

Teacher's Guide

# Blueprint

4

**B1**

Intermediate

Peggy Anderson • Thomas Hong

# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 1: When the Day Is Done Pages 6 to 33	<p><b>A2+</b> Have short conversations with friends, and ask and answer simple questions about familiar topics (for example, hobbies, sports, and music)</p> <p><b>A2+</b> Describe plans, arrangements, and alternatives</p> <p><b>A2+</b> Understand discussions about daily life and be able to request assistance when needed</p> <p><b>A2+</b> Discuss different things to do, places to go, etc.</p> <p><b>B1</b> Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest</p> <p><b>B1</b> Know enough vocabulary to talk about hobbies and interests, work, travel, news, and current events</p> <p><b>B1</b> Give descriptions on a variety of familiar subjects related to your interests</p> <p><b>B1</b> Understand the main points in short newspaper and magazine articles about current and familiar topics</p>	<p>★ Unit 1 ★ <b>p. 8</b> I'm staying in tonight.</p> <p>In this first unit, students talk about what they do for fun when they are at home. This includes hosting friends and family, having dinner parties, game nights, and staying in to watch TV or a movie.</p>	<ol style="list-style-type: none"> <li>1 What are you up to tonight?</li> <li>2 Dinner with Friends</li> <li>3 Game Night</li> <li>4 TV Choices</li> <li>5 The Book or the Movie</li> </ol>	<p>Group activities</p> <p>Dinner plans</p> <p>Game words</p> <p>TV genres and watching TV</p> <p>Books and movies</p>
	<p><b>B1</b> Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest</p> <p><b>B1</b> Know enough vocabulary to talk about hobbies and interests, work, travel, news, and current events</p> <p><b>B1</b> Give descriptions on a variety of familiar subjects related to your interests</p> <p><b>B1</b> Understand the main points in short newspaper and magazine articles about current and familiar topics</p>	<p>★ Unit 2 ★ <b>p. 20</b> I'll go out tonight.</p> <p>This unit helps students talk about what they do outside of the home for fun. Students will talk about making short vacation plans with friends and family, meeting someone for a date, and going out with friends for a night on the town.</p>	<ol style="list-style-type: none"> <li>1 Visiting Relatives</li> <li>2 Blind Date</li> <li>3 Going to the Movies</li> <li>4 Nightlife</li> <li>5 Day Trips</li> </ol>	<p>Relationships and family get-togethers</p> <p>Going on a (blind) date</p> <p>Types of movies and going to the movies</p> <p>Going to concerts, cafés, bars, and night clubs</p> <p>Weekend plans</p> <p>Modals, adverbs, verb phrases, and adjective phrases used to make predictions</p>
Module 2: Fitness and Health Pages 34 to 61	<p><b>A2+</b> Understand enough of what people say to be able to meet immediate needs</p> <p><b>A2+</b> Complete a simple questionnaire or standardized report form using short sentences</p> <p><b>A2+</b> Describe past activities, events, and personal experiences (for example, what you did over the weekend)</p> <p><b>B1</b> Make another person understand the points that are most important to you when you explain something</p> <p><b>B1</b> Express yourself reasonably accurately in familiar, predictable situations</p> <p><b>B1</b> Help solve practical problems by saying what you think and asking others what they think</p> <p><b>B1</b> Make arrangements on the telephone or in person (for example, setting up a medical appointment)</p> <p><b>B1</b> Manage unexpected things that could happen on vacation (for example, needing a dentist)</p>	<p>★ Unit 3 ★ <b>p. 36</b> Sports and Fitness</p> <p>Students will talk about sports, fitness, and health. This unit teaches learners to talk about their exercise habits and their favorite physical activities. It also includes discussing spectator sports and sports-related injuries.</p>	<ol style="list-style-type: none"> <li>1 Watching Sports on TV</li> <li>2 We'd better show up early.</li> <li>3 I want to get in shape.</li> <li>4 Fitness Tips</li> <li>5 It's very painful.</li> </ol>	<p>Sports and watching sports</p> <p>Fitness and exercise</p> <p>Joining a gym</p> <p>Body parts</p> <p>Sports-related injuries</p>
	<p><b>B1</b> Express yourself reasonably accurately in familiar, predictable situations</p> <p><b>B1</b> Help solve practical problems by saying what you think and asking others what they think</p> <p><b>B1</b> Make arrangements on the telephone or in person (for example, setting up a medical appointment)</p> <p><b>B1</b> Manage unexpected things that could happen on vacation (for example, needing a dentist)</p>	<p>★ Unit 4 ★ <b>p. 48</b> Take care of yourself.</p> <p>This unit teaches learners to navigate visits with health care professionals. Students will learn how to interact with professionals such as doctors, dentists, therapists, and pharmacists.</p>	<ol style="list-style-type: none"> <li>1 Making a Doctor's Appointment</li> <li>2 At the Doctor's Office</li> <li>3 How often do you floss?</li> <li>4 A Therapist's Advice</li> <li>5 Are there any side effects?</li> </ol>	<p>Making an appointment and a visit to the doctor</p> <p>Symptoms and illnesses</p> <p>A visit to the dentist</p> <p>Mental health words</p> <p>Getting a prescription at the pharmacy</p>

Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 1</b> Present continuous with present and future reference</p> <p><b>Lesson 2</b> Simple present vs. present continuous</p> <p><b>Lesson 3</b> Action verbs and stative verbs</p> <p><b>Lesson 4</b> Expressing preferences with <i>would rather</i></p> <p><b>Lesson 5</b> Expressing preferences and making comparisons with <i>prefer</i> and <i>as... as</i></p>	<p><b>R &amp; L:</b> Discussing weekend plans with a friend</p> <p><b>R &amp; L:</b> Preparing for a dinner party</p> <p><b>L:</b> Self-introductions</p> <p><b>R &amp; L:</b> Explaining a game's rules</p> <p><b>R &amp; L:</b> Deciding what to watch on TV</p> <p><b>L:</b> TV genres</p> <p><b>R &amp; L:</b> Comparing books and media</p> <p><b>L:</b> Problems living together</p> <p><b>R:</b> A magazine article about living on your own</p>	<p><b>S:</b> Future plans</p> <p><b>W:</b> An event planner for a get-together</p> <p><b>S:</b> Eating preferences</p> <p><b>W &amp; S:</b> Self-introductions, hobbies, and future plans</p> <p><b>S:</b> Favorite TV shows, movies, and books</p> <p><b>W &amp; S:</b> Personal preferences</p> <p><b>W &amp; S:</b> Opinions on living alone</p>
<p><b>Lesson 1</b> Future tense</p> <p><b>Lesson 2</b> Making predictions and expressing probability with <i>will</i> and <i>be going to</i></p> <p><b>Lesson 3</b> Modals of possibility</p> <p><b>Lesson 4</b> <i>that</i> clauses</p> <p><b>Lesson 5</b> Suggesting activities</p>	<p><b>R &amp; L:</b> Visiting family</p> <p><b>R:</b> An email about a family get-together</p> <p><b>R:</b> Online advice column</p> <p><b>R:</b> Dating advice</p> <p><b>R &amp; L:</b> Going to the movie theater</p> <p><b>R &amp; L:</b> A night out</p> <p><b>R &amp; L:</b> A day trip</p> <p><b>R:</b> A magazine article about the districts of Berlin</p> <p><b>R &amp; L:</b> Plans for next year</p>	<p><b>S:</b> Your family</p> <p><b>W:</b> A family trip</p> <p><b>W:</b> Ideas for a blind date</p> <p><b>S:</b> Dating advice</p> <p><b>S:</b> Movie preferences</p> <p><b>W &amp; S:</b> Predictions about the future</p> <p><b>W &amp; S:</b> Fun things to do in your city or hometown</p> <p><b>W &amp; S:</b> An advertisement for a new business</p> <p><b>S:</b> Plans for a weekend trip, including daily schedules</p>
<p><b>Lesson 1</b> Gerunds and infinitives</p> <p><b>Lesson 2</b> Suggestions and advice with gerunds, infinitives, modals, and <i>that</i> clauses</p> <p><b>Lesson 3</b> Future continuous tense</p> <p><b>Lesson 4</b> Empty <i>it</i> and <i>that</i> clauses</p> <p><b>Lesson 5</b> Intensifiers</p>	<p><b>R &amp; L:</b> Olympic sports</p> <p><b>R &amp; L:</b> Planning to watch a sporting event</p> <p><b>R &amp; L:</b> Fitness goals</p> <p><b>R &amp; L:</b> Fitness tips</p> <p><b>R &amp; L:</b> Sports injuries</p> <p><b>R:</b> A friend's email about extracurricular activities</p>	<p><b>S:</b> Athletic dreams</p> <p><b>W &amp; S:</b> Favorite athletes and favorite sports to watch</p> <p><b>S:</b> Being punctual</p> <p><b>S:</b> Watching a sports event together</p> <p><b>W &amp; S:</b> A fitness plan</p> <p><b>S:</b> Eating habits</p> <p><b>W &amp; S:</b> Health and fitness questionnaire</p> <p><b>S:</b> Sports and other types of injuries</p> <p><b>W:</b> An email to a friend</p> <p><b>W &amp; S:</b> Fitness routines and plans for reaching fitness goals</p>
<p><b>Lesson 1</b> Present perfect tense</p> <p><b>Lesson 2</b> Present perfect vs. simple past</p> <p><b>Lesson 3</b> <i>too</i> and <i>enough</i>; <i>want / would like</i> + object + infinitive</p> <p><b>Lesson 4</b> Past continuous tense; <i>when</i> clauses</p> <p><b>Lesson 5</b> Modals of obligation</p>	<p><b>R &amp; L:</b> Making a doctor's appointment</p> <p><b>R &amp; L:</b> Talking about your illness and symptoms</p> <p><b>R &amp; L:</b> At the dentist's</p> <p><b>R &amp; L:</b> Discussing problems with a therapist</p> <p><b>R:</b> Analyzing your dreams</p> <p><b>R &amp; L:</b> Getting a prescription</p> <p><b>L:</b> A doctor's call</p>	<p><b>S:</b> A time when you were sick</p> <p><b>S:</b> "I have never told a lie" game</p> <p><b>W &amp; S:</b> Role-play: A visit to the doctor</p> <p><b>W &amp; S:</b> How to treat an illness</p> <p><b>W:</b> Pet allergies</p> <p><b>S:</b> Role-play: A visit to the therapist</p> <p><b>S:</b> "I have never ever" game</p> <p><b>W &amp; S:</b> Describing pictures</p>

\* Also, see the glossary in the back of the Workbook.

# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
<b>Module 3: Healthy Habits</b> Pages 62 to 89	<b>A2+</b> Handle everyday situations such as shopping, making appointments, or checking appointment times <b>A2+</b> Understand the most important pieces of information in a consumer-related text (for example, price, amount, or nutritional information) <b>B1</b> Understand the main points of clear, standard speech on familiar, everyday subjects <b>B1</b> Help solve practical problems, saying what you think and asking others what they think <b>B1</b> Understand the main points in recorded material about familiar topics <b>B1</b> Write short, comprehensible connected texts on familiar subjects <b>B1+</b> Give practical instructions on how to do something (for example, cooking)	<b>★ Unit 5 ★</b> <span>p. 64</span> <b>Eat Right</b>  Students will discuss nutrition and hygiene in this unit. They will talk about eating habits, proper nutrition, and how to find and prepare healthy meals.	<b>1</b> The doctor said... <b>2</b> If you want to eat healthily... <b>3</b> I'm a vegetarian. <b>4</b> What does it say on the label? <b>5</b> If you cook them too long...	Taking care of yourself Eating healthily or unhealthily Nutrition and dietary options Shopping for food Recipes and cooking
		<b>★ Unit 6 ★</b> <span>p. 76</span> <b>Look Good, Feel Good</b>  This unit teaches students to talk about their style and grooming habits. They will learn how to communicate their beauty needs at home, at school, the store, as well as at a salon or spa.	<b>1</b> Getting Ready in the Morning <b>2</b> Choosing the Best Products for You <b>3</b> Choosing Your Own Style <b>4</b> Basic Nail Care <b>5</b> Pamper Yourself	Everyday hygiene Skin care products Salon and spa visits Hairstyles Nail care Spa visits
<b>Module 4: Out of Town</b> Pages 90 to 117	<b>A2+</b> Understand instructions expressed in simple language (for example, how to use public telephones or ticket machines, safety information, or directions) <b>B1</b> Understand the main points of discussion on familiar topics in everyday situations <b>B1</b> Give a short, prepared presentation on a country, a sports team, a band, etc., and answer questions clearly <b>B1</b> Write a short, formal email asking for or giving simple information <b>B1</b> Write simple texts about experiences or events (for example, describing your feelings and reactions about a trip) <b>B1+</b> Understand information in announcements <b>B1+</b> Make routine phone calls (for example, making or canceling an order, booking, or appointment)	<b>★ Unit 7 ★</b> <span>p. 92</span> <b>Planning Ahead</b>  Students learn to talk about travel plans and social events. They will learn how to book a flight and arrange accommodations or other types of bookings necessary for a short vacation with family or a night out with friends.	<b>1</b> I'll take the non-stop flight. <b>2</b> Hotel or Motel? <b>3</b> Renting vs. Sharing a Car <b>4</b> Table for Two <b>5</b> A Night at the Movies	Booking a flight Booking accommodations Reserving a rental car Deciding on a restaurant Reserving a movie ticket (by phone, online, etc.)
		<b>★ Unit 8 ★</b> <span>p. 104</span> <b>Shopping Trips</b>  Students are let loose to explore the finest shopping locales. Students will learn to traverse the city and hit busy commercial locations. They will also learn to barter and give safety tips for exploring a new city.	<b>1</b> The Best Shopping in Town <b>2</b> Let's take the subway. <b>3</b> At the Mall <b>4</b> A New Game <b>5</b> Stay Safe	Shopping in the city Taking public transportation Shopping and trade Buying a game Safety information and emergency procedures



Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 1</b> Reported speech with infinitives; <i>about</i> for topic</p> <p><b>Lesson 2</b> Zero conditional</p> <p><b>Lesson 3</b> Reported speech with <i>that</i> clauses</p> <p><b>Lesson 4</b> Reported speech with simple present tense</p> <p><b>Lesson 5</b> First conditional</p>	<p><b>R &amp; L:</b> A doctor's advice</p> <p><b>L:</b> Expert advice on nutrition</p> <p><b>R &amp; L:</b> A health blog</p> <p><b>R &amp; L:</b> Diets and eating habits</p> <p><b>R &amp; L:</b> Nutritional information</p> <p><b>R:</b> Superfoods: kale and acai</p> <p><b>R:</b> A dinner recipe</p> <p><b>R &amp; L:</b> Grocery shopping</p> <p><b>R:</b> A nutritionist on cutting down on unhealthy snacks</p>	<p><b>W &amp; S:</b> Dietary restrictions</p> <p><b>W:</b> Good nutrition</p> <p><b>S:</b> Healthy and unhealthy foods</p> <p><b>W &amp; S:</b> Advice about eating in your country</p> <p><b>W &amp; S:</b> Healthy foods</p> <p><b>W &amp; S:</b> Suggesting a nearby restaurant</p> <p><b>S:</b> Special foods</p> <p><b>W &amp; S:</b> How to cook a dish</p> <p><b>W &amp; S:</b> An advertisement for a food or drink</p> <p><b>S:</b> Role-play: Making a shopping list</p>
<p><b>Lesson 1</b> Tag questions</p> <p><b>Lesson 2</b> Negative questions</p> <p><b>Lesson 3</b> Content clauses with <i>if</i> and <i>whether</i></p> <p><b>Lesson 4</b> Content clauses with <i>wh-</i> questions</p> <p><b>Lesson 5</b> Passive voice</p>	<p><b>R &amp; L:</b> Getting ready</p> <p><b>R &amp; L:</b> Recommending and choosing the best products</p> <p><b>R &amp; L:</b> Creativity and style</p> <p><b>R &amp; L:</b> A magazine article on basic nail care</p> <p><b>R &amp; L:</b> A brochure advertising a spa treatment</p> <p><b>R &amp; L:</b> Making a salon appointment</p> <p><b>R:</b> A fashion and style blog</p>	<p><b>S:</b> Morning routine</p> <p><b>W &amp; S:</b> A company survey</p> <p><b>W &amp; S:</b> Toiletries for a one-week trip</p> <p><b>W &amp; S:</b> Create a skin care product</p> <p><b>S:</b> Hair styles</p> <p><b>W &amp; S:</b> Beauty businesses</p> <p><b>W &amp; S:</b> The perfect spa experience</p> <p><b>S:</b> Make an appointment at a beauty salon</p> <p><b>W:</b> A response to a blog post</p>
<p><b>Lesson 1</b> Second conditional</p> <p><b>Lesson 2</b> <i>would</i> and <i>used to</i></p> <p><b>Lesson 3</b> <i>be used to</i> and <i>get used to</i></p> <p><b>Lesson 4</b> Reported speech with <i>I heard</i></p> <p><b>Lesson 5</b> Past perfect tense</p>	<p><b>R &amp; L:</b> Booking a flight</p> <p><b>R &amp; L:</b> Deciding between a hotel and a motel</p> <p><b>R:</b> The history of motels</p> <p><b>R &amp; L:</b> Car rental and car sharing</p> <p><b>R:</b> Advice to international students</p> <p><b>R &amp; L:</b> Making dinner plans</p> <p><b>R &amp; L:</b> Going to the movies</p> <p><b>L:</b> A movie theater announcement</p> <p><b>R:</b> Flight confirmation details</p>	<p><b>W &amp; S:</b> Flight arrangements</p> <p><b>W &amp; S:</b> Travel accommodations</p> <p><b>S:</b> Role-play: Book a hotel or a motel</p> <p><b>W:</b> Travel to-do list</p> <p><b>W:</b> Tips for international visitors</p> <p><b>W &amp; S:</b> Restaurant reviews</p> <p><b>S:</b> Movie recommendations</p> <p><b>W:</b> Text to cancel plans</p> <p><b>W &amp; S:</b> Trip to London</p>
<p><b>Lesson 1</b> Phrasal verbs</p> <p><b>Lesson 2</b> Ways to express conditions</p> <p><b>Lesson 3</b> Present perfect continuous tense</p> <p><b>Lesson 4</b> Causative verbs</p> <p><b>Lesson 5</b> Leaving out articles for brevity</p>	<p><b>R:</b> San Francisco shopping guide</p> <p><b>R &amp; L:</b> Taking public transportation</p> <p><b>R &amp; L:</b> Shopping at the mall</p> <p><b>R &amp; L:</b> Buying and pre-ordering video games</p> <p><b>R:</b> A safety poster</p> <p><b>R:</b> Tips for tourists in New York</p>	<p><b>S:</b> A shopping experience</p> <p><b>W:</b> An advertisement for a local business</p> <p><b>W &amp; S:</b> Directions on the subway</p> <p><b>S:</b> Propose improvements to public transportation</p> <p><b>S:</b> Everyday technology</p> <p><b>S:</b> Video games</p> <p><b>W:</b> A formal email asking for a refund</p> <p><b>W &amp; S:</b> Safety tips, an emergency poster, and a tourist information poster</p> <p><b>W &amp; S:</b> Role-play: A trip to the mall</p> <p><b>W &amp; S:</b> Planning a trip</p>

# When the Day Is Done

## Module 1 Goals

Have short conversations with friends, and ask and answer simple questions about familiar topics (for example, hobbies, sports, and music)

Describe plans, arrangements, and alternatives

Understand discussions about daily life and be able to request assistance when needed

Discuss different things to do, places to go, etc.

Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest

Know enough vocabulary to talk about hobbies and interests, work, travel, news, and current events

Understand the main points in short newspaper and magazine articles about current and familiar topics



# Module 1 Overview:

## When the Day is Done

### Module 1 Goals

- Have short conversations with friends and ask and answer simple questions about familiar topics (for example, hobbies, sports, and music)
- Describe plans, arrangements, and alternatives
- Understand discussions about daily life and be able to request assistance when needed
- Discuss different things to do, places to go, etc.
- Start, maintain, and close simple face-to-face conversations on topics that are familiar or of personal interest
- Know enough vocabulary to talk about hobbies and interests, work, travel, news, and current events
- Understand the main points in short newspaper and magazine articles about current and familiar topics

### Warm Up

- Draw students' attention to the title of Module 1: When the Day is Done. Ask students what they think this means.
- Ask students what they like to do in their free time. Ask the students what their friends like to do in their free time. Write student's responses on the board. Continue this until you have 10-15 answers on the board. Ask students if they see common themes among the answers (*reading, watching TV, playing games, etc.*).
- Ask students to walk around and talk to their classmates about what they like to do in their free time. The goal is to activate previous vocabulary and prepare the students to receive new information.
- Listen for recurring mistakes so that you can address them throughout the module.
- When the students are finished, ask them to provide additional activities that are not listed on the board.

### Extension Picture Talk

Ask students questions or have them make statements about the picture if they can. Set a goal—for example, draw ten blanks on the board and ask students to fill them up with words for things in the picture.

### Preview

- Read the first item on the list (a band playing live). As a class, find the page that has a picture of a band playing live p. 8.
- Assign students to pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

Key	1. p. 8	2. p.14
	3. p. 24	4. p. 25

### Discuss

- Model question 1 with a student. Then ask a student to read question 1. Ask another student to answer the question. Write the answers on the board, using the sentence structure (My friend... is a good cook.)
- Ask students to write their answers for questions 1-5.
- Walk around the classroom to monitor the students' progress and help when needed.
- Assign students to pairs, and tell them to ask their partner each question and read their answer when they are asked.
- Wrap up by leading a class discussion, asking students to relay their partner's answers.

### Module 1 Preview

#### Preview

Look at pages 8 to 33. What pages are these things on?

- a band playing live \_\_\_\_\_
- a nature show with a lion \_\_\_\_\_
- a creepy girl \_\_\_\_\_
- a crystal ball \_\_\_\_\_

#### Discuss

Talk about the questions with a partner.

1. Which of your friends are good cooks?
2. What are some hobbies that you can do alone?
3. What hobbies can you only do with other people?
4. Where are some fun places to go in your city?
5. What do you like to do on rainy days?

#### Write

Choose one of the questions from above. Write a couple of sentences to answer it.

---

---

---

### Key

1. My friend Marcia is a good cook.
2. A hobby I can do alone is reading.
3. A hobby I can only do with other people is playing board games.
4. Some fun places to go in my city are the park, the beach, and the movie theater.
5. On rainy days, I like to watch TV.

### Write

- Assign students a set amount of time to write independently about one of the questions they just answered with a partner.
- When finished, ask a few students to volunteer to read their answers aloud to the class.

### Teacher's Note Starting a New Module

- Do your best to set a positive and encouraging tone. This is particularly helpful when new subject matter is introduced.
- This module will focus on free time (for example, movies, books, games, etc.). Keep this in mind as you make small talk with students so that students get more opportunities to practice and perhaps see how this information is useful in real life.

# Unit 1 Overview:

## I'm staying in tonight.

### Lesson 1: What are you up to tonight?

**Aims:** - Use vocabulary to make plans  
- Understand and use the present continuous

**Vocabulary:** Group activities

**Grammar:** Present continuous with present and future reference

### Lesson 2: Dinner with Friends

**Aims:** - Use common dinner vocabulary  
- Understand how to use the present continuous and simple present

**Vocabulary:** Dinner Plans

**Grammar:** Simple present vs. present continuous

### Lesson 3: Game Night

**Aims:** - Use game-related vocabulary  
- Ask and answer questions about games and sports  
- Understand the difference between action and stative verbs and when to use them

**Vocabulary:** Game words

**Grammar:** Action verbs and stative verbs

### Lesson 4: TV Choices

**Aims:** - Discuss TV show types  
- Express preference using *would rather*

**Vocabulary:** TV genres and watching TV

**Grammar:** Expressing preferences with *would rather*

### Lesson 5: The Book or the Movie

**Aims:** - Use common vocabulary to discuss books and movies  
- Understand how to use *prefer* with nouns and infinitives

**Vocabulary:** Books and movies

**Grammar:** Expressing preferences and making comparisons with *prefer* and *as... as*

### Some Module 1 Goals in Unit 1

- Have short conversations with friends, and ask and answer simple questions about familiar topics (for example, hobbies, sports, and music)
- Give descriptions on a variety of subjects related to your interests
- Understand discussions about daily life and be able to request assistance when needed

## Lesson 1 What are you up to tonight?

### Aims

- Use vocabulary to make plans
- Understand and use the present continuous

### Vocabulary

football	grilled salmon	jazz	club
band	plan	staying in	get-together
join in	invite		

### Grammar

Present continuous with present and future reference

### Warm Up

- Write on the board: *What will you do tonight? I plan to eat dinner with my friends.* Ask students to think of their own answers. Assign students to pairs. Tell them to share their plans with each other. After they've shared, ask students to tell the class what their partner's plans were. Write some of the students' ideas on the board.

## ★ Unit 1 · I'm staying in tonight. ★

### Lesson 1

### What are you up to tonight?



#### A Model Conversation

Read the conversation. Then listen. Track 02

**Nancy:** Hey, how's it going, Ted?  
**Ted:** I'm doing all right. How are you?  
**Nancy:** I'm great. What are you up to tonight? Do you have any plans?  
**Ted:** Well, I plan to stay in tonight. Why?  
**Nancy:** Charlie's band is playing at the jazz club at 8:00. My friends and I are planning to watch them. Then we're going to a dance club. Would you like to join in?  
**Ted:** That sounds like a lot of fun, but I'm sorry, I can't go out tonight.  
**Nancy:** Really? How come?  
**Ted:** My brother's in town for the weekend, and we're having a get-together with some friends. Tonight, we're cooking grilled salmon and watching football.  
**Nancy:** Okay. I understand. Maybe we can go out Sunday. You can invite your brother.  
**Ted:** Sure. Thanks!

#### B Vocabulary

Fill in the blanks with the correct words from the boxes to complete the summary.



football



grilled salmon



jazz



club



band

plans

staying in

get-together

join in

invite

Ted has ① \_\_\_\_\_ tonight. He's ② \_\_\_\_\_ with his brother and watching ③ \_\_\_\_\_. They are having a ④ \_\_\_\_\_ with some friends, and they are cooking ⑤ \_\_\_\_\_. Nancy and her friends want to go out. They will go to a ⑥ \_\_\_\_\_ club to watch Charlie's ⑦ \_\_\_\_\_ play. Then they will go to a dance ⑧ \_\_\_\_\_. Nancy asks Ted if he would like to ⑨ \_\_\_\_\_, but he can't. So Nancy asks Ted to go out on Sunday instead, and she tells him he can ⑩ \_\_\_\_\_ his brother.

#### C In Your World

Ask a partner "What are you up to..." questions. Write his or her responses. Then tell the class.

- ...tonight?

- ...this weekend?

- ...this summer?

- If teaching a class with many different L1, draw students, attention to the title of the unit and ask them what they think it means. Ask students why someone would ask this question. Explain that *What are you up to tonight?* is a common way to ask about future plans.

#### Teacher's Note Other ways to ask about future plans

Another way to say *What are you up to tonight?* is *What are you doing tonight?* Be ready to explain that there are many ways to ask about future plans and some are more formal, but the ones here are casual. If students are interested, offer more ways to ask: *Do you have anything going on tonight? What are you planning to do tonight? Any special plans for the evening?*

#### A Model Conversation Track 02

- Transition by telling students that they will hear two people talking about their plans for the evening.
- Ask students to read the conversation in pairs.
- Before playing the audio, ask the students to pay close attention to who is talking and what questions they ask. Play the audio and listen to the conversation as a class.
- Ask students the following questions: *What are the names of the people in the conversation? Where are Nancy and Ted? What are they doing? What does Nancy ask Ted? What is Ted doing tonight? What is Nancy doing tonight?*

#### B Vocabulary

- Look at each picture and say the word below it. Ask students to repeat. Ask students to explain, in their own words, what each vocabulary word means.



## D Grammar

### Present continuous with present and future reference

present continuous: subject + be + verb-ing		
statement	negative	question
They are playing.	They are not / aren't playing.	Are they playing?
about the present		about the future
The present continuous is usually about actions happening right now. Time expressions such as (right) now or at the moment can be used.		The present continuous can also be used for definite future plans. Future time expressions such as tonight can be used.
She's talking on the phone (now). We're watching football (at the moment).		I'm staying in (tonight). The band is playing at the jazz club (on Thursday).

## E Grammar Practice

### Put the words in order to make sentences.

- are / what / doing / on / Saturday / you  
\_\_\_\_\_?
- tonight / are / planning / to / football / watch / you / the / game  
\_\_\_\_\_?
- right / jazz song / is / playing / the / now / band / a  
\_\_\_\_\_
- tomorrow / is / cooking / dinner / who  
\_\_\_\_\_?
- my / I / get-together / and / roommate / planning / weekend / a / this / are  
\_\_\_\_\_

## F Use the Language

### Event planner

With a partner, choose and plan a special event such as a dinner party, watching a sports event on TV, or just a get-together for fun. Discuss all the details, including a place, a date and starting time, activities, food, and people to invite. When you are done, report the details of your event to the class.

Type of event	___ Dinner party	___ Sports event	___ Other get-together
Date and time			
Place			
People to invite			
Food			
Activities			

- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. *Stay in can mean stay inside or stay home. Get together is usually a small, informal party. A band is a music group. Another way to say join in is join us.*
- After practicing each word, play the audio again.
- Ask the students to fill in the blanks with the correct words.

**Key** (a) plans (b) staying in (c) football (d) get-together  
(e) grilled salmon (f) jazz (g) band (h) club (i) join in (j) invite

### Teacher's Note Football vs. Soccer

In most parts of the world, football has the same meaning as the word soccer. In the USA, football is a completely different game.

## G In Your World

### ► Setup / Demo

Write these phrases on the board: *What are you up to tonight? What are you up to this weekend? What are you up to this summer?* Have students repeat each phrase after you and model an example response.

### ► Activity

Ask students to complete the activity with a partner.

### ► Feedback

- Ask each pair to show their dialogue to the class. Each student should ask and answer one question.
- Ask random students the questions to help them practice fluently saying their answers.

## Extension Survey

- Ask students to conduct a survey of all their class members.
- Have students walk around the room and ask each classmate one of the three *In Your World* questions and record their answers.

## D Grammar

- Briefly go over the table, practicing the exchanges.
- When you get to the sample sentences, ask students to restate the sentence using the negative. Then ask students to rephrase the sentence as a question.
- Practice more by writing the following verbs on the board and asking the students to make a statement, negative sentence, or question using the verb.  
*Dance Sing Play*

## E Grammar Practice

- Tell the students that they will put words in the correct order to make sentences.
- Do number 1 as a class.
- Ask the students what they think the first word is in the sentence. Write the word on the board. Ask the students what they think the second, third, etc. Write these words on the board.
- When you have written all the words, ask the students if everything looks correct. If the answer is incorrect, help them change the sentence to make it correct.
- Tell the students that they will complete the rest of the sentences in pairs.
- Assign the students to pairs.
- Walk around the room, referring students to the chart and offering advice as needed. Question number 3 might be difficult for students. Note that the sentence ends with a period, not a question mark.
- When the students are finished, check the answers as a class.

### Key

- What are you doing on Saturday?
- Are you planning to watch the football game tonight?
- The band is playing a jazz song right now.
- Who is cooking dinner tomorrow?
- My roommate and I are planning a get-together this weekend.

### ✓ Check the Workbook

For further practice with the present continuous, use Exercise 4 in Unit 1, Lesson 1 of the workbook.

## F Use the Language: Event Planner

- Assign students to pairs.
- Ask the students to tell you different types of special events (dinner party, sports event, or some other get-together). Write examples on the board. Tell the students that they will plan a special event.
- Tell students they can choose one of the events on the board, or they can choose something else.
- Ask the students to discuss all the details about the event with their partner; including, place, date, time, activities, etc.
- Ask the students to write down the complete details of their special event.
- While students are working, walk around the room and listen to their conversations. Make sure they are using the present continuous properly.
- When they are finished, ask the students to share the details of their special event with the class. Have the class interact with the presenters by asking them follow-up questions.

## Lesson 2 Dinner with Friends

### Aims

- Use common dinner vocabulary
- Understand how to use the present continuous and simple present

### Vocabulary

set the table	take out	wait	starving
delicious	favorite	vegetable	tasty
prepare	turkey		

### Grammar

simple present vs. present continuous

### Warm Up

- Ask students to think about the title of the unit. Ask students *Do you like to have dinner with friends? Which one of your friends is the best cook? What does he/she make?*
- Explain to students that they will learn about dinner conversations and learn to ask and answer common questions.

### A Model Conversation

- Draw attention to the picture and ask students the following questions: *What do you see? What are they doing? What do you think they are cooking? What do you think they are saying?*
- Ask students to read the conversation in groups of 3.
- Play the audio and listen to the conversation as a class.
- Ask students the following questions: *Who is at the dinner party? Who was late? Who cooked? What did Ian cook?*

#### Teacher's Note **Dig in!**

- The phrases *Help yourself* and *Dig in* are often used at the start of a meal. *Dig in* is informal, while *Help yourself* is more formal.
- *Help yourself.* = Please take some (food).
- *Dig in.* = You're welcome to start eating.

### B Vocabulary

- Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. In casual conversation, *starving* is often used to suggest that someone is very hungry. When describing food, *tasty* and *delicious* are often used to say that something tastes very good. In this scenario, *cook* can be used in place of *prepare*.
- After practicing each word, play the audio again.
- Ask the students to fill in the blanks with the correct words from the box. Tell them they can change the form of the word if necessary.
- Walk around the class and pay attention to any words or sentences that students may have trouble with. Go over these words after checking the answers.
- Check answers as a class.
- Have the students repeat each sentence after you.

Key


- |  |                     |              |
|--|---------------------|--------------|
| 1. favorite                                  | 2. turkey, prepared | 3. vegetable |
| 4. set the table                             | 5. starving, wait   |              |
| 6. delicious, tasty (answers can be swapped) | 7. take out         |              |

## Lesson 2 Dinner with Friends

### Brief note

The phrases "help yourself" and "dig in" are often used at the start of a meal.  
*Help yourself.* = Please take some (food).  
*Dig in.* = You're welcome to start eating.

### A Model Conversation

Read the conversation. Then listen. 

Ian: Debbie? Can I set the table?  
Debbie: Yeah. But don't take out the turkey. Let's wait for Carla to get here.  
Ian: But I'm starving! Why is she always late?  
Debbie: Because she's working hard on a research project.  
Ian: You're right. Sorry. I didn't mean to whine. Oh, good—here she is!  
Carla: Hi, guys! Sorry I'm late. Wow! Everything smells so delicious!  
Debbie: We made your favorite dish, too—vegetable pasta.  
Carla: Yum! It looks tasty. Did you prepare all of this?  
Debbie: Ian cooked all day!  
Carla: Really? Well, everything looks fantastic! Thank you so much.  
Ian: It was no problem. Help yourself, and dig in!

### B Vocabulary

Fill in the blanks with the correct words from the box. Change the form if necessary.

set the table favorite	take out vegetable	wait tasty	starving prepare	delicious turkey
---------------------------	-----------------------	---------------	---------------------	---------------------



1. I'm cooking. What's your \_\_\_\_\_ dish?
2. The \_\_\_\_\_ looks great! Who \_\_\_\_\_ it?
3. Are tomatoes a fruit or a \_\_\_\_\_?
4. Could you please \_\_\_\_\_? Dinner's ready.
5. A: Can we eat soon? I'm \_\_\_\_\_.  
B: Just \_\_\_\_\_. The food will be done soon.
6. Thank you for the \_\_\_\_\_ meal. Everything was so \_\_\_\_\_.
7. Don't \_\_\_\_\_ the pizza! It's not done yet.

### C In Your World

Tell a partner your answers to the following questions.

- What's your favorite food?
- Can you prepare it?
- How often do you eat it?
- Why do you like it?

Then listen to your partner's answers. Share your partner's answers with the class.

### C In Your World

#### ► Setup / Demo

Write the In Your World questions on the board. Have students repeat each question after you. Ask for a volunteer. Have the volunteer ask you the questions; provide a simple, clear answer.  
*What's your favorite food? My favorite food is tacos.*  
*Can you prepare it? Yes, I can.*  
*How often do you eat it? I eat tacos every week.*  
*Why do you like it? I like the cheese and the vegetables the most.*

#### ► Activity

Assign the students to pairs. One student will ask the question, while one student will answer. Once they are finished, ask the students to switch roles. Tell the students they will present the dialogue to the class.

#### ► Feedback

Once they are finished, ask each pair to stand up and share one dialogue with the class.

## D Grammar

### Simple present vs. present continuous

#### Brief note

Temporary means for a certain period of time; not forever.

simple present vs. present continuous			
simple present		present continuous	
routine actions	He runs every day. I practice the piano on weekends.	actions now	He's running right now. I'm practicing the piano now.
general facts	Students study. She lives in Canada.	temporary facts	I'm studying biology this year. She's living in a dorm.
		future plans	We're going out tonight.

## E Grammar Practice

Fill in the blanks with the correct form of the verb in parentheses (simple present or present continuous). Then circle the correct usage.

- I'm \_\_\_\_\_ (stay in) tonight.  
a. routine action   b. general fact   c. action now   d. temporary fact   e. future plan
- Chickens sometimes \_\_\_\_\_ (eat) corn.  
a. routine action   b. general fact   c. action now   d. temporary fact   e. future plan
- Over one hundred people \_\_\_\_\_ (come) to my coworker's wedding next week.  
a. routine action   b. general fact   c. action now   d. temporary fact   e. future plan
- I always \_\_\_\_\_ (sleep) late on Saturday mornings.  
a. routine action   b. general fact   c. action now   d. temporary fact   e. future plan
- I can't hear you. My father \_\_\_\_\_ (watch) basketball on TV, and it's very loud!  
a. routine action   b. general fact   c. action now   d. temporary fact   e. future plan
- Sophia \_\_\_\_\_ (work) at a café for a few months, but in the fall she'll go back to school.  
a. routine action   b. general fact   c. action now   d. temporary fact   e. future plan

## F Listen to Speak

Listen to Marissa introduce herself. Put a check mark (✓) next to the details that are true. © Track 04

- Marissa is studying music. \_\_\_\_\_
- She lives in an apartment. \_\_\_\_\_
- She has a job. \_\_\_\_\_
- She is eating dinner right now. \_\_\_\_\_

Now describe yourself to a partner. Include the following information:

- Your major/favorite subject
- Where you live
- What you do on weekends
- What you're doing later today



## Teacher's Note Temporary

Temporary means for a certain period of time; not forever.

## E Grammar Practice

- Do number 1 together as a class.
- Ask students, *What is the correct form of 'stay in' for this sentence?* Have the students repeat the sentence after you.
- Ask the students, *Is this a routine action, general fact, action now, temporary fact, or future plan?*
- Then, ask students to fill in the blanks with the correct form of the verbs and to circle the correct answers.
- Ask the students to complete the rest of the questions.
- As they are working, walk around and see if there are any sentences that are difficult. Remind the students to refer to the chart as necessary.
- When the students are finished, check answers as a class. For each question, ask *What is the correct form of . . . ?* and *Is this a routine action, general fact, action now, temporary fact, or future plan?*
- When you are finished checking the answers, ask the students to repeat each sentence after you.

### Key

- am staying in (future plan)
- eat (general fact)
- are coming (future plan)
- sleep (routine action)
- is watching (action now)
- is working (temporary fact)

## ✓ Check the Workbook

For further practice with the present continuous, use Exercise 3 in Unit 1, Lesson 2 of the workbook. If students are still having trouble, use Exercise 4 in Unit 1, Lesson 2 of the workbook. You may assign the students to pairs and then check the answers as a class.

## Extension Speed Dating

- Write the *In Your World* questions on the board.
- Ask the students to line up in two rows (Row A/B).
- Each student is paired with the student standing directly across from them.
- Have students take turns asking and answering the *In Your World* questions with their partner.
- After 2 minutes, have each person in Row A move one spot to the right (the person at the end will move to the front).
- Have students take turns asking and answering the questions again.
- Repeat the process.

