TV?

Mike No. And I think everyone with children should get rid of their TVs. The problem is that, well, first of all, all the commercials. All the advertisements for toys, for junk food . . . kids shouldn't be watching those. Secondly, I don't want my kids to identify with actors on TV. What's important is that they see *real* people as role models. You know what I think?

A child who spends 10,000 hours reading, doing a sport, or learning a hobby will learn something. A child who spends 10,000 hours watching television learns nothing, which is just a waste of time.

Host Mike, thanks for calling in. Michiko is next. Michiko, you're on the air.

Michiko Hi. Thanks for taking my call. What's interesting is that so many people talk about the negative effects of TV on children. But you know, most parents aren't trained teachers, and it's very helpful to have another way to teach things to children. There are some great TV shows and kids can learn a lot from them. Schools can't teach my kids everything! If I want them to learn Spanish, and there's no Spanish teacher at their school, who's going to teach them? I don't speak Spanish. So I let them watch TV shows in Spanish, which I think is great.

Host Thanks for calling, Michiko. Next we have Angelo. Hi, Angelo.

Angelo Yeah, hi, um . . . It's interesting that so many people are so concerned about TV. I don't really understand it. I mean, really it's just common sense. If you don't like a certain TV show, which happens, then don't let your kids watch it. You don't have to get rid of your TV! And if you think a show is OK, then let your kids watch it. You know, experts claim that kids watch too much TV, but it's clear that TV has been around for a long time, and we have a lot of very intelligent people around who grew up watching it. So I'm not sure there's really a problem with TV, . . .

Host Thank you. That's all we have time for. Please continue the discussion on our website, where you can post comments and connect with other listeners. This has been *Talk Tuesday*. Thanks for listening.

Unit 3 *Stories*

Listening Extra, Ex. B, C, and D (p. 25)

Sammy You've got some interesting things on your bookshelf here, Justin.

Justin Yeah, I like to keep special things there so I can see them. They remind me of people and things that have happened in my life. I guess there's kind of a story behind each one. Like this old leather journal, which is the first journal I ever got.

Sammy It's nice. How did you get it?

Justin My mother gave it to me years ago. And um, **when I look back,** . . . I think she was trying to teach me something about why I should lead a good life or something. Because at the time I'd been struggling with school, making the wrong kinds of decisions and hanging out with the wrong kind of friends and stuff. **So anyway**, she gave me this journal, just before I graduated from high school. And when I opened it, she had written this poem, and it said something like my future was before me like a field of white snow and that every step I took was going to show. And she said "Fill this book with good memories."

Sammy That's so cool. It's no wonder you still have it. And what's the story behind this baseball cap?

Justin *That* is Jeff Lim's baseball cap – he was my roommate in college – Chinese guy – fantastic baseball player, unbelievable; he played on the college team from day 1. Nice guy, too. **When I think about it**, . . . he was probably my best friend in college. We were best buddies. It's no wonder really. We shared a room for three years and *never* had an argument. Great guy. **Anyway, getting back to my story**, it was the last day of college and we were packing up and getting ready to leave and everything, and I said "Jeff, it's been a great three years. I hope we'll stay in touch" and Jeff said, "Yeah man." Then he left – he was going back to China. I went downstairs with him and we said good-bye, and then when I went back into the room, he had left his baseball cap on my bed with a note that said, "Give this back to me next time." I haven't seen him since that day.

Sammy That's so amazing. Why did he give you his cap?

Justin Because I'd always liked it.

Sammy Aww, that's so nice. I hope you can give it back to him one day.

Justin Yeah. And this picture – I bought this in Florida a couple of years ago. I had gone away with some friends. **Looking back**, I think it was the first real vacation I'd ever taken with my friends, and we spent all our time on the beach. We had so much fun . . . So I bought this – so I could always remember that vacation.

Sammy And did you write about it in your journal too?

Justin Sure. I write something in it every week.

Unit 4 *Working lives*

Listening Extra, Ex. B, C, and D (p. 33)

Host Is your job boring or not very rewarding? Do you feel that you're stuck in a career that's really not "you"? Well, today's guest, career expert Maria Maldez says that quitting your job, oddly enough, can sometimes be a **good** strategy. So, Maria, are you really telling people to quit?

Maria Look at it this way. Employers have so many more choices than ever before. And they tend to choose the top candidates. Companies used to choose one person out of ten. Now, with online job sites, they're choosing one person out of 10,000. Obviously, they're going to choose the very best candidate for the job. So, if your job

doesn't challenge you to become the very best at what you do, you should start looking for a job that does.

Host So what if you're going to work every day and you're not really enjoying your job?

Maria Then you may be making a big mistake – by not taking action. You need to start looking for a job that will help you make progress and, most importantly, become the best at something.

Host OK, say I'm trying to decide to stay or not to stay . . . what should I do?

Maria The first thing is to make an assessment of your career – you should review your career at least once a year. Ask yourself: are there enough challenges? Deadlines to meet? Goals to achieve? If there are, then obviously you should stay. You're still learning. However, if everything is "just OK," and there are no challenges, then it might be time to make a career move.

Host Now, we're often told to acquire different types of skills so we can be good at a lot of things. But in fact, you say this is not necessarily a good idea.

Maria Right. When you look for a doctor, do you ask if he or she's a good writer or a master chef? No. The same is true when a company hires top managers. They don't ask, "Can this person do everything pretty well?" They ask, "What's the most valuable skill or knowledge that this person can bring to the job?" So, ask yourself, "What is the one thing I can be the best at?"

Host So if you need a paycheck – like most of us – and you know you should quit, but you can't do it now, what's the solution?

Maria Well, you have to imagine you have quit, but of course, it's best not to tell anyone. What I mean is, start acting like you don't have a job anymore. Get to work and update your résumé, make contacts, and seriously, stop going out to dinner and buying expensive coffees. Imagine that you don't have a salary and save money so that you know what it's like to really quit and have no salary. Then find a job that meets your needs.

Host Thank you, Maria Maldez.

Maria It's been a pleasure.

Unit 5 *Challenges*

Listening Extra, Ex. B and C (p. 41)

TV Host Have you ever wished you could make a difference? Well, today, we hear from one young person who wanted to change the world. Here's her story.

Sunny My name is Sunny and I'm 26 years old. I've always felt very strongly about world issues. And like a lot of people, I used to say: I wish *someone* would do something about poverty and things like the distribution of wealth and so on. And um, I'd done some research and um, and I decided, if *I* could do something myself, I should. I'd read an article that said 60 percent of people stop giving to charity because they have no idea what happens to all their donations. And, I realized, if these people had known more about the charity, they would still be donors now. So, I thought: what if I created a social networking site that puts donors in touch with charities and helps them stay connected? And that's what I did. You know, a lot of people give money to charity, but there are other ways to help, too.

So, the way the site works is this: suppose you want to donate some money to a homeless program, for example, but you don't know where to find one. Well, you can look at my site and find one. Then if you're a small charity and need money for a project, you can post a request on the site. So in other words, we match people to charities they might not know about.

I suppose I decided to concentrate on smaller charities because, you know, there are thousands of small charitable organizations and they often have difficulty raising money. And in fact, we look for small donors too, people who can't afford to give a lot, but they want to feel they are making a difference.

One thing that I found out is that lots of people want to support charities in their own city or town. So really it's become a site for local people and local charities, which is great. In a way, local charities often need the most help, and it's nice because you can often see the difference your donations make. It's been really successful. I just wish I'd started on it years ago.

There are lots of educational projects. For example, people like to sponsor college students who are struggling with bills. And then one campaign helped a kindergarten that volunteers had set up in a poor neighborhood. If we hadn't raised money for it, the kindergarten wouldn't have been able to get started. And we were able to raise $1000 to buy books and toys for it. So yeah, I hope there'll be many more opportunities like this in the future.

Unit 6 *Into the future*

Listening Extra, Ex. B and C (p. 49)

Man Well, it's just about 3:00, so I'd say we can get started. Good afternoon, and welcome to today's lecture. Today, we're going to be looking at *Challenges in the twenty-first century*. I'd like to begin by thanking Dr. Marta Calvert for coming. As you may know, Dr. Calvert is an expert in the field of environmental science, and I would imagine that many of you are familiar with her work. She has published several papers on the effects of climate change on coastal communities. I'd say that we're going to learn a lot from her this afternoon.