## D Grammar

- Briefly go over the table, practicing the exchanges.
- Explain that the simple present is used for routine actions and general facts.
- Explain that the present continuous is used for actions happening now, temporary facts, and future plans.
- Ask the students if the following are routine actions or actions now:  
*He sings every day in the shower.*  
*I'm cooking breakfast.*  
*We play soccer every Saturday.*
- Practice more by asking students to make sentences, using the present continuous with the following verbs: *sing, dance, run, drive, swim*. Make sure the students provide examples of routine actions, general facts, actions now, temporary facts, and future plans with these verbs.

## F Listen to Speak © Track 04

- Tell students that they will now practice listening for the present continuous.
- Play the audio and ask students to put a check mark next to the phrases that are true. If necessary, play the audio more than once.
- Tell the students that they will use what they've learned to describe themselves to a partner.
- Assign students to pairs.
- Ask students to describe themselves to a partner, using the provided prompts. Tell students that they can provide additional information about themselves and encourage their partner to ask follow-up questions.

### Key

- true
- false
- true
- false

## Extension Daily Routines

- Assign students to groups.
- Ask each student to describe their daily routine, including what time they wake up / go to bed, what time they eat meals, etc.
- Other members of the group can ask follow-up questions.
- Model this activity by describing your daily routine to the class.

## Lesson 3 Game Night

### Aims

- Use game-related vocabulary
- Ask and answer questions about games and sports
- Understand the difference between action and stative verbs and when to use them

### Vocabulary

guess	explain	complicated	simple
teammate	minutes	points	remember
think	understand		

### Grammar

Action verbs and stative verbs

### Warm Up

- Write a list of common games on the board: *Pictionary, Tic-tac-toe, charades, poker, etc.*
- Ask the students what they think they will learn about.
- Ask the students what other games they can think of. Write these on the board.
- Explain to students that they will learn about common words, phrases, and conversations related to games.

### A Model Conversation

- Draw attention to the picture and ask students what they see in the picture (*woman, paper, pen*). Ask students what game they think she is playing.
- Ask students to read the conversation in pairs.
- Tell students that they will now hear the conversation between Olivia and Ted. Play the audio and listen to the conversation as a class.
- Ask students the following questions: *Who is talking? What game are they playing? Is the game complicated? How do you play the game? Can you talk? Can you write words?* Listen to the audio again if necessary.

### B Vocabulary

- Look at the vocabulary words in the box. Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. *Complicated* is the opposite of *simple/easy*. *Teammate* is your partner or group member. In this scenario, *guess* means to provide/give.
- Ask the students to fill in the blanks with the correct words.
- When the students are finished, check answers as a class. Ask the students to repeat each sentence after you.

Key	1. minutes	2. remember	3. complicated, understand
	4. teammate	5. points	6. guess
	7. explain, simple	8. think	

### C In Your World

#### ► Setup / Demo

Write the question starters on the board. Ask the students to name their favorite game or sport. Write it on the board. Then prompt students to ask you questions about the games and sports. You can model the activity with a student to demonstrate.


#### ► Activity

Put the students in pairs. Ask students to write down three games they play with their friends. Ask students to interview their partner about the games.

## Lesson 3 Game Night



### A Model Conversation

Read the conversation. Then listen. 

- Olivia:** Okay. The next game we're playing is Pictionary. It's a drawing game. Do you want me to explain the rules?
- Ted:** Please. Is it complicated?
- Olivia:** No, it's actually very simple. First, you choose a card. It has a word or phrase on it.
- Ted:** Okay. Then what do I do?
- Olivia:** You have to draw the word or phrase on this big piece of paper. Your teammates have to try to guess the answer. Guess right, and you get a point.
- Ted:** That sounds simple.
- Olivia:** Yes. But remember, no talking! And no writing words.
- Ted:** Okay, I think I understand.
- Olivia:** And remember—you have one minute, so draw fast!

### B Vocabulary

Fill in the blanks with the correct words from the box.

guess minutes	explain points	complicated remember	simple think	teammate understand
------------------	-------------------	-------------------------	-----------------	------------------------

- Let's go. Our train leaves in ten \_\_\_\_\_.
- I can't \_\_\_\_\_ my first day of elementary school. It was a long time ago.
- The rules of American football are too \_\_\_\_\_. I don't \_\_\_\_\_ them.
- I played soccer in high school, and he was my \_\_\_\_\_.
- How many \_\_\_\_\_ do we need to win?
- To get a point, you have to \_\_\_\_\_ the right answer.
- I'll \_\_\_\_\_ the rules of the game. It will be quick—they're very \_\_\_\_\_.
- This is delicious. I \_\_\_\_\_ you're a very good cook.

### C In Your World

What kinds of games or sports do you play with your friends? List three. Then interview a partner about the games you chose.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Question starters

- Do you...?  
When...?  
How often...?  
Why...?  
Can you...?

### ► Feedback

Once the students are finished, assign the students to groups and ask them to share their findings.

### Extension Favorite Childhood Game

- Ask each student to tell the class about their favorite childhood game. Give the students a few minutes to prepare and to write notes (if needed).
- After each student gives their speech, prompt the class to ask one or two follow-up questions using the *In Your World* question starters.

### D Grammar

- Carefully go over the table, explaining the difference between action and stative verbs and pointing out that some verb have both uses.
- For action verbs, ask students to repeat the sample sentence after you. Ask the students to come up with sample sentences for the verbs *play* and *watch*.
- Ask the students to name other action verbs; write these on the board. Practice more by asking the students to use these verbs in a sentence.
- For stative verbs, ask students to repeat the sample sentence after you. Then ask students to come up with sample sentences for the verbs *remember* and *understand*.
- Ask the students to name other stative verbs; write these on the board. Practice more by asking students to use these verbs in a sentence.



## D Grammar

### Action verbs and stative verbs

action verbs
Many verbs are action verbs. These are verbs that describe someone or something doing an action, moving, or changing. Examples include <i>eat</i> , <i>play</i> , and <i>watch</i> . These verbs can be used in present continuous sentences: <i>She is eating soup.</i>
stative verbs
Stative verbs do not describe an action, movement, or change. Examples include <i>be</i> , <i>remember</i> , <i>understand</i> , <i>love</i> , and <i>hate</i> . These verbs are not usually used in the present continuous. They are often used in the simple present: <i>This soup is cold. I hate it!</i>
verbs with both uses
Some verbs can be both action verbs and stative verbs. For example, <i>have</i> is stative when it means to own: <i>He has an umbrella.</i> But <i>have</i> can also mean to experience or to eat. Then it's an action verb and can be used in the present continuous: <i>He's having fun.</i> <i>We're having breakfast.</i>

## E Grammar Practice

Fill in the blanks with the verbs from the box. Use the correct form for simple present or present continuous.

remember    have    understand    like    need    play

- My roommates \_\_\_\_\_ sports, but I hate them.
- I \_\_\_\_\_ meeting you for the first time. That was a good day.
- It's 11:30 p.m., and our neighbor \_\_\_\_\_ loud music!
- \_\_\_\_\_ you \_\_\_\_\_ the homework? Or should I explain it again?
- Eric is so tired. He really \_\_\_\_\_ to sleep more.
- I hope you're hungry because we \_\_\_\_\_ turkey for dinner.

## F Use the Language

### Group activities

In a small group, discuss the activities pictured below. What are the people doing? What do you think of these activities? What do you need when you do these activities?



13

## F Use the Language: Group activities

- Tell students that they will now practice what they've learned through small group discussion.
- Assign students to groups.
- Write the following questions on the board:  
*Where are they?*  
*What are the people doing?*  
*What do you think of these activities?*  
*What do you need when you do these activities?*
- Ask students to discuss each picture and answer the questions on the board.

### Extension Create a Dialogue

- Assign students to pairs.
- Tell the students that they will create a dialogue to share with the class. The dialogue should take place in one of the activities pictured in the *Use the Language*.
- Tell the students the dialogue should use the target language and grammar points in the lesson.
- Ask the students to re-read the Model Conversation and use it as a guide if necessary.
- Give students enough time to write and practice their dialogue.
- After they are finished, ask the students to share / act out their dialogue with the class.

- For verbs with both uses, ask students to repeat the sample sentences after you.
- Ask the students which other verbs could have both uses; write these on the board. Practice more by asking students to use these verbs in a sentence.

## E Grammar Practice

- Tell the students that they will practice using action and stative verbs.
- Ask students to fill in the blanks with the correct verb from the box. Remind students to use the correct form for simple present or simple continuous; refer to the chart as necessary.
- When the students are finished, check answers as a class.
- Have the students repeat each sentence after you. You may also assign each sentence to a student and report their answer to the class.

Key	1. like	2. remember	3. is playing
	4. Do, understand	5. needs	6. are having

### ✓ Check the Workbook

For further practice with active and stative verbs, use Exercise 3 in Unit 1, Lesson 3 of the workbook.

## Lesson 4 TV Choices

### Aims

- Discuss TV show types
- Express preference using *would rather*

### Vocabulary

news	sitcom	nature show	soap opera
reality show	remote		

### Grammar

Expressing preferences with *would rather*

### Warm Up

- Ask students what they like to do in the evening. Once a student mentions *watch TV*, ask the student what TV shows they like to watch. Ask the class what TV shows they enjoy. Ask the students if the TV shows they mentioned are funny, scary, serious, etc.
- Ask the students *Do you like funny TV shows or the news?* When students respond, repeat back what they said, using *would rather*. For example, *You would rather watch the news than a funny TV show.*
- Ask the students what they think they will learn about.
- Ask the students what types or genres of TV shows they can think of. Write these on the board.
- Explain to students that they will learn about TV shows and learn to talk about which shows they like to watch more than others.

### A Model Conversation

- Draw attention to the picture and ask students what they see (*two women, a couch, a remote*). Ask students what they think the women are saying.
- Assign the students to pairs.
- Ask students to act out the conversation. After reading the dialogue once, ask students to switch roles and read the dialogue again.
- Tell the students that they will now hear the conversation between Elena and Janice. Play the audio and listen to the conversation as a class.
- Ask students the following questions: *Who is talking? What kind of TV show is Kitchen Race? Does Elena like nature shows or the news? Does Janice like sitcoms?* Listen to the audio again if necessary.

#### Teacher's Note **on**

The word *on* is used in many expressions about TV shows. *What's on? There's a good show on at 9:00. The football game is on channel 12. It's the best show on TV.*

#### Teacher's Note **channel**


A *channel* is a TV station.  
A: *Let's watch Kitchen Race.*  
B: *Okay. What channel is it on?*

## Lesson 4 TV Choices

### Brief note

The word "on" is used in many expressions about TV shows. *What's on? There's a good show on at 9:00. The football game is on channel 12. It's the best show on TV.*

### A Model Conversation

Read the conversation. Then listen. 

Janice: It's Friday night. Should we go out?

Elena: Actually, I'd rather stay in. I'm tired, and watching TV is more relaxing.

Janice: Well, okay. What's on?

Elena: This is *Kitchen Race*. It's a cooking reality show.

Janice: Oh, no, I'm not a big fan of reality shows.

Elena: They're not my favorite, either. But there isn't much on at 10:00. Would you rather watch a nature show about lions? There's one on now. Or we could watch the news.

Janice: Hmm. I don't like nature shows, and I prefer to read the news, not watch it. What about channel 61 or 23? They usually show old sitcoms at night.

Elena: Do you like sitcoms?

Janice: I love them! I'd always rather watch a funny show than a soap opera. Here, give me the remote.

Elena: Sure. Here you go. Let's see what's on.

### Brief note

A "channel" is a TV station.  
A: *Let's watch Kitchen Race.*  
B: *Okay. What channel is it on?*

### B Vocabulary

Listen to the words. Then write each under the correct picture. 

news sitcom nature show soap opera reality show remote



### C About You

Think of a few more kinds of TV shows not included in part B. Then talk to a partner about what kinds of TV shows you like and don't like.

14

### B Vocabulary

- Read the words in the word box. Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. Ask students to give examples of *news programs, sitcoms, nature shows, soap operas, and reality shows*.
- After practicing each word, ask the students to fill in the blanks with the correct words from the box.
- When the students are finished, check answers as a class.

Key

(Answers numbered from left to right, top to bottom)

- |                |                 |           |
|----------------|-----------------|-----------|
| 1. remote      | 2. reality show | 3. news   |
| 4. nature show | 5. soap opera   | 6. sitcom |

#### Teacher's Note **remote**

*Remote* is the shortened version of *remote control*.

### C About You

- Ask students to think of a few more kinds of TV shows not included in the vocabulary.
- Assign students to pairs.
- Ask students to talk with their partner about what kinds of TV shows they like and don't like.
- Ask students to tell their partner why they do/don't like a show.

## D Grammar

### Expressing preference with *would rather*

*would rather* + verb phrase + *than* + verb phrase

Compare two actions with *would rather... than*:

*I would rather play basketball than watch it on TV.*

This means you would like the first action more than the second. In questions, you can use *or* to compare two options:

*Would he rather go out or stay home?*

simpler forms

If we already know what is being compared, we don't need the *than* clause. Just use *would rather*:

*She doesn't want to watch a reality show. She would rather watch a sitcom.*

The short form of *would* is often used:

*I'd rather play basketball.*

*She'd rather watch a sitcom.*

#### Brief note

*Would rather... than* has the same meaning as *prefer... to*.  
*I'd rather play basketball than watch it on TV.*  
= *I prefer playing basketball to watching it on TV.*

## E Grammar Practice

Which do you prefer? Fill in the blanks with the given expressions to make sentences that are true for you. (You can change the order of the given expressions.)

- I would rather watch \_\_\_\_\_ than \_\_\_\_\_ (a reality show, the news)
- I would rather buy \_\_\_\_\_ than \_\_\_\_\_ (food, clothes)
- I'd rather \_\_\_\_\_ than \_\_\_\_\_ (watch TV, play basketball)
- I'd rather do \_\_\_\_\_ than \_\_\_\_\_ (my homework, the laundry)

Now ask a partner about his or her preferences: *Would you rather... or...?*

## F Use the Language

### Would You Rather...?

- Brainstorm things that a person can do or experience. Include some things that you would like to do or experience, and some that you would not. Write them in pairs on the lines: for example, *travel by air or by car*.
- Then, with a partner, take turns asking each other to choose between two options. Explain the reasons for your choice and how the options are different.



Would you rather

or

or

or

or

15

### Extension Charades

- Ask each student to act out a specific type of TV show.
- Ask students to raise their hand when they know what it is.
- The student who guesses correctly gets to choose the next actor.

## D Grammar

- Explain to students that we use the phrase *would rather* to express preference for one thing over another. For example, *I would rather watch a sitcom than a soap opera*. This means that I prefer sitcoms to soap operas.
- Briefly go over the table, explaining how to form *would rather* statements and questions.
- Explain that if we already know what is being compared, we don't need the *than* clause. We can just use *would rather*.
- Ask the students to repeat the sample sentences after you.
- Ask the students to make their own statements with *would rather* to talk about food.
- Ask the students to provide sample questions using *would you rather* to talk about movies.

### Teacher's Note *would rather* and *prefer to*

*Would rather... than...* has the same meaning as *prefer... to...*

*I'd rather play basketball than watch it on TV.* =

*I prefer playing basketball to watching it on TV.*

## E Grammar Practice

- Tell students that they will practice making *would rather* statements.
- Ask the students to work alone and fill in the blanks, with the given expressions, to make sentences that are true for them. Tell students they can change the order of the given expressions. *Answers will vary.*
- Assign the students to pairs.
- Tell the students to ask their partner about his or her preferences, using the target expressions.

Key

- I would rather watch the news than a reality show.
- I would rather buy food than clothes.
- I'd rather play basketball than watch TV.
- I'd rather do my homework than the laundry.

### ✓ Check the Workbook

For further practice expressing preference with *would rather*, use Exercise 3 in Unit 1, Lesson 4 of the workbook.

## F Use the Language: Would You Rather...?

- Ask the students to brainstorm things that a person can do or experience.
- Ask students to include some things that they would like to do or experience, and some things they would not. Tell students that it is ok to be creative with their ideas. The more creative they are, the more fun the exercise will be.
- You may want to provide an example: *Would you rather find a snake or a spider in your house? Would you rather eat a tarantula or a frog?*
- Ask students to write these items in pairs on the lines.
- When students are finished, assign them to pairs.
- Ask students to take turns asking each other to choose between the two options.
- Ask students to explain the reasons for their choice and how the options are different.
- If time permits, you may want to change pairs and repeat the exercise.

## Lesson 5 The Book or the Movie

### Aims

- Use common vocabulary to discuss books and movies
- Understand how to use *prefer* with nouns and infinitives

### Vocabulary

reviews	comic book	novel	screen
fiction	non-fiction	comedies	performance

### Grammar

Expressing preferences and making comparisons with *prefer* and *as... as*

### Warm Up

- Ask the students *What movies do you know of that are also books?* If they need some help, mention *Romeo and Juliet*, *The Hunger Games*, and/or *Iron Man*.
- Ask students *Do you think that books are always better than the movies? Are there any movies that are better than the books? Which do you prefer, books or movies?*
- Ask the students what they think they will learn about.
- Ask the students what types or genres of books and movies they can think of. Write these on the board.
- Explain to students that they will learn about expressing preference by using the word *prefer*.

### Teacher's Note Comic Books

Longer comic books are often called *graphic novels*.

### A Model Conversation Track 08

- Tell students that they will listen to a conversation about movies and books.
- Ask students to read the conversation in pairs. After reading the dialogue once, ask students to switch roles and read the dialogue again.
- Tell students that they will now hear the conversation between Maya and Oscar. Play the audio and listen to the conversation as a class.
- Ask students the following questions: *What is the first movie Maya says she would like to see? What does Oscar say about Future World? What is the second movie Maya is suggesting? What is Mr. Amazing about? What kind of books does Maya like to read? What movie will Maya and Oscar see?* Listen to the audio again if necessary.

### Teacher's Note based on

When a movie tells a story from a book, a comic book, a real person's life, etc., we say it is based on that.

*This movie is based on a novel.*

*It's based on the writer's life.*

### Teacher's Note be about

Use *be about* to state the topic of something.

A: *What is this novel about?*

B: *It's about a pilot.*

## Lesson 5 The Book or the Movie

### A Model Conversation

Read the conversation. Then listen. Track 08

Maya: How about going to the movies tonight? I'd like to see *Future World*.

Oscar: I don't know. That movie is getting bad reviews. Everyone says it's not as good as the comic book.

Maya: Oh, it's based on a comic book? I didn't know that. Well, what about *Mr. Amazing*? It's based on a novel about a pilot. I heard it's great.

Oscar: Yes, it's a novel by one of my favorite authors, but I'd prefer to read the book rather than see the movie.

Maya: Really? Not me. I prefer seeing a story on the screen to reading about it.

Oscar: So, you don't like to read fiction?

Maya: Hardly ever. I usually read non-fiction about history and science.

Oscar: Well, I love to relax with a good novel on a rainy day. And I really want to read *Mr. Amazing*. Is there another movie we can see?

Maya: Hmm. You like comedies, right? How about *Cupcake*? The reviews say that Devin Kurant delivers a fantastic performance.

Oscar: Sounds good!

### Brief note

When a movie tells a story from a book, a comic book, a real person's life, etc., we say it "is based on..." *This movie is based on a novel. It's based on the writer's life.*



### Brief note

Use "be about" to state the topic of something.  
A: *What is this novel about?*  
B: *It's about a pilot.*

### B Vocabulary

Fill in the blanks with the bold words from the conversation.

1. I don't like to watch movies on my computer. I'd rather see them on a big \_\_\_\_\_.
2. The movie was a huge success because of the wonderful \_\_\_\_\_ by all the actors.
3. The *Lord of the Rings* is a famous \_\_\_\_\_ by the English author J. R. R. Tolkien.
4. This book isn't based on a true story. It's \_\_\_\_\_.
5. Nick loves to laugh, so all his favorite movies are \_\_\_\_\_.
6. That book is getting very good \_\_\_\_\_. They say it's exciting and surprising.
7. The *Spider-Man* movies are based on a popular \_\_\_\_\_.
8. I'm bored with novels. I would like to read some \_\_\_\_\_.

### C About You

Answer the questions below. Then share your answers with a partner.