So let me turn it over to her to tell you more about her work.

Dr. Calvert Thank you. Can the people in the back hear me? I hope so. You can? Great. So let's get started. Now there should be a handout going around. Did everybody get one? Good.

Today I want to look at the effects of climate change on temperatures and on sea levels in particular. I'll be talking about the impact of rising sea levels on our lives.

First, I'd like to begin by taking a look at some of the research on the rise in sea levels and to put some numbers on it. There are different estimates of the rise in sea levels over the next few decades.

In early 2007, the United Nations published a report on the impact of climate change. The report estimated that the world's oceans would likely rise 7 to 23 inches – or 18 to 59 centimeters by the end of the century.

However, this report did not include the impact of melting ice, especially in Greenland. If this ice melts, then this alone could well cause a rise of at least 16 feet – or five meters.

A more recent study from Norway shows that temperatures have recently been rising faster than ever. If this continues, the report says, sea levels could even rise by 5.3 feet or 1.6 meters by 2100. This research also shows that summer temperatures in the Arctic were higher in the last 40–50 years than at any time in the last 2,000 years. Again, if this continues, the study predicts that the Arctic Ocean will likely have no ice at all during the summer months, which will inevitably make the situation worse.

Does anyone have any questions or comments? No? In that case, let's move on.

OK. So, I'd like to move on and look at the impact of rising sea levels on four specific areas:

First, I'll be talking about the environmental impact – the effects on plants and animals.

Second, I want to look at the effect on weather and climate – in particular the effects of floods and storms.

Third, I'll talk about the impact on our water supplies.

Finally, I'll conclude by considering the economic impact of all of this on industries such as tourism and fishing.

So I would imagine many of you . . .

Unit 7 *Getting along*

Listening Extra, Ex. B, C, and D (p. 57)

Alison You're listening to the *Ask Alison* show. Call in and tell me **your** complaint. Let's get started. Mark is our first caller today. Hi, Mark. What's your complaint?

Mark Hi. Thanks for taking my call. Um, my brother, Chris, comes over for dinner a few times a month. I mean, it's just casual – pizza or pasta – you know, nothing fancy. But the thing is, he never shows up on time, which is really annoying. You know, I do the cooking and then I end up waiting to eat . . . And another thing is, I have to do the dishes every single time. You know, he never helps me clean up afterward. He acts like he's in a restaurant! I mean, I know he's family, but . . .

Alison It's no fun having a guest who always takes and never gives. It's important for your brother to know that this is not OK. Since he comes to your home regularly, it's time to say something. Just say, "Chris, I always look forward to having you over. But it would be great if you could arrive on time and help me clean up after dinner." OK. Our next caller is Laura, and she has a few problems with a friend.

Laura Hi! Here's my complaint. So, my roommate, Mariela, and I do everything together. But we have another friend, Carrie, who lives across town. The problem is she's always inviting herself to do things with us. So if she hears about our plans, she'll show up wherever we are and tag along with us – sometimes for the whole weekend. We've tried telling her gently that she's not welcome unless she's invited, but she doesn't get it. I'm not saying we want to drive her away completely, but we want to do things on our own, too, sometimes. So how do we get her off our backs without offending her?

Alison Since you've tried to tell Carrie gently, you must now tell her clearly. Simply say that you don't want to hurt her feelings, but sometimes you and Mariela want time together to hang out by yourselves – without her. In other words, don't be too gentle; be firm.

Berto is our next caller. What's the problem, Berto?

Berto Well, it's my girlfriend . . . We've been going out for six months now, and she's always wanting us to do things together. I work really long hours, you know and I feel as if she's putting pressure on me all the time. She's driving me crazy! I never have any free time for myself or for my friends. How can I make her understand that I need time for myself, too?

Alison Berto, have you tried going over this with your girlfriend? I think that you both need to work on this together to find a solution. You need to find a balance. Quite frankly, your girlfriend needs to find something else to do, so you can have some time to yourself and also find time to be with your friends. Schedule a couple of regular date nights – say, Wednesdays and Fridays. Tell your girlfriend you'll see her then, and tell her clearly that Saturday night is your time. Then you'll still have time for yourself and for your other friends.

Well, that's all we have time for today. Thanks for calling *Ask Alison*. I'm Alison Duffy, and I look forward to chatting with you soon!