1. How many books do you read in a year? \_\_\_\_\_
2. Write the name of a novel or comic book you like. \_\_\_\_\_
3. Who is your favorite author? \_\_\_\_\_
4. Do you prefer to read print (paper) books or e-books? \_\_\_\_\_

16

### B Vocabulary

- Go over the bolded words in the model conversation. Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. *Reviews* are usually written opinions of a movie. A *novel* is another way to say *fictional book*. Seeing a story on the *screen* is another way to say *at the movie theater*.
- After discussing each word, ask the students to fill in the blanks using the bold words from the conversation.
- When students finish, check answers as a class.

### Key

- |               |                |            |
|---------------|----------------|------------|
| 1. screen     | 2. performance | 3. novel   |
| 4. fiction    | 5. comedies    | 6. reviews |
| 7. comic book | 8. non-fiction |            |

### C About You

- Ask students to answer the questions.
- Assign students to pairs. Have students take turns asking and answering the questions.
- You may assign students to new partners and repeat the exercise if time permits.

### Key

1. I read about six books a year.
2. *The Great Gatsby*
3. My favorite author is Malcom Gladwell.
4. I prefer to read print books.



## D Grammar

Expressing preference and making comparisons with *prefer* and *as... as*

<i>prefer</i> + noun + <i>to</i> + noun	<i>prefer</i> to + verb (+ <i>rather than</i> + verb)
Compare two nouns with <i>prefer... to</i> : He <b>prefers</b> dogs <b>to</b> cats.	<i>Prefer</i> can also be followed by an infinitive: I <b>don't like to</b> shop in stores. I <b>prefer to</b> shop online.
We can do the same with gerunds: She <b>prefers</b> sleeping late <b>to</b> waking up early.	Use <i>prefer</i> to and <i>rather than</i> to compare two verb phrases: I <b>prefer to</b> walk <b>rather than</b> drive.
<b>would prefer</b>	
Use <i>would prefer</i> when talking about a choice you're making now. A: Would you like some coffee? B: Thanks, but I <b>would (I'd) prefer</b> tea.	
<b>not as + adjective + as</b>	
The phrase <i>not as + adjective + as</i> means <i>less + adjective + than</i> . The movie is <b>not as good as</b> the comic book. = The movie is worse (less good) than the comic book. The comic book is better than the movie.	

### Brief note

If you have no preference, you can use the expression *I like dogs as much as cats*.

## E Grammar Practice

Answer the questions with complete sentences about your own preferences.

- Compare showers to baths. Which do you prefer?  
\_\_\_\_\_
- Compare watching sports to playing sports. Which do you prefer?  
\_\_\_\_\_
- Compare vegetables to meat. Which do you prefer?  
\_\_\_\_\_
- Compare reading a book to watching a movie. Which do you prefer?  
\_\_\_\_\_

## F Use the Language

I'd prefer to read...

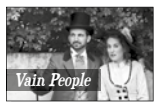
Work in pairs.

Partner A: Choose one of the books below and suggest it to your partner. Give reasons.

Partner B: Choose a different book below. Explain why you'd prefer to read it. Give reasons. Then switch roles.



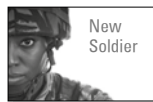
**A comic book**  
about high school  
students with special  
abilities



**A funny novel**  
about life in the  
1800s in England



**A non-fiction book**  
about how to  
succeed in business



**An exciting novel**  
about a woman in  
the army

Now suggest to your partner a real book or comic book that you like. Say what it is about and give reasons for your suggestion. Then listen and respond to your partner's suggestion.

17

## Extension Open Discussion

- Assign students to pairs.
- Ask the students to discuss current movies that are out and make fictitious plans for the weekend.
- Instruct students to use the vocabulary from Lesson 5.
- Tell the students they can reference the Model Conversation if they need guidance.

## D Grammar

- Go over the table, explaining how to use the word *prefer* with nouns and infinitives.
- Ask students to repeat each sample sentence after you.
- After repeating the sentences, ask students: *Do you prefer dogs to cats? Do you prefer sleeping late to waking up early? Do you prefer to walk rather than drive?*
- Explain that we use *would prefer* when we are talking about a choice we are making right now.
- Explain how to use *not as + adjective + as* to show comparisons between two things. Ask students to repeat each sentence after you.
- Practice more by asking students to come up with sample sentences for each phrase. Write these examples on the board.

## Teacher's Note No preference

If you have no preference, you can use the expression, *"I like dogs as much as cats."*

## E Grammar Practice

- Tell the students that you will practice using the word *prefer*.
- Ask the students to work alone and answer the questions with full sentences about their own preferences
- Assign the students to pairs.
- Tell the students to ask their partner about his or her preferences, using the target expressions.
- Ask each student a question: *Which do you prefer, showers or baths? Compare watching sports to playing sports. Which do you prefer? Which do you prefer, vegetables or meat? Compare reading a book to watching a movie. Which do you prefer.*

- Key**
- I prefer baths to showers.
  - I usually prefer playing sports to watching sports.
  - I like meat, but I prefer vegetables.
  - I prefer to watch a movie rather than read a book.

## ✓ Check the Workbook

For further practice expressing preference with *prefer*, use Exercise 3 in Unit 1, Lesson 5 of the workbook.

## F Use the Language: I'd prefer to read...

- Tell the students that they will now practice what they've learned with a partner.
- Assign students to pairs.
- Tell students that one student is Partner A and one student is Partner B.
- Ask students to read the description of each book/novel.
- Tell Partner A to choose one of the books and suggest it to their partner. Ask Partner A to explain why they recommend the book.
- Ask Partner B to choose a different book and explain why they would prefer to read it, giving reasons.
- Then, switch roles.
- Next, ask students to suggest to their partner a real book or comic book that they like. Tell students to provide information about the book and to give reasons for their suggestion. Ask students to listen and respond to their partner's suggestion.
- You may want to write a list of books/comic books on the board in case students have trouble thinking of one. If students still have difficulty, you may consider allowing them to select a movie or TV show.

## Extension Mingle

- Explain to students that movies, books, and TV show preferences are very popular topics of conversation. Ask students to stand up and talk to a minimum of 5 people about their movie, book, and TV preferences. Remind students to use the vocabulary and grammar points from the lesson.
- If there is an odd number of students, join in the mingle activity.

## Unit 1 : Active Review

### Warm Up

- Ask students to think about a time when they argued with their sister, brother, roommate, or friend. Ask them *Who did you argue with? What did you argue about? How did you resolve the argument?*
- If students have difficulty thinking of something to share, tell a personal story about an argument you have had or provide a made-up example. For instance, *In college, I had an argument with my roommate. I was trying to study, and she was playing very loud music. We argued. My other roommate suggested that we both put headphones on. This helped solve our issue.*

### A Listen and Complete

- Tell the students that they will listen to a conversation. Ask them to pay close attention to find out about Monica's problems with her sister. Tell students to use the information to fill in the blanks. Listen to the audio multiple times if needed.
- When you are finished, check the answers as a class. You may ask the students to repeat each sentence after you.

Key

1. Monica and her sister usually get along fine, but lately she's complaining all the time.
2. Monica's sister stays awake until midnight anyway. And she's having a party for her friends next Saturday.
3. Monica's sister usually cooks, and Monica washes the dishes and straightens up the apartment. But Monica really prefers to cook.
4. Monica's sister acts like she owns the apartment, but it belongs to both of them.

### ■ Listen Again

- Ask students to listen to the dialogue again and write down the different things that Monica and her sister do in the apartment.
- When the students are finished, ask for their answers and write them on the board. Elicit missing answers.

### B Respond


- Assign students to pairs and ask them to discuss the questions, based on the conversation. Answers will vary.
- Tell students that they may write the answers down but that you will discuss the answers as a class.

Key


1. She is arguing a lot with her sister whom she lives with.
2. Monica's sister complains that Monica's guests keep her from sleeping at night.
3. Monica wants to cook, but her sister starts cooking before Monica gets home.
4. Ed suggests she make a specific plan and tell her sister clearly what she wants.
5. I think Monica's sister is right. Her sister needs to respect her space.
6. I think Monica should try to be quieter at night time or go somewhere else.

## Active Review

### A Listen and Complete

Listen to a conversation. While listening, note Monica's problems with her sister, and use the details to fill in the blanks. 

1. Monica and her sister usually get along fine, but lately \_\_\_\_\_.
2. Monica's sister stays awake until \_\_\_\_\_ anyway. And she's \_\_\_\_\_ next Saturday.
3. Monica's sister usually \_\_\_\_\_, and Monica \_\_\_\_\_.  
But Monica really \_\_\_\_\_.
4. Monica's sister acts like \_\_\_\_\_, but \_\_\_\_\_.

Listen again and make notes on the different things that Monica and her sister do in the apartment. 

Notes

### B Respond

With a partner, answer the following questions based on the conversation.

1. What is Monica's problem?
2. What does Monica's sister complain about the most?
3. Why doesn't Monica cook more often?
4. What is Ed's advice?
5. Who do you think is right in this argument, Monica or her sister?
6. What do you think Monica should do?

### C Reminder

Some Module 1 Goals in Unit 1

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Have short conversations with friends, and ask and answer simple questions about familiar topics (for example, hobbies, sports, and music)
- \_\_\_\_\_ Give descriptions on a variety of familiar subjects related to your interests
- \_\_\_\_\_ Understand discussions about daily life and be able to request assistance when needed

18

### ■ Feedback

- For feedback, take the opportunity to discuss the six questions in details.
- Encourage all pairs to participate and offer advice to Monica.
- This would be a good time to revisit the warm up, in case some students did not have the opportunity to participate or there was a specific student whose argument was very engaging.

### Reminder: Some Module 1 Goals in Unit 1

Read each goal with the class. For each goal, ask students to look over the unit and find where they did these things. Ask students if they can demonstrate some of the goals. Then have students put a check mark next to the goals they have achieved.

**A Read to Write**

Read the magazine article about single-person households.

**Living Alone in Seattle**

In the US city of Seattle, living alone is popular. About 40% of houses and apartments have only one person in them. Some of these "singles" are living alone because they prefer it. Some just moved to the city. They went there to get a job and didn't bring their families. Others are living alone as the result of divorce. Many are young adults in their first apartments.

Some singles say they prefer living alone because it is quieter and more relaxing. Without roommates, they can cook, sleep, watch TV, read, and play their favorite music at any time. Many singles also spend most of their time outside the home. Others don't like living alone. They say it's not as fun as doing things with other people. They hope to find someone to share their homes with in the future.

**B Speak to Write**

Talk to a partner about how you would feel about living alone. What are some good points and bad points about living alone? What can you do at home when you live alone, and how is this different from living with others?

**C Now Write**

Based on your reading and discussion, prepare to write a paragraph on the subject: *Would you rather live alone or live with roommates?* Start by writing a short outline within a three-minute time limit. You must think of at least three reasons to support your opinion.

Outline

Now write your paragraph on a separate piece of paper. You have eight minutes. When you are finished, review and edit your paragraph to correct any errors. How many errors did you find?

19

**Now Write**

- Tell students that they will now write a paragraph on the subject.
- Write the prompt on the board: *Would you rather live alone or live with roommates?*
- Tell students they should start by writing a short outline. Give students three minutes to complete the outline, which must include three reasons that support their opinion.
- While the students are working, walk around the room and offer assistance.
- Once the three minutes is up, ask the class if they have any questions about their outlines.
- Tell students that they will now write their paragraph on a separate piece of paper. They have eight minutes to complete the paragraph.
- While the students are working, walk around the room and offer assistance if necessary.
- When they are finished writing, ask students to review and edit their paragraphs, taking note of any errors.
- Ask the students *How many errors did you find?*
- Time permitting, ask a few of the students to read their paragraphs to the class. Allow time for students to ask questions.

**Warm Up**

- Ask students if they have ever lived alone or if they know someone who has lived alone.
- Ask students why someone might live alone. Write some of these reasons on the board.

**A Read to Write**

- Ask students to read the magazine article about single-person households. Tell students that *single-person household* means that a person lives alone.
- After students finish reading, ask the following questions: *What percent of US houses and apartments have one person living in them? Why do some single people prefer to live alone? Why do others not like living alone?*

**B Speak to Write**

- Tell students to think about how they would feel living alone.
- Assign students to pairs. Ask students to discuss how they would feel about living alone.
- Tell students to include good and bad points about living alone.
- Ask students to consider what they can do at home when they live alone and how it would be different if they lived with others.
- If time permits, assign students to groups and have them participate in a small group discussion about the items above.

# Unit 2 Overview:

## I'll go out tonight.

### Lesson 1: Visiting Relatives

**Aims:** - Name the members of an extended family  
- Use *will* and *be going to* for future tense

**Vocabulary:** Relationships and family get-togethers

**Grammar:** Future tense

### Lesson 2: Blind Date

**Aims:** - Understand and discuss dating advice  
- Express probability and make predictions

**Vocabulary:** Going on a (blind) date

**Grammar:** Making predictions and expressing probability with *will* and *be going to*

### Lesson 3: Going to the Movies

**Aims:** - Identify movie genres  
- Use modals of possibility

**Vocabulary:** Types of movies and going to the movies

**Grammar:** Modals of possibility

### Lesson 4: Nightlife

**Aims:** - Use language related to nightlife activities and places  
- Use verbs followed by *that* clauses

**Vocabulary:** Going to concerts, cafés, bars, and night clubs

**Grammar:** *that* clauses

### Lesson 5: Day Trips

**Aims:** - Use language related to day trips  
- Suggest various activities

**Vocabulary:** Weekend plans; modals, adverbs, verb phrases, and adjective phrases used to make predictions

**Grammar:** Suggesting activities

### Some Module 1 Goals in Unit 2

- Discuss different things to do, places to go, etc.
- Describe plans, arrangements, and alternatives
- Understand the main points in short newspaper and magazine articles about current and familiar topics

## Lesson 1 Visiting Relatives

### Aims

- Name the members of an extended family
- Use *will* and *be going to* for future tense

### Vocabulary

niece	mother-in-law	nephew	grandchild
on your way	look forward to	run late	miss

### Grammar

Future tense

### Warm Up

- With books closed, ask students to review some of the familiar vocabulary they already know about members of a family. Prompt students to share the name of a family member, using the form *My sister's name is \_\_\_\_\_*.
- Ask students to brainstorm a few occasions when people meet their extended family. You may specifically introduce the vocabulary *extended family* if students are unfamiliar with it, defining it as the relatives other than parents, children, siblings, or spouse.

## ★ Unit 2 · I'll go out tonight. ★

### Lesson 1

### Visiting Relatives

#### A Model Conversation

#### Brief note

"Thanksgiving" is a US holiday in late November. Families get together to eat a big meal, usually including turkey.

Read the conversation. Then listen. 

Craig: Hi, Sandra. Happy Thanksgiving.

Sandra: You, too! Are you and Marie on your way?

Craig: No, Marie and the kids are still getting ready. I'm calling to say we'll be a little late.

Sandra: That's okay. Actually, I still have a lot of work to do for dinner. I'm running late, too, because I'm chatting online with my grandchildren in California.

Craig: Oh, how are they? And their parents? I miss them.

Sandra: Fantastic. The kids are going to visit next month for a week, so we can look forward to that.

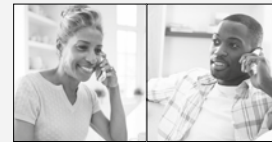
Craig: Great! Nina and John are my only niece and nephew, but I hardly ever see them. Hey, maybe I'll take them to a football game.

Sandra: Yes, they'll love that. So, anyway, what time will you get here?

Craig: We'll be there at about 4:30. Want us to bring anything?

Sandra: No, that's all right. Just be ready to eat a lot.

Craig: We're looking forward to the turkey. I always tell everyone about my mother-in-law's great cooking.



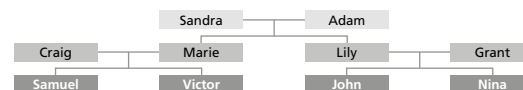
#### B Vocabulary

#### Brief note

A person's "mother-in-law" is the mother of his or her spouse. The word *in-law* can be used with other family words, too. For example, your spouse's brother or your sibling's husband is your *brother-in-law*.

Look at the family tree. Then fill in the blanks with the correct words from the box.

niece mother-in-law nephew grandchildren (*sing.* grandchild)



- Sandra is Craig's \_\_\_\_\_.
- Sandra and her husband have four \_\_\_\_\_.
- Nina is Craig and Marie's \_\_\_\_\_.
- Craig and Marie have a \_\_\_\_\_ named John.

Match the words and phrases with the correct definitions.

- |                                |   |  |
|--------------------------------|---|--|
| 5. be on (one's) way           | • | a. to think about (a future event) in a happy way  |
| 6. look forward to (something) | • | b. to feel sad because someone isn't with you      |
| 7. run late                    | • | c. to be late getting ready; to be behind schedule |
| 8. miss                        | • | d. to be going or traveling somewhere              |

#### C About You

Tell a partner about your relatives.

- Do you have any brothers-in-law or sisters-in-law? What are they like?
- How many nieces and nephews do your parents have? How many grandchildren? Do they visit your parents often?
- What do you do when you visit your relatives?



#### A Model Conversation

- Transition by telling students they will read and hear a dialog about a family event. Students should give special attention to the family relationships that are described.
- Ask students to read the conversation in pairs.
- Ask students to give a brief summary of the conversation.
- Play the audio and listen to the conversation as a class.
- Ask students the following questions: *Who is Sandra chatting online with? What is Craig's relationship with Nina and John? When will Craig arrive?*

#### B Vocabulary

- Look at the family tree. The tree is based on the people mentioned in the dialog that they've just heard. Say the words in the word box and ask students to repeat.
- Tell students to use the vocabulary to complete the first four sentences that describe the relationships.
- Instruct students to answer questions 5-8 by matching the verb phrases to their definitions.

#### Key

- |   |                  |
|---|------------------|
| 1. mother-in-law                                      | 2. grandchildren |
| 3. niece  | 4. nephew        |
| 5. d. to be going or traveling somewhere              |                  |
| 6. a. to think about (a future event) in a happy way  |                  |
| 7. c. to be late getting ready; to be behind schedule |                  |
| 8. b. to feel sad because someone isn't with you      |                  |

#### C About You

#### ► Demo

Share a few facts with students about your own family. Give some emphasis to some of the target vocabulary, but also talk about other members of your family.



## D Grammar

### Future tense

future tense with <i>will</i> and <i>be going to</i>	
We can speak about the future using <i>will</i> or <i>be going to</i> . Often, you can use either <i>will</i> or <i>be going to</i> : <i>We'll be a little late.</i> <i>We're going to be a little late.</i>	
<i>will</i>	<i>be going to</i>
With <i>if</i> (first conditional): <i>If you're late again, mom <b>will be</b> upset.</i>	For decisions and definite plans made before speaking: <i>I've packed my suitcase. <b>I'm going to leave</b> soon.</i>
For offers to do something: <i>Those bags look heavy. <b>I'll help</b> you.</i>	Often, the present continuous has the same meaning: <i>I've packed my suitcase. <b>I'm leaving</b> soon.</i>

## E Grammar Practice

### Circle the correct answers.

- ( We're going to / We'll ) sell our car. We put an ad in the newspaper.
- I think maybe ( I'm going to / I'll ) cook Thanksgiving dinner this year.
- If you don't study now, you ( aren't / won't be ) ready for the final exam.
- They bought a new house in Texas. They ( are going to / will ) move in July.
- A: I'm running late for class, and I still have to take the dog for a walk.  
B: No, go to class. ( I'll / I'm going to ) take him.

## F Read to Write

- Read the email about a family get-together. Underline the future tense verbs.

Hey, Lucas.

Thanks for inviting me to visit this weekend, but I won't be able to come. Saturday is my sister's 25th birthday, and we're going to give her a big party. It was my future brother-in-law's idea. He and my sister are going to get married in June. On Saturday, we're going to have dinner at her favorite restaurant and then go to her apartment to have cake and hang out. (I'm going to make the cake!) Maybe we'll play some games. It'll be fun. My aunts, uncles, nieces, and nephews will be there. I'm looking forward to it because I don't see them very often. Anyway, let's get together soon. I'll call you.