Unit 8 *Food science*

Listening Extra, Ex. B, C, and D (p. 65)

Host Today we're looking at nutrition and what research tells us about the effects of certain foods on our bodies, especially "smart foods" – that is foods that are particularly good for you. With us in the studio is Nadia El-Gammal, who has written three books on the subject of nutrition on health. Nadia, thanks for joining us!

Nadia I'm happy to be here. Thanks for having me on your show.

Host So, what we eat can have a powerful effect on our brain, right? For example, certain foods like blueberries for instance may have an effect on the brain and can improve our mood and how we feel generally.

Nadia Yes, that's right. Recent studies have shown that blueberries can help improve both your mood – or your mind – and the rest of your body. The brain isn't the only thing that benefits. Blueberries may keep your eyesight from deteriorating, they might also help protect you from getting certain types of cancer, and they even help lower your blood pressure.

Host So we're talking about a super fruit, then!

Nadia Yes, that's right. And then take other fruits like avocados, for example. They are almost as good as blueberries.

Host So is an avocado a fruit? Aren't avocados considered vegetables?

Nadia No, an avocado is a fruit. Many people don't realize that.

Host OK, so, why should we be eating avocados?

Nadia Well, avocados are really good for the heart. They can keep you from getting heart disease. And we all know that as a bonus, avocados can prevent your skin from aging.

Host OK. Sounds like two really good reasons to throw some avocado into your salad a few times a week. So what are some other smart foods?

Nadia Well, there's coffee – which can also be good for you. Though it's best to avoid coffee with cream and a lot of sugar. Cream and sugar just add unwelcome calories. If you want to drink coffee, drink it black or with a little low-fat milk.

Host Really? I thought coffee was bad for you. I mean, doesn't it cause problems sleeping?

Nadia Well, that depends on the person. It does sometimes. Generally, though, coffee is thought to protect your brain cells from deteriorating, especially in old age.

Host Interesting.

Nadia And then of course there's fish.

Host Ah, yes, fish.

Nadia Everyone knows that fish has many health benefits. For example, it can help lower your risk of getting heart disease, but did you also know that it may also help with depression?

Host No, I didn't.

Nadia Well, it's been shown in many studies, that, if eaten regularly, fish can actually reduce the risk of depression. Just eat fish a couple of times a week to stay healthy in mind and body.

Host So is that true of all fish or are some better than others?

Nadia The best fish by far is salmon. And the best of all of course is wild, not farmed salmon.

Host Hmm, that sounds expensive. What about those of us who can't afford wild salmon once or twice a week?

Nadia You can buy canned fish. And there are other fish that are almost as good, such as bluefish – it has a lot of good fats, and it's not expensive.

Host OK, so the next time I'm at the supermarket, I'll know what to buy! I'm afraid we're running out of time for today, so we'd better stop there. Many thanks.

Nadia My pleasure.

Unit 9 *Success and happiness*

Listening Extra, Ex. B, C, and D (p. 73)

Rob You know, Laurie, every lecture that Professor Blake gives is good – but I thought the one today was really interesting.

Laurie I know, Rob. I was sitting in the lecture, thinking about it. You know, what success is. Like, really . . . are people successful *just* because they work hard and make lots of money?

Rob I know. It has to be more complex than that. I mean, neither of my grandparents was particularly successful – in terms of earning a lot of money or as far as careers go – but as far as I know, they both considered themselves to be successful in life. You know, they enjoyed their family and . . .

Laurie Yeah, as far as I'm concerned, being successful is not really about work. Well, at least it's not *the* most

important factor. I suppose when it comes to success, it's having anything that society values, and that could be friends, close family, and just being around nice people. I mean, that seems more important . . .

Rob Right . . . Actually, I went online after the lecture – I was in the hallway, waiting for you – and I checked out a few articles about success, and nearly all of them were saying that being successful makes people happy. But then I found this one article – it was research they did – I forget where . . . some university, and it showed the opposite: that actually people become successful *because* they are happy.

Laurie So happiness leads to success? Not the other way around?

Rob Exactly. So I guess all we need to do is learn how to be happy!

Laurie Interesting. But why are happy people more successful?

Rob Well, it said happy people are more likely to try new things. I guess happy people tend to have a lot more things going on in their lives, and they challenge themselves.

Laurie And then they feel even happier, and more positive, and that results in success at work, and good relationships and better health and everything. So for example, people who are wealthier: that's because they are happy?

Rob Yeah. They're not happy because they make a lot of money. They're happy first, and that leads them to their wealth. The researchers said if you spend more time being positive, then you'll be more successful.

Laurie Well, I guess that follows, actually. I mean, I can totally see that. So does that work for whole countries, too?

Rob Well, these researchers seemed to think so. They said governments should have policies that make happiness a priority.

Laurie So like what, for example?

Rob Like good health programs and good public transportation and safety . . . the same kinds of things that Professor Blake talked about …

Unit 10 *Going places*

Listening Extra, Ex B, C, and D (p. 81)

Haley Hi Rick! I haven't seen you in a while. What have you been up to?

Rick Hi there, Haley. Actually, we just got back from one of those eco-tours.

Haley Oh, how neat!

Rick Yeah, we were kind of tired of relaxing at beach resorts. We were just ready for something different.

Haley So what was it like? I heard they're amazing.

Rick It was. We were so impressed with everything, we had incredible places to stay, went into the most beautiful rain forests, saw a volcano, and then the wildlife was just amazing.

Haley Sounds cool! I read that eco-tours are becoming more and more popular.

Rick Yeah, well, there were quite a lot of tourists around generally – you know tourism's pretty important. I mean it's a major source of revenue for all the countries we visited. I think they get like more than a million tourists a year at one place we went to.

Haley Really? Wow.

Rick Yeah. Our guide said that the number of tourists had increased by around 6 percent or something over the past few years. I guess it's a kind of challenging situation for their company.

Haley Challenging, in what way?

Rick Well, like tourism has all these economic benefits, but I guess it brings a lot of problems, too. Like tourists really want to see the wildlife, but it's those animals and plants – you know, that are endangered – that really need the most protection.

Haley So what you're saying is that eco-tourism kind of has a negative impact on the environment?

Rick Well, maybe. Take one of the national parks we went to, for instance. I mean, Our guide told us that on some days they have up to 1,000 visitors. He said it's a real threat to the wildlife and vegetation. And he told us that monkeys weren't even frightened by tourists anymore, and that they'd started to eat all the trash they left behind, you know.

Haley That sounds kind of depressing.

Rick It is. Though apparently they're starting to limit tourist numbers in some of the parks so fewer people will go there.

Haley I see what you mean. I guess it's hard for them to turn away paying visitors then, especially when they need the money to preserve the forests.

Rick Yeah, so the challenge is managing tourism in a responsible way. I mean, eco-tourism is a good start. Like when we visited a nature reserve, we paid a $15 entrance fee, but we also took a local flight to San José, and we used the local buses and we ate at some local restaurants and stuff … And our guide also said that tourists were helping all these countries' coffee markets.

Haley In what way?

Rick Well, he said tourists drink two cups of coffee every day on average, which brings in over $16 million or something just to one country alone. So I guess that helps.

Haley So I guess overall eco-tourism is probably a good thing, right?

Rick I think so. I mean, it seems like it provides revenue, and jobs for local people. And I guess people who

go on these tours get a better understanding of environmental issues.

Haley Yeah, I guess so.

Listening Extra, Ex. E (p. 81)

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Haley Yeah, I guess so.

Unit 11 *Culture*

Listening Extra, Ex. B and C (p. 89)

Diana Hi, Atsuko! How *are* you? It's so good to see you. I haven't seen you in ages.

Atsuko I know. I've been out of town. But thanks for calling. It was perfect timing.

Diana Yeah, no. I'd been meaning to call you. So, were you away on business?

Atsuko Actually, no. I just got back from Hawaii, where my friend got married. I was one of the bridesmaids. We're old college roommates, so . . . yeah, it was fun.

Diana Oh, nice. So does your friend live in Hawaii?

Atsuko Actually, no. She's from Tokyo. I guess they just decided to get married there. Destination weddings seem to be pretty popular these days.

Diana Yeah, no. My cousin and her fiancé went to the Caribbean to get married. They just wanted to go to an island, where they could get married quietly, without all the usual fuss. They didn't want a big, religious wedding or anything. So they just had a reception on the beach where they got married and yeah . . .