Alicia

- Now look at the pictures below. What kind of family get-together would you like to have this weekend? Choose one. Who will come? What will you do? On a separate sheet of paper, write an email to a friend like the one above.



A barbecue at home



A hiking and/or camping trip



A day at the beach

21

### ► Activity

Ask students to do the activity in pairs. Instruct them to answer the questions about their own families, and encourage them to share additional details.

### ► Feedback

When students have finished their discussion, ask them each to report one fact to the class about their partner's family.

### Extension Plan a family event

- Tell students that they will plan a special event for their extended families, and that the event should be something different from their routine. For example, they could plan an anniversary party, a camping trip, or barbecue party.
- Have students work in small groups.
- Tell students to brainstorm several possible events, and then each student will choose one of those events to plan for his or her own family.
- Students should talk about who they would like to attend the event and what they would like to do there.

### ✓ Check the Workbook

For further practice with family members and family trees, use Exercise 1 in Unit 2, Lesson 1 of the workbook.

## D Grammar

- Briefly go over the table. Have students practice reading the example sentences out loud to become comfortable using the different ways of talking about the future.

- Follow up by asking students a few basic questions about their own near-future plans.
- Offer corrections to any errors, with the main emphasis on getting the syntax right.
- Only in the case that students' responses are notably unnatural sounding from a native-speaker's perspective will it be necessary to make corrections based on usage before moving on to the practice phase.

### Teacher's Note Give guidelines rather than rules

It's definitely worth being aware that most distinctions between the use of *be going to* and *will* are guidelines at best. The text of the table and the exercises attempt to teach students the most common, conventional use, but in many cases it makes little or no difference which form we choose. The main thing that helps students understand is that *be going to* is more explicit in implying a plan has already been made, or there is more certainty.

When correcting students here, the goal is not to be pedantic, but to achieve natural sounding English.

## Grammar Practice

- Tell students to select the best option in parenthesis to complete the sentences.
- At this time, if more than one answer appears possible, students should aim for the most natural choice based on context. They should ask themselves, when in doubt: *Has a plan already been made?*
- When ready, check answers as a class.

Key

- |                   |         |             |
|-------------------|---------|-------------|
| 1. we're going to | 2. I'll | 3. won't be |
| 4. are going to   | 5. I'll |             |

### ✓ Check the Workbook

For further practice with future tense, use Exercises 2 and 3 in Unit 2, Lesson 1 of the workbook.

## F Read to Write

- Assign students to pairs.
- Have students read the email aloud with their partners, and instruct them to underline the future tense verbs as they go.
- When students have completed this part, quickly go over the underlined verbs as a class.
- Now read the instructions for the continuation aloud and confirm understanding.
- As students are writing their response, go around and confirm that they are making use of full sentences, not just notes and phrases.
- When the writing is complete, help students find and correct errors in their writing. If time allows, you may want to assign students to peer-edit one another's writing while you are giving corrections to other students in the class.

### Extension What will you do?

To make more use of future tense, students can be assigned to small groups and then respond to and discuss the following questions:

- When will you next see your family, and what will you do together?
- What are you going to do tomorrow?
- What do you hope will happen next year?

## Lesson 2 Blind Date

### Aims

- Understand and discuss dating advice
- Express probability and make predictions

### Vocabulary

be yourself	cancel	double date	hobby
be stressed out	worry	shy	perfect
get to know (someone)		go on a blind date	

### Grammar

Making predictions and expressing probability with *will* and *be going to*

### Warm Up

- Ask students whether they know what an advice column is. Have they read one? What kinds of problems are discussed?
- Ask students what they might worry about before going on a date. Do they have any advice that could help a person feeling nervous about a date?

### A Authentic Text: Online advice column

- Read the instructions aloud to the class and confirm understanding.
- Assign students to pairs, and have them read the text aloud together. One student can read the first part requesting help, and the other student can read the response.
- When student have finished reading, direct their attention again to the instructions. They should discuss the advice they've read and give additional advice.

### B Vocabulary

- Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Tell students to match the words and phrases to their correct definitions.
- Check answers as a class.

Key

- |                    |                           |
|--------------------|---------------------------|
| 1. b (get to know) | 2. g (go on a blind date) |
| 3. i (worry)       | 4. f (be stressed out)    |
| 5. e (hobby)       | 6. c (cancel)             |
| 7. j (perfect)     | 8. a (be yourself)        |
| 9. h (shy)         | 10. d (double date)       |

### ✓ Check the Workbook

For further practice with vocabulary related to dating, use Exercise 1 in Unit 2, Lesson 2 of the workbook.

### C About You

#### ► Setup / Demo

Read the instructions aloud to the class and ensure understanding. Give an example or two of your own to model the correct language, for example, *On a blind date, I'd like to walk on the beach. I wouldn't like to talk about my family.*

#### ► Activity

First have students work individually to list their ideas. Confirm that students are including activities that they would not like to do. Assign students to pairs to discuss their ideas and their reasons. Students should make note of their partner's ideas and reasons as well to confirm that they are listening attentively. Ensure that they are asking follow-up questions.

## Lesson 2 Blind Date

### A Authentic Text: Online advice column

Read the online advice column. Then discuss the advice with a partner. Do you have any other advice for Stressed Out?

#### Ask Ms. Trudy

Dear Ms. Trudy,  
I'm going on a blind date this Friday night. We're going to have a typical dinner-and-movie date, and maybe we'll go to a café. The guy is my best friend's coworker, and she says he's perfect for me. We're both from Australia, and we are studying in the US right now. Also, we have the same major, business, and the same hobby, photography. But it's my first blind date. I'm a little shy with new people. Maybe I won't like him, or he won't like me. I can't stop worrying about it. I might cancel. What's your advice? Help!  
- Stressed Out



Dear Stressed Out,  
You shouldn't cancel the date. You're right—you may not like him very much, or he may not like you. But that's all right. Try to get to know each other. That will only happen if you relax and be yourself. If you're really nervous, you could ask your friend and her boyfriend to join you on a double date. Perhaps you'll feel more relaxed in a group.

Remember, it's only one evening. So have fun. If it doesn't go well, it's no big deal. And maybe you'll be less nervous on your next blind date.  
- Ms. Trudy

#### Brief note

"It's no big deal" means it's not important (so don't worry about it).

### B Vocabulary

Write the letters of the words and phrases from the box next to the correct definitions.

- |                    |                          |           |                |            |
|--------------------|--------------------------|-----------|----------------|------------|
| a. be yourself     | b. get to know (someone) | c. cancel | d. double date | e. hobby   |
| f. be stressed out | g. go on a blind date    | h. shy    | i. worry       | j. perfect |

- |   |   |
|---|---|
| 1. to learn about a person and become friendly with each other _____    | 6. to decide not to go to a planned event _____   |
| 2. to go out with someone you don't know _____                          | 7. exactly right; having no bad points _____      |
| 3. to feel afraid that something bad may happen _____                   | 8. to relax and not worry what others think _____ |
| 4. to feel a lot of stress _____  | 9. feeling nervous talking to others _____        |
| 5. something you like to do in your free time; a special interest _____ | 10. a date that two couples go on together _____  |

### C In Your World

Make a list of three things you would like to do on a blind date and three things you would not like to do. Then compare your ideas with a partner and discuss your reasons.

Me	
I'd like to	I wouldn't like to
_____	_____
_____	_____
_____	_____

22

### ► Feedback

Ask students to report to the class what they and their partners said.

#### Teacher's Note Like versus would like

Give some attention to whether students are correctly distinguishing between what they *like*, as an expression of routine, versus what they *would like*. The emphasis in the instructions is on what the students *would like*, so they are not limited to discussing their own real experience, but can use their imagination.

#### Extension Fantasy versus Reality

Have students discuss different kinds of dates, including the kinds of fantasy dates that happen only in movies and TV, and the kinds of things that people typically do on dates.

- Assign students to pairs.
- Tell students to talk for a few minutes about the kind of romantic dates that happen only in movies and fantasies. What do they think of this?
- Next have students talk about the ordinary things that most people do on dates.
- Tell students to compare the different kinds of dates they've discussed, including how and why they're different.

## D Grammar

### Making predictions and expressing probability with *will* and *be going to*

#### Brief note

Sentence adverbs usually come at the beginning of a sentence or as part of a phrase at the end.

making predictions			
You can make a prediction (give an opinion about the future) using either <i>will</i> or <i>be going to</i> . <i>It'll rain tomorrow.</i> <i>It's going to rain tomorrow.</i>			
expressing probability			
maybe	possibly	perhaps	probably
<i>Maybe</i> is often used as a sentence adverb. It means that something is possible but not certain.  Maybe they are going to see a movie. I will talk to Jim or maybe his sister.	<i>Possibly</i> can be used after <i>will</i> or <i>be</i> verbs and as a sentence adverb. It's not used often in speaking.  He will <b>possibly</b> call us tomorrow. He will call us tomorrow, <b>possibly</b> .	<i>Perhaps</i> is like <i>maybe</i> , but it is used more often in writing than in conversation.  Perhaps you are going to need more money. We will buy some books and <b>perhaps</b> a magazine.	<i>Probably</i> is stronger than <i>maybe</i> , <i>possibly</i> , or <i>perhaps</i> . It means you are almost sure.  She will <b>probably</b> get the job. I am <b>probably</b> going to stay home on Sunday.

**Brief note**  
One reason *will* *possibly* is not often spoken is because *might* or *may* is a more common way to say the same thing. (See Lesson 3.)

## E Grammar Practice

Fill in the blanks with the words from the box. If more than one answer is possible, select the one that seems best.

possibly      will      is      maybe      probably

- I think the guests \_\_\_\_\_ have a good time.
- Do you think he \_\_\_\_\_ going to call you?
- \_\_\_\_\_ she will enjoy dinner at an Indian restaurant.
- She's sick, so she's \_\_\_\_\_ going to cancel the dinner party.
- We are \_\_\_\_\_ going to get a German car, or perhaps an Italian one. We're not sure.

## F Use the Language

### Going on a date

Read the following dating situations. What advice do you have for these people? What will probably happen if they take your advice? What if they don't? Make notes about your advice and predictions on a separate piece of paper.



**Emma:** For our second date, a guy invited me to an art museum. He knows a lot about art, but I don't. What should I do?



**Fred:** I went on a blind date at my favorite restaurant. She was very interesting, but she was not nice to our waiter. Should I go out with her again?



**Pedro:** A girl invited me on a bike ride. I really like her—but I can't ride a bike. I'm worried about telling her. Any advice?

Now compare your ideas with a partner's. Report your ideas to the class.

23

## D Grammar

- Go over the table as a class. The teacher should read the information about grammar aloud, as well as the Brief notes, and students should be asked to repeat the example sentences aloud.
- When you have finished going over the table, ask students which of the words are most often used in casual speech. (*maybe* and *probably*)
- Ask students some simple *will* questions, and ask them to respond using some of the language presented in the table. For example, *Will it rain tonight?* and *Will you remember what you learned today?*
- Give on-the-spot correction.

### Teacher's Note Misusing *maybe*

One of the most common errors, which you should be on the lookout for, is misuse of *maybe* as though it were a modal verb in sentences, as in *I will maybe spend a lot of money*. Students will soon learn how to use the modal *may*. In the meantime, they should be reminded to use *maybe* as a sentence adverb, usually at the start of a clause, as in *Maybe I will spend a lot of money*.

## E Grammar Practice

- Read the instructions aloud and confirm understanding.
- Then ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary.
- Before checking answers, ask whether students used each word only once. If not, give them a chance to make corrections. (Finding which sentence can use the answer "maybe" is key.)
- When ready, check answers as a class.

### Key

1. will
2. is
3. Maybe
4. probably
5. possibly

### Teacher's Note Some ambiguity

In this exercise, both *probably* and *possibly* are grammatically acceptable answers to questions 4 and 5. However, in question 4, context implies that a sick person is *probably* going to cancel a dinner event. In question 5, context suggests *possibly* because the speaker is explicitly *not sure*. If students invert the answers, it is worth pointing out the role of context in helping choose.

### ✓ Check the Workbook

For further practice with expressions of probability and predictions, use Exercises 2 and 3 in Unit 2, Lesson 2 of the workbook.

## F Use the Language: Going on a date

- Read the instructions aloud and confirm understanding.
- Have students work individually to come up with their own unique advice before speaking about the dilemmas with other students.
- Go around and check that students' notes include both advice and at least some predictions about what will happen.
- When students have finished the individual part of the activity, assign them to pairs to discuss their advice and predictions.
- Go around the class while students are speaking, and ask them a few good follow-up questions to keep their conversation flowing.

### Extension Probably Not

For homework, ask students to do some research online or in English-language publications. They should find some predictions for the future. Have students search for predictions they believe will and will not come true.

Students should each bring in an article that they found, to share with the class. Then have students present the predictions, and discuss and debate which predictions they think *probably* will or *probably won't* come true.

## Lesson 3 Going to the Movies

### Aims

- Identify movie genres
- Use modals of possibility

### Vocabulary

romantic comedy	horror	action	animated
fantasy	hilarious	violent	scary

### Grammar

Modals of possibility

### Warm Up

- With books closed, ask students for a few ideas about what they would like to do with a group of friends. What would they like to do with only one friend? What would they like to do on a date? If the answers are different, why are they different?
- Ask students if they can name a movie that's good for friends to see together. Can they say what kind of movie it is?

### A Model Conversation

- Read the conversation as a class, assigning roles for the four spoken parts.
- Play the audio and listen to the conversation as a class.
- Ask students which of the movies they would have chosen and why.

### B Vocabulary

- Tell students to match the pictures with the correct genres of the movies.
- For the second part of the activity, tell students to match definitions to the adjectives that describe different kinds of movies.
- Check answers as a class.

Key

(From left to right)

horror movie, romantic comedy, action movie, fantasy

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

### ✓ Check the Workbook

For further practice with the vocabulary, use Exercises 1 and 2 in Unit 2, Lesson 3 of the workbook.

### C About You

#### ► Demo

Model a couple of sentences about movies that would fit the activity. For example, *I like fantasy movies. The Hobbit is a good fantasy movie.* Read the instructions aloud to the class and ensure understanding.

#### ► Activity

First have students work individually to list their ideas. Confirm that students are including several genres as well as specific titles within the genres. Assign students to pairs to discuss their ideas and their reasons. While students are discussing their answers, go around and prompt students to describe the movies in more detail.

#### ► Feedback

Be sure that students are asking one another questions, not just reporting their own opinions. When finished, students can report one difference of opinion that they had with a partner.

## Lesson 3 Going to the Movies



### A Model Conversation

Read the conversation. Then listen. 

- Chuck:** Hi, everyone. Did you choose a movie for tonight?  
**Bill:** I don't know, what do you and Christine think?  
**Chuck:** Well, I think we should see *Victory Parade*.  
**Christine:** Hmm. I'd rather not. It's an action movie, and it might be really violent.  
**Sarah:** If you hate violent action movies, you must hate horror movies, too, right? Because I'd like to see *House of Rats*.  
**Christine:** Sorry, but no—it looks too scary.  
**Chuck:** Well, *Crazy Quentin* ought to be good. It's the number-one movie in online reviews.  
**Bill:** That's an animated movie, right? Based on a fantasy computer game, I believe. That could be fun.  
**Chuck:** I agree. Oh, wait—we can't see it. It's sold out.  
**Christine:** Hey, I know! Let's see *I Truly Do*. It's a romantic comedy. It should be a good movie for a double date, and I heard it's hilarious.

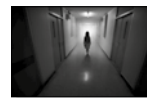
#### Brief note

If a movie is "sold out", it means no more tickets are available.

### B Vocabulary

Write the words from in the box under the correct pictures.

romantic comedy    fantasy    horror movie    action movie



Match the words with the correct definitions.

- |                |   |
|----------------|---|
| 1. animated •  | a. extremely funny  |
| 2. violent •   | b. causing fear   |
| 3. scary •     | c. telling a story through moving pictures drawn by artists |
| 4. hilarious • | d. showing people getting hurt                              |

### C About You

List two kinds of movies you like and two kinds you don't like. Give one or two examples of each kind. Then tell a partner and give reasons for your opinions.

	Kinds of movies	Examples (titles)
I like	1. _____	_____
	2. _____	_____
I don't like	1. _____	_____
	2. _____	_____

24

### Teacher's Note Stating the obvious

Sometimes students resist stating the obvious. When describing a movie such as *Transformers*, they don't know how to talk about it because they assume that their partner already knows a lot. But before they get bogged down trying to summarize the plot, they should be able to say simple, obvious things, such as *There are robots*, or *There is a lot of action*, or even *It was a fun movie*. If students are struggling, ask them one or two obvious questions that are easy to answer.

### Extension Watching a movie alone or with others

- Assign students to small groups to discuss their movie-going habits and preferences.
- Have students discuss what kinds of movies they would like to see if they had to watch them alone. They can talk about genres as well as specific examples and titles.
- Have students talk about what movies they would like to see with a group of several friends. Are these different from the ones they would see alone?
- Finally, which movies are best for dates, and which movies would be a bad choice for dates?



## D Grammar

### Modals of possibility

modals of possibility		
A modal adds meaning to the main verb. Modals of possibility say how sure you are about something.		
meaning	modals	examples
possibility	<i>could, may, might</i>	A: Who's at the door? B: I don't know. It <b>could</b> be Jake. Devon <b>may not</b> come to the movies with us. I <b>might</b> stay home this summer, or I <b>might</b> travel. I'm not sure.
strong possibility	<i>should, ought to</i>	This movie <b>ought to</b> be good. It's very popular. I'm leaving now, so I <b>should</b> be home in ten minutes.
near certainty	<i>must, can't</i>	If you like to laugh, you <b>must</b> like comedies. That <b>can't / must not</b> be true. It's not possible.

## E Grammar Practice

### Circle the correct answers.

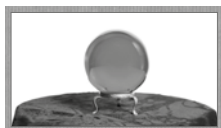
- All my friends like this restaurant, so it ( *could* / *ought to* ) have good food.
- Don't touch that snake! It ( *can't* / *should* ) be safe.
- Eric is still thinking about his plans for tonight. He ( *might* / *can't* ) visit his parents.
- Kira's car is here, and her bedroom light is on. She ( *must* / *could* ) be home.
- I'm really excited to see this movie. It ( *might* / *should* ) be hilarious.
- Check the date on that meat before you cook it. It ( *may* / *must* ) be old.
- Tim always wants to see fantasy movies. They ( *should* / *must* ) be his favorite.
- Maybe we shouldn't watch this movie with the kids. It ( *could* / *can't* ) be violent.

## F Use the Language

### What does the future hold?

Fifty years in the future, what will the world be like? Talk about the topics below in small groups. What's possible, and what's not? Try to make at least one prediction about each topic. Ask one member of the group to write your predictions down.

Talk about the possible effects of these changes. Will the world be better or worse? Remember to give reasons.



- Food
- Technology
- TV and movies
- Dating, love, and marriage
- Work and jobs
- Education

Now report your group's most interesting predictions to the class.

## Key

- |             |          |          |          |
|-------------|----------|----------|----------|
| 1. ought to | 2. can't | 3. might | 4. must  |
| 5. should   | 6. may   | 7. must  | 8. could |

### ✓ Check the Workbook

For further practice with modals of possibility, use Exercises 3 and 4 in Unit 2, Lesson 3 of the workbook.

## F Use the Language: What does the future hold?

- Assign students to small groups.
- Read the instructions aloud and confirm understanding.
- Students may need you to give them a few examples of predictions to help get them started. Try *In fifty years, most people may eat insects*, and *Most movies could be 3-D in the future*, and *There should be no more science fiction in the future because space travel will be real*.
- After groups have made and discussed their predictions, have them report some of their most interesting predictions to the class.
- Encourage classmates to be skeptical and say which predictions they think may not come true and why.

### Extension Solving a Mystery

For another opportunity to do some research related to the lesson, ask students to find some information about a mystery. They should prepare to come back and describe a mystery to their classmates. When they report in the next class, students should speculate about possible and probable explanations of the mystery. Mysteries could include legends such as U.F.O.s, or specific real-world news events such as unsolved crimes.