Atsuko Nice. Yeah. Well, we had a lot of fun. It was kind of like going on vacation. And we got to see all our old friends and hang out for a few days. It was perfect.

Diana So they didn't have a traditional Japanese-style wedding?

Atsuko No, they had a Western-style wedding, you know, the bride wore a white wedding dress and all that. Though they got married in a hotel. It was beautiful, though. And there was this really sweet moment, when we all cried. Her dad hasn't been very well, and he's in a wheelchair at the moment. And anyway, she pushed him down the aisle. It was so touching.

Diana That *is* nice. I always cry when the couple says their vows. I think that's the nicest part of any wedding.

Atsuko Yeah, no. And the reception was really nice, too. So, yeah. It was a great trip. The only thing is, of course, that it was a bit expensive to go out there. And the hotel was a little pricey.

Diana Oh, I know. That's why I didn't go to my cousin's wedding. It was too expensive. So, we just bought a nice gift for them. It's kind of hard choosing wedding gifts, though, don't you think? I never know what to buy.

Atsuko You know, I didn't even give a gift to my friend. I mean, after paying for the flights and everything. But she was OK with that. I guess that's the main problem with having your wedding overseas like that. I mean, expecting people to pay for the trip.

Diana Yeah, no. You can't expect everyone to pay for a trip and then send you an expensive gift as well . . .

Listening Extra, Ex. D (p. 89)

1. Atsuko Destination weddings seem to be pretty popular these days.

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Unit 12 *Ability*

Listening Extra, Ex. B and C (p. 97)

Interviewer Hello, and welcome to *A Passion for Fashion*. My guest today is one of the fashion world's highly respected young fashion designers, Maxine Rothman. Welcome, Maxine.

Maxine Hi. Thank you. Nice to be here.

Interviewer OK, so Maxine. When did you first know that you wanted to be a designer?

Maxine Well, even as a kid, I was fascinated by colors and clothes – in fact I was more interested in clothes and drawing pictures of them than any toys I had. And I was only interested in real clothes. You know, dressing up dolls and all was never my thing.

Interviewer Right. Now, do you think you were born with a talent for design, or did you learn it?

Maxine Actually, probably both. But you know, from

a young age, I found I was capable of creating designs that were technically pretty good. That's partly because my mother was a fashion designer, and I learned a lot by watching her work. She did a lot of her work at home … She designed formal clothes for women, like suits and work wear – that kind of thing.

Interviewer So was she a big influence on you?

Maxine Oh no doubt about it.

Interviewer Because you also only design clothes for women, right?

Maxine Yes, that's right. But I design more casual clothes – clothes with a relaxed feel, light colors.

Interviewer And how did you get started in your career as a *professional* designer? Did your mother get you into it? Did you start out working for your mother?

Maxine No, actually, I didn't. And she never forced me into it, but she was always very encouraging. She helped me find my first job in a top fashion house in Paris, where I worked with an incredibly gifted designer. I really benefited from his knowledge. He taught be to work under pressure and to be disciplined as well as creative. In the ten years I worked there, I felt my designs got better and better.

Interviewer But then you started your own clothing company.

Maxine Yes. I wanted a new challenge and to be my own boss, take control of things. And I have to say, it's been remarkably successful.

Interviewer That's wonderful! It also sounds incredibly stressful.

Maxine There's no doubt about that. But it's worth it. Having my own company gives me the opportunity to promote my ethical approach to fashion.

Interviewer You talk a lot about this ethical approach. Ethical in what way?

Maxine Well, I'm trying to shine a light on the problems of the fashion industry. There are so many fashion companies where workers are badly paid. We like to treat our workers fairly and pay them properly, better than the average. And also the materials that are used are often grown with chemicals that pollute the earth and that kind of thing.

Interviewer So how do you deal with that?

Maxine Well, ethical clothing also means being environmentally responsible and using organic materials, like organic cotton. We want to take chemicals out of the process as much as we can. Also, we make clothes to last more than one season. We don't believe it's right to wear something a few times and then throw it away.

Interviewer That's something for us all to think about. Thank you, Maxine Rothman, and thank *you* for listening to *A Passion for Fashion*. Good-bye!