## D Grammar

- Briefly go over the table.
- Have students repeat the example sentences aloud.
- Challenge students with a few simple scenarios such as *Jim fell asleep on the bus, and when he woke up, he couldn't find his bag*. Ask students where his bag might be. Try another scenario: *Hannah got flowers from her boyfriend*. Ask *How must she feel?* and *What special day might it be today?*

### Teacher's Note Modals with many uses

Keep in mind that modal verbs such as *should* can be used in different ways in English, but EFL students may be confused by this. Be prepared to clarify that *should* as an expression of possibility is completely different from *should* for advice and that natives depend a lot on context to understand which usage applies. Similarly, students need to distinguish between *must* for deduction and *must* for obligation.

## E Grammar Practice

- Tell students to select the best word or phrase to complete each sentence.
- Make it clear that students must pay close attention to context to determine if something is possible, strongly possible, or certain.
- Remind students that they may make use of the chart above to help select the most appropriate answer.

## Lesson 4 Nightlife

### Aims

- Use language related to nightlife activities and places
- Use verbs followed by *that*-clauses

### Vocabulary

dance	bartender	live music	promise
feel like	cover charge	bar	concert

### Grammar

*that* clauses

### Warm Up

- Ask students to name some places to go out at night and some things to do there.
- Prompt for some kinds of places, such as restaurants, the beach, etc., and follow up with some specific examples that students like (a particular restaurant or a good neighborhood in their own town).
- Get some students to share their experiences of going to some of these places.

### A Model Conversation

- Ask students to read the conversation in pairs.
- Ask students if they can give a brief summary of what the conversation was about.
- Play the audio and listen to the conversation as a class.

### B Vocabulary

- Look at the vocabulary words in the box. Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Tell students to match the words to their definitions. In cases where more than one definition seems possible, students are to choose the best definition.

Key

- |                 |              |
|-----------------|--------------|
| 1. feel like    | 5. bartender |
| 2. cover charge | 6. promise   |
| 3. dance        | 7. bar       |
| 4. live music   | 8. concert   |

### ✓ Check the Workbook

For practice making a conversation, use Exercise 1 in Unit 2, Lesson 4 of the workbook. For further practice with vocabulary, use Exercise 2.

### C In Your World

#### ► Demo

Tell students briefly about a city where you once lived, and something you could do there at night, as an example of something that would meet the activity's goals.

#### ► Activity

Assign students to pairs. Read the instructions aloud and confirm understanding. Make clear that students should talk about familiar places and they can be near their current home or in another town that they have lived in. Ensure that students are asking one another good questions and not simply reading out their own answers without prompting.

#### ► Feedback


If time allows, students can be invited to share their ideas with the whole class, and find out which are the most common ideas and which are the most unique.

## Lesson 4 Nightlife

### Brief note

"Feel like" is usually followed by a gerund.  
Do you *feel like dancing*?  
It can also be followed by a noun.  
I *feel like dessert*. = I'd like to eat dessert.

### A Model Conversation

Read the conversation. Then listen. 

Lawrence: Did you enjoy the concert?  
Mary: It was great! I couldn't stop dancing.  
Lawrence: Me, neither. Do you feel like dancing more? I know a good club nearby.  
Mary: I think I know it, too. Are you talking about Club Blue?  
Lawrence: Yes, that's right. It's a fun place.  
Mary: Yes, it is. But I'm not sure that I can dance anymore.  
Lawrence: How about a bar? We can sit down and talk, and maybe have something to eat.  
Lawrence: That sounds good. I know one in this neighborhood. My friend is a bartender there, and I'm fairly sure it has no cover charge on weekdays.  
Mary: Great!  
Lawrence: And it has live music every night. Do you like country music?  
Mary: Well... I never listen to it. But I don't mind giving it a try.  
Lawrence: Cool. Oh—one more thing. After the band plays, there's karaoke. Can you sing?  
Mary: Not at all! I'm really shy in front of big groups!  
Lawrence: It's okay. Don't worry. If you don't want to sing, I promise you don't have to.



### B Vocabulary

Write the words from the box next to the correct definitions.

dance bartender live music promise feel like cover charge bar concert

- \_\_\_\_\_ to want to do (something) right now
- \_\_\_\_\_ money you have to pay to enter a bar, club, etc.
- \_\_\_\_\_ to move your body to music
- \_\_\_\_\_ music played by a singer or band in front of people, not recorded
- \_\_\_\_\_ a person who makes and sells drinks at a bar
- \_\_\_\_\_ to say that you will definitely do something
- \_\_\_\_\_ a business that mostly sells alcoholic drinks
- \_\_\_\_\_ a live music event, usually held in front of a crowd of people

### C In Your World

Think about where you live now or about your hometown. Where can people go to do the following things in the evenings? Which do you like to do? Tell a partner.

Have a romantic date:	Dance:	See a concert:
Eat dinner and hear live music:	Watch or play sports:	Sing karaoke:

### Teacher's Note Students with little experience

Not all students will have experienced all of the activities. Some may have limited experience, and some activities such as concerts may not even be available in a place convenient and affordable to them. If students find little to talk about based on their own experience, they should be prompted to talk about which of the places they would most like to go *if they could*, or which activities they would least like to do. Otherwise, students should provide their own ideas of good places to go that are not listed in the book.

### Teacher's Note Students with common experience

On the other hand, if two partners are very familiar with the same places, they may need to be prompted to add detail to their conversation. Prompt students to ask when their partner has gone to the place and why they like it, etc.

### Extension What's missing?

Extend conversation by having students talk about the kinds of places and activities that are not easily accessed where they live.

- Have students talk in small groups.
- Tell them to talk about where they live and what they can't see and do. Complaining is acceptable.
- Ask them where in the world they could go to see and do these things.

## D Grammar

### that clauses

#### Brief note

The word *that* is often left out of a *that* clause when speaking informally.

#### that clauses

Some verbs and adjectives can be followed by a *that* clause. A *that* clause contains a noun and verb. *That* clauses are often used with verbs about thoughts, ideas, speech, and giving advice.  
*I think that swimming is fun. = I think swimming is fun.*

*That* clauses can also be used after many adjectives for thoughts, feelings, and possibility.  
*I'm happy that you're here. = I'm happy you're here.*

#### verbs and adjectives which take that clauses

verbs			adjectives		
think	guess	say	certain	aware	likely
believe	know	agree	sure	worried	possible
hope	bet	promise	convinced	hopeful	impossible

#### Brief note

These verbs include words related to thoughts, ideas, and speech.

#### Brief note

Adjectives for thoughts, feelings, and possibility are also used with *that*-clauses.

## E Grammar Practice

Put the words in order to make sentences.

1. think / you / she / do / come / will \_\_\_\_\_?
2. doctor / I / rest / says / the / should \_\_\_\_\_.
3. you / I / won't / living / here / like / am / worried \_\_\_\_\_.
4. promise / you'll / the / come / party / that / to / me \_\_\_\_\_.
5. I / that / don't / be / care / angry / she'll \_\_\_\_\_.
6. be / it / I'll / late / that / is / possible \_\_\_\_\_.

## F Listen to Write

Listen to an advertisement for a new business. What kinds of things can people do there? Put check marks (✓) next to the correct pictures. © Track 13



Now, with a partner, plan a business in your town. You want people to come to have fun. What kind of business is it? What can people do there? Write a short advertisement like the one you just heard. Share your advertisement with the class. Whose business sounds like the most fun?

27

## D Grammar

- Read through the explanation of *that* clauses in the top part of the table, and have students repeat the example sentences.
- Direct students' attention to the verbs and adjectives, and find out if they have questions about the meaning of any words. Your response should include an example of the word used with a *that* clause so they can see it in use.
- After going over the table, try asking students a few questions using the grammar focus. A few good questions could include: *Who did you talk to, and what did they say? Do you believe that smoking is healthy? What are you worried about?* If students miss the point, prompt them to answer, *I'm worried that \_\_\_\_\_. Is it possible that \_\_\_\_\_?*

### Teacher's Note Prepositions, and Questions versus Answers

One challenge for students is that the questions often use prepositions, while answers may use a *that* clause. For example, *What are you worried about?* may be answered with *I'm worried that...* *What are you certain of?* may be answered, *I am certain that...*

You may not need to explain this unless it comes up, but you should be prepared to make necessary corrections when students struggle with these kinds of questions. They should not make sentences that mix prepositions with clauses like *I am worried about I will fail the test.*

## E Grammar Practice

- Tell students to unscramble the words to make good sentences.
- Remind them to pay attention to the question marks that indicate where they should be writing questions.
- Check answers as a class.

### Key

1. Do you think she will come?
2. The doctor says I should rest.
3. I am worried you won't like living here.
4. Promise me that you'll come to the party.
5. I don't care that she'll be angry.
6. It is possible that I'll be late.

### ✓ Check the Workbook

For further practice with *that* clauses, use Exercises 3 and 4 in Unit 2, Lesson 4 of the workbook.

## F Listen to Write Track 13

- Tell students that they will hear an audio clip, and they are only to mark the pictures that show activities that are mentioned.
- Play the audio once and confirm that students have marked the pictures that show what people can do at Sammy's Gastro Pub.
- Check answers as a class.  
- (All pictures are mentioned except: Karaoke)
- Assign students to pairs.
- Read the remaining instructions aloud and confirm understanding.
- Monitor students as they discuss their plans. Prompt them with questions that will help them brainstorm, and ensure that they follow up by writing out an advertisement using complete sentences.
- When all groups are finished, have them take turns presenting their advertisements to the whole class.
- At the end, students can say which business they would choose to go to.

### Key

craft beer; coffee; dancing; dinner

### Extension Agree or not

Have students work in pairs or small groups to respond to short statements of opinion.

- When students have been assigned to their groups, instruct them each to write their own, individual opinions on paper, using complete sentences. They must each write a minimum of four opinions, expressed as *I think that...* or *I believe that...*
- When they've written their opinions, they should read them aloud to their partners and prompt them for agreement. Partners should respond *I agree that...* or *I don't agree that...*
- They should proceed to give reasons for their opinions and discuss them in more depth.

## Lesson 5 Day Trips

### Aims

- Use language related to day trips
- Suggest various activities

### Vocabulary

day trip	outdoors	music festival	relieve
downtown	coast	plan	forecast

### Grammar

Suggesting activities

### Warm Up

With books closed, ask students to name some places that are within a few hours' driving distance of their home. Ask what could they do in some of those places? Where have they gone, and where have they not gone yet?

### A Model Conversation

- Ask students to read the conversation in pairs.
- Ask students if they can give a summary of what the conversation was about.
- Play the audio and listen to the conversation as a class.

### B Vocabulary

- Read the instructions aloud to the class. Have students match the vocabulary to the definitions.
- Check answers as a class

Key

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

### ✓ Check the Workbook

For further practice with vocabulary, use Exercise 1 in Unit 2, Lesson 5 of the workbook.

### C In Your World

#### ► Demo

Explain that students must quickly note three ideas of places for a daytrip, and model an example based on your own hometown with *Near my hometown, I could go to* \_\_\_\_\_.

#### ► Activity

Have each student independently write their answers to the prompt before assigning them to pairs. Ensure they are not simply copying and agreeing with one another's ideas. Have students use their lists to suggest trips to the various places. Be sure that students ask one another follow-up questions. Prompt them with some ideas to follow up with if they are not getting enough details.

#### ► Feedback


When students are finished, ask them to suggest some of their best ideas to you as real advice for where you could take a day trip someday.

### Teacher's Note Learning by doing

In this activity, students have been instructed to give suggestions, but they haven't been given an explicit grammar lesson on how to make suggestions. (That's coming next!) Students are likely to have already learned some ways to make suggestions, such as using *should* or imperative verbs to indirectly imply a suggestion. For example, *The beach is a good place to go*. If students need on-the-spot correction of their grammar errors at this point, then help them out, but it's not necessary to teach new strategies yet.

## Lesson 5 Day Trips

### A Model Conversation

Read the conversation. Then listen. 

#### Brief note

"It's been a long week" means this has been a difficult, stressful week.

**Dorothy:** I'm bored. Let's get out of the house this weekend.

**Ned:** Are you sure you want to do that? It's been a long week, and I'm stressed out. I suggest we stay in and rest. We could make a plan for next weekend.

**Dorothy:** But a day trip could relieve your stress. Why not go for a drive somewhere? We could drive up the coast and walk on the beach, go swimming...

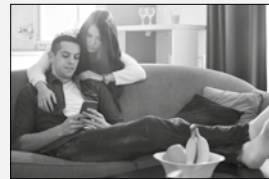
**Ned:** I agree that sounds fun, but did you see the forecast? There might be a big storm.

**Dorothy:** If the weather's bad, we can go to the music festival downtown. It starts tomorrow.


**Ned:** But all of those concerts are outdoors!

**Dorothy:** Oh. Well, if the weather is nice, let's go to the music festival. If it's bad, we should still go to the beach. I promise it'll be relaxing.

**Ned:** I guess that's a good plan.



### B Vocabulary

Listen to the conversation again. Then match the words with the correct definitions. 

- |                   |   |   |
|-------------------|---|---|
| 1. day trip       | • | a. a special event with many concerts, usually lasting a few days     |
| 2. outdoors       | • | b. the area where the land meets the sea                              |
| 3. music festival | • | c. a trip for only one day  |
| 4. relieve        | • | d. the center of a city or the part with tall buildings, stores, etc. |
| 5. downtown       | • | e. not inside a building; outside                                     |
| 6. coast          | • | f. to make (a bad feeling) better                                     |

### C In Your World

Where can people take day trips in or near your hometown? Think of three places.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Now talk to a partner. Suggest each of these day trips. Give reasons why your suggestions would be fun trips. Which day trips sound the best?

### D Quick Review

Look back at the brief notes in this module.

- What does *help yourself* mean?
- Which sentence sounds more formal: "I think they will arrive soon" or "I think that they are going to arrive soon"?

28

### D Quick Review

- Tell students to look back through the module and find the answers in the Brief notes that are provided.
- Students should write their answers before confirming them with the rest of the class.
- When students have found the answers, check them together as a class.

Key

- Please take some food.
- I think that they are going to arrive soon.

### Extension Disagreements

For more practice, have students discuss how to resolve disagreements over plans, as well as, some things that happen when plans go wrong.

- Assign students to pairs.
- Ask students to talk about whether they prefer to relax in their free time or to be more active.
- Ask students to talk about what to do when they and their friends have different things that they want to do. Have they ever had this experience?
- Prompt students to further discussion what to do when plans go wrong for reasons such as traffic, weather, cancellations, etc. Ask students to share any experiences they've had of plans going wrong.



## E Grammar

### Suggesting activities

In English, there are several common ways to suggest doing something together.	
let's	suggest (that)
The most common way to propose something is with <i>let's</i> + verb: <b>Let's go!</b>	Use <i>suggest</i> + <i>that</i> clause: <i>I suggest that we go to a museum.</i> <i>I suggest you reserve a table.</i>
modal verbs, including <i>shall</i>	questions as suggestions
<i>Could</i> , <i>should</i> , and <i>ought to</i> are often used for suggestions: <i>We could see a movie.</i> <i>We ought to visit my parents.</i> <i>You should book a flight.</i>	<i>Why not</i> + verb: <i>Why not go to the mountains?</i> <i>What about</i> + gerund: <i>What about going to the beach?</i> <i>Why don't you</i> + verb: <i>Why don't you rest this weekend?</i>

#### Brief note

*Shall* is only used in questions, usually with *we*. It is not commonly used.  
*Shall we get going?*

## F Grammar Practice

### Circle the correct answers.

- Why not ( meet / meeting ) at a bar to watch the game?
- I suggest ( go / we go ) to a concert this weekend.
- Let's ( plan / planning ) a day trip to the coast.
- It's a beautiful day. We ( ought to / suggest ) have our lunch outdoors.
- Dancing might relieve your stress. Why don't you ( try / trying ) it?
- I want to visit my grandparents this summer. What about ( book / booking ) a trip there in July?

## G Use the Language

### Let's go!

Work in groups of two or three students. Plan a weekend trip together using the suggestions below. Each student should choose a different place. Now suggest that place to your group. Suggest things to do there and give reasons why it is the best choice.



**A hotel by the ocean**  
A beautiful but crowded beach  
Swimming and water sports



**A house by a lake in the forest**  
Cheap, quiet, relaxing  
No TV and no other people



**Downtown in a nearby city**  
Great nightlife  
Expensive

Who gave the best reasons? Where should you go? Try to agree. Then tell the class.

29

## F Grammar Practice

- Tell students to select the best answer to complete each sentence.
- Remind them to look back at the table above to help them complete the activity.
- Check answers as a class.

Key	1. meet	2. we go	3. plan
	4. ought to	5. try	6. booking

### ✓ Check the Workbook

For further practice making and responding to suggestions, use Exercises 2, 3, and 4 in Unit 2, Lesson 5 of the workbook.

## G Use the Language: Let's go!

- Assign students to groups of two or three students.
- Read the instructions aloud and confirm understanding.
- As students begin the activity, make sure that each student in each group chooses a different place to talk about, and that they commit to a choice before getting into discussion of the things to do there.
- When students have all had a chance to make suggestions, tell them to decide within their group about which place they would like to go to. They should discuss until they can come to an agreement.
- When this is complete, each group should report their decision to the class and talk about some of the things they would like to do in the place they've chosen.

### Extension Get ready to go

Have students role-play. Each student should pretend he or she is going on a daytrip and ask his/her partners for suggestions about how to prepare, details about what to do, and things to avoid. Students could use some of the following specific suggestions:

- Going downtown: I'm going downtown in a big city for the afternoon and evening.
  - What do you suggest I wear?*
  - What do you suggest I shop for, and where?*
  - How do you suggest I spend my money?*
- Going hiking: I'm planning to hike in the mountains for most of the day.
  - What do you suggest I bring with me?*
  - How do you suggest I prepare?*
  - What do you think I should not do?*
- Going to the beach: I'm going to the beach.
  - What do you think I should bring with me?*
  - Do you suggest I bring food and drinks, or should I look for a place to eat nearby?*
  - How do you suggest I stay safe?*
  - Do you have any other suggestions?*

## E Grammar

- Go over the table with the class.
- Read the explanations of each way that we make suggestions, and then have students repeat back the example sentences.
- When done, ask a few questions using the target language. A few example questions could include:
  - I want to find a nice place to eat. Where do you suggest that I go?*
  - I lost my house key. What could I do?*
  - I want to go someplace fun. Do you have any good ideas?*

### Teacher's Note Subjunctive with suggest

The grammar table does not go into detail about *suggest* and *recommend*. Students should simply understand how to use *suggest* with a *that* clause.

However, some students may make the mistake of saying, "I suggest that you should..." While this is not strictly wrong, it's better not to combine *suggest* with *should*. *Suggest* already implies *should*.

Understanding this will make it easier for students to understand why we make sentences like *I suggest that he go shopping*. The subjunctive *go* does not use subject-verb agreement because there is an implied but unspoken *should*. We do not say *He should goes...*, so we do not say *I suggest that he goes...*

## Unit 2 : Active Review

### A Out on the Town

- Together as a class, have student volunteers read the sections of the magazine article "Districts of Berlin" aloud.
- Have students restate in their own words some of the major points that were covered in the article about each of the districts.
- Answer any questions students may have about what they've read.

### B Plan Your Day

- Assign students to small groups of 2 to 5 students.
- Read the instructions aloud and confirm understanding.
- Clarify that the activity can be done in two stages: first they should openly discuss the districts, and then they should work together to make a specific plan they all agree to. Students could spend the entire day in one district, or they can go to several places, but they must agree together.
- When students have finished making their plans with their partners, have them report their plans to the class.

### C Reminder: Some Module 1 Goals in Unit 2

Read each goal with the class. For each goal, ask students to look over the unit and find where they did these things. Ask students if they can demonstrate some of the goals. Then have students put a check mark next to the goals they have achieved.

## Active Review

### A Out on the Town

Read the magazine article about three different districts in one city.

#### Districts of Berlin

**Charlottenburg:** If you're interested in fine arts and jazz, then Charlottenburg may be your best choice. Here you can visit the finest museums in the city and a lot of great stores. During the day, you can enjoy a visit to the Berlin zoo. For night owls, there are several exciting jazz clubs to enjoy at night.



**Brief note**  
A night owl is a person who is active at night.



**Friedrichshain:** If you're looking for great nightlife, you might prefer Friedrichshain. There are karaoke clubs, heavy metal clubs, and many bars with some of the best beers in the world.

**Kreuzberg and Schöneberg:** Here you will find a casual and relaxed area for shopping and eating out. There are parks, a famous outdoor farmer's market, and many international food choices, from Korean to French to local German restaurants.



### B Plan Your Day

Work in small groups. You are going to visit Berlin together. Discuss the districts above. Use the Internet to learn more. Which is the most interesting to you? Talk in detail about the things you could do there and the things you would rather not do. Then, as a group, plan your first day in Berlin. Where will you go, and what will you do?

Morning	
Afternoon	
Evening	

### C Reminder


#### Some Module 1 Goals in Unit 2

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Discuss different things to do, places to go, etc.
- \_\_\_\_\_ Describe plans, arrangements, and alternatives
- \_\_\_\_\_ Understand the main points in short newspaper and magazine articles about current and familiar topics

## Communication

### A Listen for Information

Read and then listen to a speaker talk about her plans for the next year. Take notes about things she will do, things she probably will do, and things she might do. 

**Woman:** Next year will be a very exciting year for me. I'm graduating high school, and I'm planning to move out of my parents' house. I'm going to attend a university in Florida. I'll probably live on campus with a roommate. But if I get enough money in loans, it's possible I'll live alone in an apartment. I'm going to study photography. I'd like to have a little photo studio of my own. But that probably won't happen for a year or two. I should be able to find a part-time job. If I'm lucky, I may get some work doing wedding photography. I'm going to study hard. I'm excited, but I worry that I won't have any time to relax. Do you think I'll be stressed out? I hope not!

will	probably will	might
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### B Prepare

Now think about a time in your own future. It could be next year, two years from now, or any other time you choose. Write some notes below about what you will do, what you probably will do, and what you might do but aren't sure about yet.

---



---



---



---



---

### C Speak

Using the notes you have prepared, tell a group of your classmates about your future plans. After you've presented some ideas, invite your classmates to ask you questions.

31

### B Prepare

- Tell students that they will write notes to help them report on their own future plans.
- Read the instructions aloud and confirm understanding.
- Give students time to write their notes, and check to be sure that they are including some things that they might do but are not sure of.

### C Speak

- Have students take turns reporting their future plans to the class. Each student should respond to questions from classmates at the end of their report. Prompt other classmates to ask questions with some questions of your own.

## Communication

### A Listen for Information

- Tell students that they will read a passage and then hear an audio of the text. While reading, they should pay special attention to the woman's plans and predictions.
- Once students have read through the passage, instruct them to take notes while listening to the audio. They are to put each of the plans in the correct column.
- When finished, discuss the answers together as a class, with attention to the language clues that distinguish between certain, likely, and possible future.

Key	<u>Will:</u>	Graduate high school, attend U. of Florida, study photography, study hard
	<u>Probably Will:</u>	Live on campus with roommate, find a part-time job
	<u>Might:</u>	Live alone in an apartment, have her own photo studio, work doing wedding photography, not have time to relax, be stressed out

## Module 1 : Review

### A Vocabulary

Assign students to pairs, or do these as a class, making sure that all the students fill in the blanks. Ask students to fill in the blanks from memory.

<b>Key</b>	<b>1.</b> a	<b>2.</b> b	<b>3.</b> a	<b>4.</b> c	<b>5.</b> a
	<b>6.</b> a	<b>7.</b> b	<b>8.</b> c	<b>9.</b> c	<b>10.</b> a

### B Grammar

Students should be flipping through the module as they complete these, but the answers do not need to match the exact details from the dialogues. However, they should show understanding of the language covered in the module.

<b>Key</b>	<b>1.</b> will	<b>2.</b> are	<b>3.</b> is	<b>4.</b> having
	<b>5.</b> rather	<b>6.</b> Let's	<b>7.</b> to	<b>8.</b> going
	<b>9.</b> to	<b>10.</b> have	<b>11.</b> that	<b>12.</b> do

## Module 1 Review

### A Vocabulary

Read the sentences. Then choose the correct word or phrase to complete each sentence.

- I'd rather not read that novel. I don't really like \_\_\_\_\_.  
a. fiction                      b. non-fiction                      c. performance
- Soccer is a game with \_\_\_\_\_ rules.  
a. hilarious                      b. simple                      c. scary
- Should I \_\_\_\_\_ Sherri to dinner tonight?  
a. invite                      b. miss                      c. guess
- Did you make these cookies? Yum—they're \_\_\_\_\_.  
a. complicated                      b. shy                      c. delicious
- Jack says he misses you, and he's \_\_\_\_\_ to seeing you.  
a. looking forward                      b. staying in                      c. running late
- I have two younger \_\_\_\_\_—a brother and a sister.  
a. siblings                      b. parents                      c. uncles
- If you want to meet someone new, you can go on a \_\_\_\_\_ date with my cousin.  
a. double                      b. blind                      c. chatting
- There's going to be a great music \_\_\_\_\_ here in the first week of June.  
a. sitcom                      b. day trip                      c. festival
- Sorry, but I have to \_\_\_\_\_ our plans. I don't feel well.  
a. remember                      b. understand                      c. cancel
- I'm starving! Do you \_\_\_\_\_ eating?  
a. feel like                      b. get to know                      c. plan

### B Grammar

Look back at the module. Fill in the blanks.

- Maybe you \_\_\_\_\_ be less nervous next time.
- \_\_\_\_\_ you staying in or going out?
- Debbie \_\_\_\_\_ always late!
- We don't want to go home. We're \_\_\_\_\_ fun!
- I would \_\_\_\_\_ see a sitcom than a reality show.
- I think we'll have a great time at the nightclub. \_\_\_\_\_ go!
- I prefer romantic comedies \_\_\_\_\_ action movies.
- Oscar and Maya are \_\_\_\_\_ to the movies tonight.
- Ivan thinks he's going \_\_\_\_\_ win our basketball game.
- You \_\_\_\_\_ to take care of yourself.
- I suggest \_\_\_\_\_ you try the new Thai restaurant. It's really good.
- I'll answer your questions. What \_\_\_\_\_ you want to know?



### C Predictions

Talk to a partner about the pictures below, and discuss what you think might happen next. Based on your discussion, write on a separate sheet of paper a few sentences about what could happen.



### D What do you want to know?

In groups of two or three students, talk about choosing a roommate. What kinds of people do you prefer, and what do you want to do together? What questions will you ask about a possible roommate before you live together? Write them below.

---

---

---

---

---

### E Interview

Use your notes from above to interview other students in your class. Find out who would be a good roommate for you. Then talk to this student about what he or she will do and what the two of you will do together as roommates.

### E Interview

This activity brings together the goals of talking about roommate preferences and talking about a possible future. Students use their previous discussions as a model for interviewing their classmates as if they will soon be roommates.

- Read the instructions aloud and confirm understanding.
- Depending on time, you may assign students to new pairs for the interview, or you may structure it as a mingling activity in which students are encouraged to change partners several times.
- While monitoring, be sure that students give at least some of their discussion time to possible future events—talking about what they will or could do together as roommates.

### C Predictions

This picture-based activity focuses on possible future, including modals of possibility such as *might*. It also includes discussion and a written follow-up.

- Read the instructions aloud, confirm understanding, and have students discuss the pictures with partners.
- Ensure that students are not focusing on the past or present, or merely describing. If necessary, repeat that they should guess at what might happen next.
- When students have finished discussing, have them write a few sentences on separate paper, and give corrections.

### D What do you want to know?

This activity is about preferences when selecting a roommate and includes practice writing questions.

- Assign students to pairs or groups of three.
- Read the instructions aloud and confirm understanding.
- Monitor students' discussion as they talk about their preferences and the things they would like to do with roommates.
- Tell students to write questions for a potential roommate.
- Give corrections as needed.

## MODULE 2

# Fitness and Health

### Module 2 Goals

Understand enough of what people say to be able to meet immediate needs

Complete a simple questionnaire or standardized report form using short sentences

Describe past activities, events, and personal experiences (for example, what you did over the weekend)

Make another person understand the points that are most important to you when you explain something

Express yourself reasonably accurately in familiar, predictable situations

Help solve practical problems by saying what you think and asking others what they think

Make arrangements on the telephone or in person (for example, setting up a medical appointment)

Manage unexpected things that could happen on vacation (for example, needing a dentist)



# Module 2 Overview:

## Fitness and Health

### Module 2 Goals

- Understand enough of what people say to be able to meet immediate needs
- Complete a simple questionnaire or standardized report form using short sentences
- Describe past activities, events, and personal experiences (for example, what you did over the weekend)
- Make another person understand the points that are most important to you when you explain something
- Express yourself reasonably accurately in familiar, predictable situations
- Help to solve practical problems by saying what you think and asking others what they think
- Make arrangements on the telephone or in person (for example, setting up a medical appointment)
- Manage unexpected things that could happen on vacation (for example, needing a dentist)

### Warm Up

- Draw students' attention to the title of Module 2: Fitness and Health. Ask students what they think this means.
- Ask students' to write down as many sports as they can think of in one minute. Time them.
- Ask students to compare their lists with a partner and make one list between them.
- Ask each pair to share their list and write each new sport on the board.

### Extension Picture Talk

Ask students questions or have them make statements about the picture, if they can. Set a goal—for example, draw ten blanks on the board and ask students to fill them up with words for things in the picture.

### Preview

- Read the first item on the list (the names of four sports). As a class, find the page that has pictures of different sports (p. 36).
- Assign students to pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

Key

1. surfing, diving, gymnastics, skiing (many answers are possible)
2. p. 48
3. p. 42 & 44 & 61
4. headache (p. 48), vomit (p. 48), flu (p. 48), stomachache (p. 50) (many answers are possible)

### Discuss

- Model question 1 with a student. Then ask a student to read question 1. Ask another student to answer the question. Write the answers on the board, using the sentence structure (*The girl is... a runner.*)
- Ask students to write their answers for questions 1-5.
- Walk around the classroom to monitor the students' progress, and help when needed.
- Assign students to pairs, and tell them to ask their partner each question and read their answer when they are asked.
- Wrap up by leading a class discussion, asking students to relay their partner's answers.

### Module 2 Preview

#### Preview

Look at pages 36 to 61. Complete the exercise.

Write the names of four sports.

On what page do you see medication?

On what pages do you see an injured person?

Write four names of health problems you see.

#### Discuss

Talk about the questions with a partner.

1. What is the person in the picture doing?
2. Do you have an exercise routine? Why or why not?
3. What's your favorite sport to watch? Why?
4. How often do you get sick? What do you usually do about it?
5. How often do you see the doctor or dentist?

#### Write

Choose one of the questions from above. Write a couple of sentences to answer it.

Key

1. The girl is a runner.
2. Yes, I have a routine because I want to be healthy.
3. I like to watch tennis because it's exciting.
4. I get sick once or twice a year. I go to the doctor when I feel sick.
5. I go to the dentist every year.

### Write

- Assign students a set amount of time to write independently about one of the questions they just answered with a partner.
- When finished, ask a few students to volunteer to read their answers aloud to the class.

### Teacher's Note Sports and culture

The difference between games and sports may come up during this module. Additionally, it is good to be aware of students' cultures and which sports are considered suitable for women and men.

# Unit 3 Overview:

## Sports and Fitness

### Lesson 1: Watching Sports on TV

**Aims:** - Words and phrases related to watching sports on TV  
- Describe past activities and experiences

**Vocabulary:** Sports

**Grammar:** Gerunds and infinitives

### Lesson 2: We'd better show up early.

**Aims:** - Words and phrases related to attending a sporting event  
- Say what you think and ask others what they think

**Vocabulary:** Watching sports

**Grammar:** Suggestions and advice with gerunds, infinitives, modals, and *that* clauses

### Lesson 3: I want to get in shape.

**Aims:** - Words and phrases related to fitness and exercise  
- Make another person understand the points that are most important to you when you explain something

**Vocabulary:** Fitness and Exercise

**Grammar:** Future continuous tense

### Lesson 4: Fitness Tips

**Aims:** - Words and phrases used at the gym  
- Complete a simple questionnaire or standardized report form using short sentences

**Vocabulary:** Joining a gym

**Grammar:** Empty *it* and *that* clauses

### Lesson 5: It's very painful.

**Aims:** - Describe body parts and sports-related injuries  
- Express yourself reasonably accurately in familiar, predictable situations

**Vocabulary:** Body parts; Sports-related injuries

**Grammar:** Intensifiers

### Some Module 2 Goals in Unit 3

- Understand enough of what people say to be able to meet immediate needs
- Complete a simple questionnaire or standardized report form using short sentences
- Express yourself reasonably accurately in familiar, predictable situations
- Help solve practical problems by saying what you think and asking others what they think

## Lesson 1 Watching Sports on TV

### Aims

- Words and phrases related to watching sports on TV
- Describe past activities and experiences

### Vocabulary

the Olympics	event	move	compete
terrible	athlete	graceful	dream
gymnastics	diving	figure skating	surfing
skating			

### Grammar

Gerunds and infinitives

## ★ Unit 3 • Sports and Fitness ★

### Lesson 1

### Watching Sports on TV

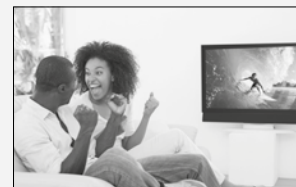
#### A Model Conversation

Read the conversation. Then listen. © Track 16

**Oscar:** Look, the Olympics are on.  
**Karen:** Oh, good. What events?  
**Oscar:** Right now, it's surfing and diving.  
**Karen:** I don't really like those. When will gymnastics be on?  
**Oscar:** Not today. So, you like watching gymnastics?  
**Karen:** Yeah, it's my favorite summer event. The athletes are able to do such difficult moves and still look graceful.  
**Oscar:** They are pretty amazing.  
**Karen:** As a kid, I dreamed about competing in an Olympic gymnastics event.  
**Oscar:** Really? I wanted to be an Olympic athlete, too, but in skiing. Sadly, I never go skiing these days. And I wasn't good at it, anyway.  
**Karen:** I'm terrible at gymnastics. So I guess we'll never be great athletes.  
**Oscar:** No. But it's still fun to watch them on TV.

#### Brief note

"The Olympics" = the Olympic Games. An "event" is a specific race, game, or other competition in the Olympics.



#### B Vocabulary

Listen to the words. Then match each word with the correct definition. © Track 17

- |             |   |   |
|-------------|---|---|
| 1. move     | • | a. a person who does a sport                            |
| 2. compete  | • | b. able to move in a beautiful way                      |
| 3. terrible | • | c. to think about something you really want to do or be |
| 4. athlete  | • | d. extremely bad  |
| 5. graceful | • | e. to enter a game or contest and try to win            |
| 6. dream    | • | f. an action of the body                                |

#### C Vocabulary: Olympic sports

Look at the pictures of some Olympic sports. Write the words from the box under the correct pictures.

gymnastics    diving    figure skating    surfing    skiing



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

#### D About You

As a kid, did you dream of being an athlete? If yes, in what sport? If not, what did you dream of being?

Think about your answers to the questions. Then share them with a partner.

### Warm Up

Start the class with some small talk about a recent sports game in the country you are teaching in. Ask if anyone watched or will watch the game and who they wanted/want to win.

### Teacher's Note Sports aren't everyone's thing...

Some students may not pay attention to sports, so it may help to bring in a newspaper or video for the warm-up. You may also need to explain the basic rules of certain sports.

#### A Model Conversation © Track 16

- Transition by telling students that they will hear two people talking about the Olympics.
- Ask students to read the conversation in pairs.
- Before playing the audio, ask the students to pay close attention to who is talking and what questions they ask. Play the audio and listen to the conversation as a class.
- Ask students the following comprehension question: *What sports do Oscar and Karen like?*

#### B Vocabulary © Track 17

- Tell students to listen to the audio for pronunciation. Ask students to repeat. Ask students to explain, in their own words, what each vocabulary word means.
- Allow them time to match the word to the definition before moving on to the next word.

### Key

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



## E Grammar

### Gerunds and infinitives

gerunds (verb-ing)	infinitives (to + verb)
As the subject of a sentence or after the <i>be</i> verb: <i>Swimming is my favorite sport.</i> <i>My favorite sport is swimming.</i>	After certain verbs (for example, <i>like, choose, agree, want</i> ): <i>We agreed to meet on Sunday.</i> <i>Try to eat more vegetables.</i>
After a preposition: <i>He is good at writing in English.</i> <i>I'm interested in skiing.</i>	After some adjectives (for example, <i>fun, able, nice</i> ): <i>The X Games are fun to watch.</i> <i>The athletes are able to do graceful moves.</i>
After certain verbs (for example, <i>like, enjoy, mind, practice</i> ): <i>I enjoy watching the Olympics.</i> <i>Would you mind closing the window?</i>	After <i>know how</i> : <i>I know how to swim well.</i> <i>Do you know how to play the guitar?</i>
After <i>go</i> (for example, <i>shopping, dancing</i> , and some other activities): <i>Let's go shopping/surfing.</i> <i>We're going swimming/running.</i>	

#### Brief note

The phrase *be able to* means *can*. But it can be used after a modal verb. You cannot use *can* after another modal verb.  
(✓) *She might be able to compete in the Olympics.*  
(X) *She might can compete in the Olympics.*

#### Brief note

Some verbs can be followed by either a gerund or an infinitive. They include *like, love, hate, start, and begin*.

## F Grammar Practice

Circle the correct answers. If both answers are possible, circle both.

- I have to practice ( to sing / singing ) this song.
- Are you good at ( to get / getting ) to know new people?
- Patrick wasn't able ( to find / finding ) a seat.
- Does the teacher want ( to talk / talking ) to me?
- You don't have to walk to school. I don't mind ( to drive / driving ) you.
- Do you know how ( to cook / cooking )?
- We usually go ( to run / running ) in the morning.
- My sister loves ( to go / going ) surfing in the summer.
- That actor is fun ( to watch / watching ) on the screen.
- The class started ( to laugh / laughing ).

## G Use the Language

### Watching sports

Talk with one or two partners about their favorite athlete, their favorite sport to watch, and the reasons for their choices. Take notes and fill in the chart.

Name		
Favorite athlete		
Reason(s)		
Favorite sport to watch		
Reason(s)		



Share your chart with the class. Who gave the most surprising answers? The most interesting reasons?

37

## Extension Child's Play

Have students interview their partner about which sports they played as a kid. Do they still play them? If not, why?

## E Grammar

- Briefly go over the table, practicing the exchanges.
- When you get to the sample sentences, ask students to restate the sentence using the negative. Then ask students to rephrase the sentence as a question.
- Point out to students that *be able to* is used with modal verbs instead of *can* to express the ability to do something. Some verbs can be followed by a gerund or the infinitive. Have students refer to the Brief note below the chart for examples of those verbs.
- Practice more freely by assigning each student a specific verb in gerund or infinitive form and asking them to make a complete sentence.

## Teacher's Note -ing endings

Remind students that gerunds end in *-ing* but are not related to continuous verb tenses. Instead, they are activities in noun form.

## F Grammar Practice

This activity will assess students' ability to use the surrounding verbs and phrases to decide whether the infinitive or gerund form is correct. In some cases, both are correct.

- Do number 1 together as a class.
- Then ask students to work by themselves to circle the correct answers. Remind them to refer to the chart as necessary. When they have their own answers, ask them to compare with a partner.
- Check answers as a class.

Key	1. singing	2. getting	3. to find	4. to talk
	5. driving	6. to cook	7. running	
	8. to go, going (either a gerund or infinitive can be used)			
	9. to watch			
	10. to laugh, laughing (either a gerund or infinitive can be used)			

## ✓ Check the Workbook

For further practice with gerunds and infinitives, use Exercise 3 in Unit 3, Lesson 1 of the workbook.

## G Vocabulary: Olympic Sports

- Teach each of the words by saying it out loud and acting it out. Ask students to repeat. Ask students to explain, in their own words, what each vocabulary word means. Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding.
- After practicing each word, ask students to match the words to the pictures in the activity.

Key	1. diving	2. skiing	3. surfing
	4. figure skating	5. gymnastics	

## Extension Sports Charades

- Assign students to two teams. Model the game with one student volunteer. Assign the volunteer a sport. He/she must describe it to her team without saying the sport's name and get them to guess the correct word to get a point.
- Ask students to close their books. Play the game until everyone has taken a turn.

## D About You

- Model the exercise by asking a student the first question and having them answer.
- Assign students to pairs and have them interview each other.
- Ask groups to report what they learned about their partner to the class and give feedback.

## Extension What a Pro!

End the lesson with a short video or article about a famous athlete. Ask students to write five sentences about the athlete using different types of gerund and infinitives structures.

## Lesson 2 We'd better show up early.

### Aims

- Words and phrases related to attending a sporting event
- Say what you think and ask others what they think

### Vocabulary

score	show up	excellent	left
second	behind	basketball	

### Grammar

Suggestions and advice with gerunds, infinitives, modals, and *that* clauses

### Warm Up

Start the class with some small talk about an event that you missed because you were too late to get tickets or seats. Ask students if this has ever happened to them. Many people also wait for movie tickets, products, etc. Ask if anyone in the class has done this. Why do they think people do this?

### Teacher's Note Being punctual

In many cultures, being on time is very important. Most people arrive to events early and the event starts precisely when it was planned. Therefore, some people consider it rude to disturb others by arriving late.

### A Model Conversation

- Transition by telling students they will practice making recommendations. First, they will listen to a conversation between two students.
- Ask students to read the conversation. Then ask them to find out when Hailey and Ben are going to watch a basketball game.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions to assess students' understanding.

### B Vocabulary

- Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Have students read the vocabulary list. Tell the students that you are going to play the conversation one more time. This time, they should underline each vocabulary word that they hear in the conversation.
- Assign students in pairs and ask them to match the words to the definitions (1-7) and match parts to complete the sentences (8-13). When they are done, they can check their answers with another pair.
- Check the answers as a class.

Key

1. score	2. second	3. show up	4. behind
5. excellent	6. basketball	7. left	8. f
9. d	10. a	11. g	12. b
13. c			

### C About You

- Tell students that they will now talk about their own time-management habits. Model by asking a student the questions.
- Put students in pairs and have them interview each other.
- Ask each student to share their partner's answers to one of the questions with the class.
- Give feedback and correction.

## Lesson 2 We'd better show up early.



### A Model Conversation

Read the conversation. Then listen. 

- Hailey:** Hey, Ben. You weren't in class yesterday—were you sick?
- Ben:** No, I'm fine. I went to cheer for my brother Ethan's college basketball team. It was such an excellent game.
- Hailey:** Oh, yeah? What happened?
- Ben:** They were behind by one point, and there were five seconds left. Then Ethan got the ball and scored. It was incredible.
- Hailey:** Wow! So, I guess your brother's a good player?
- Ben:** The best on the team—and it's a good team. I highly recommend you go and watch sometime. In fact, I'm going to their game on Wednesday, if you're free.
- Hailey:** I am. What time?
- Ben:** It starts at 7:00 p.m., but we'd better show up early to get good seats. Can you meet me here at 6:15?

### Brief note

Use the preposition "on" to talk about being part of a team.  
My friend Claire is on that team.

### B Vocabulary

Write the words from the box next to the correct definitions.

basketball excellent show up left score second behind

- \_\_\_\_\_ to get a point or points in a game
- \_\_\_\_\_ 1/60 of a minute
- \_\_\_\_\_ to arrive at a place
- \_\_\_\_\_ having fewer points than the other person or team in a game
- \_\_\_\_\_ extremely good; fantastic
- \_\_\_\_\_ a sport in which players score by throwing a ball through a net (basket)
- \_\_\_\_\_ not used or finished yet; remaining

### Match the parts to make sentences.

- |  |   |                          |
|--|---|--------------------------|
| 8. I waited for her for an hour, but she didn't      | • | a. by twenty-two points. |
| 9. Oh, we missed the game. There's only              | • | b. an excellent athlete. |
| 10. They're not going to win. They're behind         | • | c. ninety points.        |
| 11. If you're very tall, people might think you're   | • | d. one minute left.      |
| 12. I suggest you ask Rita to be on your team. She's | • | f. show up.              |
| 13. Our basketball team played well. We scored       | • | g. good at basketball.   |

### C About You

Are you punctual? Do you arrive early to events or are you always late? Talk to a partner about your time management skills.

38

### Extension Time Waits for No Man

- Divide the class into two teams. One team will come up with reason why being punctual is important, and the other will argue that being punctual is not so important.
- Give teams a set amount of time to prepare.
- Hold a debate in which teams give their best arguments.

### D Grammar

- Go over the chart with students. Focus their attention on the Brief note below the chart on the right. When using a *that* clause the verb in the clause should be in the base form, no matter the subject. Ensure that students are clear about the difference between the infinitive and base form of verbs when discussing this point.
- Have students read the sentences aloud while the class underlines the gerund or infinitive in the example sentences.
- Practice more by assigning each student a verb which they should use to give a suggestion or piece of advice.

### Teacher's Note Omissions

Make students aware that in spoken language, *had* in *had better* is sometimes omitted. Sometimes the same is true about *that* in *suggest/recommend that*... Even if *that* is omitted from the clause, the verb of the clause should be in its base form.

## D Grammar

### Suggestions and advice with gerunds, infinitives, modals, and *that* clauses

suggestions and advice with gerunds and infinitives	
<i>I suggest / I recommend + gerund</i>	
<i>I recommend watching the basketball game on TV. I suggest going on the weekend.</i> Using <i>I suggest/recommend + gerund</i> sounds more formal than using infinitives or modal verbs.	
<i>be sure / it's a good idea + infinitive</i>	
<b>Be sure to go to a game.</b>	<b>It's a good idea to get tickets early.</b>
strong advice with the modal <i>had better</i>	suggestions with <i>that</i> clauses
subject + ( <i>had</i> ) better + verb	<i>I suggest/recommend + that</i> clause
We'd better show up early to get good seats. = We better show up early to get good seats.	I recommend (that) she go and watch the game. = I suggest (that) she go and watch the game.

#### Brief note

Informally, people often leave out *had*.

#### Brief note

In the *that* clause, use the base form of the verb with all subjects:  
(✓) *I suggest (that) she/he/it go...*  
(X) *I suggest (that) she/he/it goes...*

## E Grammar Practice

### Fill in the blanks with the correct words from the box.

better idea sure suggest bring inviting that

- I \_\_\_\_\_ that you stay. There are only ten minutes left in the game.
- Be \_\_\_\_\_ to see the college volleyball team sometime!
- You'd better \_\_\_\_\_ a warm coat. It's going to be cold later.
- I recommended \_\_\_\_\_ lots of friends to the game.
- It's a good \_\_\_\_\_ to watch the game on TV.
- I recommend \_\_\_\_\_ we sit near the front.
- Jim's team had \_\_\_\_\_ practice more. They never win any games.

## F Use the Language

### Let's catch a game!

Go online and research a sporting event that will happen soon in your area. Then suggest to a partner that you both attend and explain why it would be fun. Discuss what you need to do to go to the event. Share your plans with the class.



39

## Extension Let's all go!

End the lesson by asking the class to share all of the upcoming sporting events they found. Group students into teams and have them choose one event to attend. Have teams come up with a list of all the reasons it is the event that the class should go to. Allow time for each team to present, then hold a vote for the most popular event.

## E Grammar Practice

- This activity will assess students' ability to use the surrounding verbs and phrases to decide whether the infinitive or gerund form is correct.
- Do number **1** together as a class.
- Put students in pairs and have them complete the sentences. Remind them to refer to the chart when necessary.
- Check answers as a class.
- Ask students to explain what clues they used in the sentences to fill in the blanks. Tell students to circle those clues as the class goes through the answers.

Key	1. suggest	2. sure	3. bring	4. inviting
	5. idea	6. that	7. better	

### ✓ Check the Workbook

For further practice with giving advice and suggestions, use Exercises 2 and 3 in Unit 3, Lesson 2 of the workbook.

## F Use the Language: Let's catch a game!

- Ask students to go online and find an upcoming sporting event. Possible resources include news or local event sites.
- Tell students to take notes about the event.
- Put students in pairs and have them explain the event and why the one they chose would be fun to see.

## Lesson 3 I want to get in shape.

### Aims

- Words and phrases related to fitness and exercise
- Make another person understand the points that are most important to you when you explain something

### Vocabulary

energy	strong	lift weights	lose weight
fitness	membership	work out	join
get in shape			

### Grammar

Future continuous tense

### Warm Up

Start the class by asking students if they think it's better to pay to go to a gym or find free activities outside (like the runner on the first page of the module) to keep in shape. Ask them to explain their reasons.

### Teacher's Note Keeping fit

In many English-speaking cultures, keeping in shape, or being thin and strong, is important because it means that a person is healthy. However, what is considered healthy in each culture is different.

### A Model Conversation Track 19

- Transition by telling students they will hear a conversation between Sophia and a personal trainer.
- Ask students to read the conversation. Ask them to find out what Sophia's fitness goals are.
- Play the audio and listen to the conversation as a class.
- Ask students, *What options does Sophia have? What are Marc's recommendations?*

### B Vocabulary Track 20

- Have students read the vocabulary list. Tell the students that they are going to listen to definitions. While listening, they should write the letter of the definition next to the correct word or phrase.
- Play the recording.
- Allow students to complete the rest of the activity by filling in the blanks.
- Check the answers as a class.

Key	1. d	2. c	3. a
	4. b	5. membership	6. energy
	7. strong	8. lift weights	9. fitness

### C Comprehension Track 19

- Give students time to read the questions to themselves. Tell students that you will play the audio again. Students should listen and take notes when they hear the answers to the questions.
- After playing the recording, ask students to write their answers in complete sentences.
- Check the answers as a class.

## Lesson 3 I want to get in shape.

### A Model Conversation

Read the conversation. Then listen. Track 19

**Sophia:** Excuse me. I just worked out here for the first time, and I'm interested in joining the gym.

**Marc:** Excellent. Let's talk about your options. You can buy a two-month, six-month, or one-year membership.

**Sophia:** Hmm. I'll take the two-month membership. I'll be studying in the fall. I probably won't be working out often.

**Marc:** Okay. And what are your fitness goals?

**Sophia:** I don't want to lose weight. I just want to get in shape. I'd like to be stronger and have more energy.

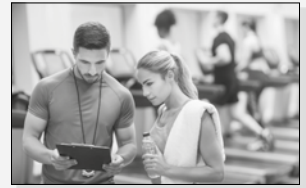
**Marc:** Those are good goals. I recommend that you lift weights and join a yoga class. Yoga classes are included with your membership.

**Sophia:** Maybe I will try it. Are there any classes today?

**Marc:** No, but I'll be teaching yoga all afternoon tomorrow, from 1:00 to 5:00. Try to stop by then.

#### Brief note

"Work out" is a verb. *Workout* is a noun. Did you work out today? How was your workout?



### B Vocabulary

Read the words. Then listen to the definitions. Write the letters of the definitions next to the correct words. Then look up the definitions in the dictionary. Track 20

1. work out \_\_\_\_\_ 2. lose weight \_\_\_\_\_ 3. join \_\_\_\_\_ 4. get in shape \_\_\_\_\_

Fill in the blanks with the correct words from the box.

energy fitness strong membership lift weights

- I recommend getting a three-month \_\_\_\_\_ to a gym if you want to get in shape.
- I don't have much \_\_\_\_\_ in the morning. I usually feel tired.
- Let's ask Gary to move the sofa. He's really \_\_\_\_\_.
- If you \_\_\_\_\_ every week, you will get stronger.
- Mika works at a gym, so she knows a lot about \_\_\_\_\_.

### C Comprehension

Listen to the model conversation again. Then answer the questions with complete sentences. Track 19

- What did Sophia do for the first time? A: She \_\_\_\_\_.
- What membership will Sophia get? A: She will \_\_\_\_\_.
- What will she be doing in the fall? A: She will be \_\_\_\_\_.
- What are her fitness goals? A: She wants \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- What does Marc recommend? A: He recommends that \_\_\_\_\_.
- What will Marc be doing tomorrow afternoon? A: He'll be \_\_\_\_\_.

40

Key

- She worked out at the gym for the first time.
- She will be a member (of the gym) for two months.
- She will be studying (in the fall).
- She wants to get in shape, become stronger, and have more energy.
- He recommends that she lift weights and join a yoga class.
- He'll be teaching yoga (all afternoon).

### Extension Fit as a Fiddle

- Put students into teams and give them one minute to list as many ways to get fit as they can think of.
- Have teams share their lists with the class and record each new way on the board. The team who came up with the most that no one else thought of wins.

### D Grammar

- Go over the chart with students. Make sure that students are clear that both types of future action use *will* and *be going to* but are of different durations. Also, be sure that they understand how the simple and continuous future are different in terms of the duration of the activity.
- Practice more by assigning each student a specific verb and asking them to make two complete sentences, one describing a future action lasting a while and the other happening at a specific time.



## D Grammar

### Future continuous tense

future continuous tense	
You can use the future continuous to talk about future actions that continue for a period of time. It is formed with <i>will / be going to + be + verb-ing</i> .	
a future action lasting for a while	
with <i>will</i>	with <i>be going to</i>
We'll <b>be studying</b> in Canada for three months. She <b>won't be working</b> Friday evening. Will you <b>be working</b> on weekdays?	I'm <b>going to be teaching</b> yoga this afternoon. They're <b>not going to be practicing</b> next weekend. Are you <b>going to be studying</b> for the test tonight?
a future action happening at a specific time	
Meet me after class. I'll <b>be waiting</b> outside.	They <b>aren't going to be working</b> on Sunday.

## E Grammar Practice

### Circle the correct answers.

- I'll ( be working / working ) out tomorrow at 5:00 a.m.
- You're going ( be / to be ) waiting in line for a long time.
- When you come home, I'll ( going to be / be ) making dinner.
- We aren't ( going to / will ) be sitting in class all day.
- ( Will / Are ) you going to be staying with relatives during the break?
- Will ( they be / they ) studying all night?

## F Use the Language

### What will you be doing?

You want to get in shape, so you'll be working out and playing sports a lot on weekends. Fill in the chart with different kinds of exercise or sports. Note the time when you will be doing each. (Leave some free time!)

	Fitness Schedule		
	Morning	Afternoon	Evening
Saturday	Time: From      to	Time: From      to	Time: From      to
Sunday	Time: From      to	Time: From      to	Time: From      to

Work with a partner. You want to hang out with him or her this weekend. Ask each other questions about what you will be doing this weekend at different times. Try to find a time when you are both free to meet. Find out if you will be doing any of the same exercises or sports. Suggest doing something together.

41

## F Use the Language: What will you be doing?

- Ask students to fill out the chart with activities they can do to keep in shape and the duration that they would spend doing them in a weekend.
- After they finish writing, model by asking a student, *What are you going to be doing on Saturday morning? or I am going to be free at 5 on Sunday. Are you free to meet?* etc.
- Put students in pairs and have them find a time to meet. Tell them to find an activity that they both want to do during that time.
- Have pairs share the time and date they have planned to meet with the class and give feedback.

### Extension Get Together

Allow students to mingle and find times to meet with two or three other people during the weekend. Alternatively, group students into threes and have them find a time that works for all of them to meet.

### Teacher's Note Gerunds and continuous tense

Unlike in Lessons 1 and 2 in this unit, this grammar point does not have gerunds in it. The *-ing* ending here appears because of the continuous tense.

## E Grammar Practice

- Tell students that they will practice making sentences with *will* and *be going to*.
- Do number 1 together as a class.
- Put students in pairs and have them complete the sentences. Remind them to refer to the chart when necessary.
- Check answers as a class. Ask students to explain what clues in the sentence they used to fill in the blanks. Ask students to circle those clues as the class goes through the answers.

Key	1. be working	2. to be	3. be
	4. going to	5. Are	6. they be

### ✓ Check the Workbook

For further practice describing future actions, use Exercises 1, 2, and 3 in Unit 2, Lesson 3 of the workbook.

## Lesson 4 Fitness Tips

### Aims

- Words and phrases used at the gym
- Complete a simple questionnaire or standardized report form using short sentences

### Vocabulary

get hurt	exercise equipment	muscle	healthy
personal trainer	protein	necessary	
free	important	nutrition	

### Grammar

empty *it* and clauses with *that*

### Warm Up

Start by talking about a professional athlete who was injured while playing and what it did to his/her career. Show a video if possible. Ask students whether they've ever been injured while playing a sport or working out. What happened to them?

### A Authentic Text: Workout guide

- Transition by telling students they are going to read and listen to some rules and suggestions.
- Ask students to read the text and find out if personal trainers are cheap or not.
- Play the audio and listen to the passage as a class.
- Ask comprehension questions to assess students' understanding.

### B Vocabulary

- Have students read the vocabulary list. Tell students that they are going to listen to the audio again and to highlight the vocabulary words while listening.
- Play the audio and listen to the passage as a class.
- Allow students to complete the activities by matching the words to the pictures and definitions. When they are done, students can check their answers with a partner.
- Check the answers as a class.

Key	1. protein	2. personal trainer	3. muscle
	4. exercise equipment	5. get hurt	
	6. a	7. d	8. c
	9. e	10. b	

### Extension Taboo


- Assign students to two teams. Model the game with one student volunteer. Give the volunteer one of the vocabulary words. The student must describe the word to their team and get them to guess the correct word to get a point.
- Ask students to close their books. Play the game until everyone has taken a turn.

### C About You

- Tell students that they will talk about nutrition and their eating habits.
- Assign students to pairs.
- Model the exercise by asking a student the first question and having them answer.
- Tell students to talk with their partner about the questions presented.
- Have students report their partner's answers to the class and give feedback.

## Lesson 4 Fitness Tips

### A Authentic Text: Workout guide

Read the text. Then listen. 

#### Brief note

The phrase "get your money's worth" means to get a good deal. It means you are happy and don't feel that you paid too much money.

Are you a new gym member? Do you want to **get your money's worth**? Follow our advice.

1. Nutrition is very important. Have a healthy snack an hour before your workout. Fruit, for example, will give you lots of energy. After your workout, it is recommended that you have a meal with lots of protein. Protein helps your muscles grow. Eggs, cheese, and chicken are good choices.
2. It's very important that you learn to use the **treadmill** and other pieces of exercise equipment correctly. If you don't, you might get hurt. Ask an employee for help.
3. Personal trainers are expensive. But if you are a new member, many gyms offer a free lesson with a trainer. Try it! You will learn a lot. It's not necessary that you pay for more lessons.

#### Brief note

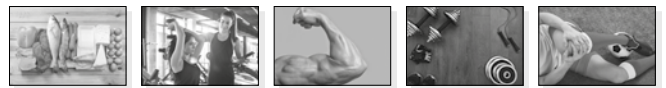
A "treadmill" is a machine for walking and running.



### B Vocabulary

Write the words from the box under the correct pictures.

get hurt    personal trainer    protein    exercise equipment    muscle



Match the words with the correct definitions.

- |                |  |
|----------------|--|
| 1. necessary • | a. needed  |
| 2. healthy •   | b. the process of eating the right kinds of food to be healthy |
| 3. free •      | c. available without paying money; at no cost                  |
| 4. important • | d. good for your body  |
| 5. nutrition • | e. having a lot of value; serious                              |

### C About You

Do you worry about your nutrition? What are your eating habits? Share with a partner. Discuss who eats healthier and why.

42

### Extension Diet Tips

Ask students to write 3-5 sentences suggesting or advising on ways to eat healthily using gerunds and infinitives. Allow them refer to the grammar chart in Lesson 2 (page 39) as needed.

### Teacher's Note Healthy eating

In every culture, what is considered healthy eating is different, so it is best to go by the cultural norms of the classroom.

### D Grammar

- Go over the chart with students. Read the Brief note above the chart. *It* sometimes does not refer to a specific noun. In the first type of empty *it* and *that* clauses, *it* shows that someone is talking about popular opinion. The second type uses more subjective adjectives and thus is used for more personal opinions.
- Have students read the sentences aloud to the class.
- Practice more by having students write rules or suggestions about how to behave in class using the grammar points.

## D Grammar

### Empty *it* and *that* clauses

#### Brief note

The subject in these sentences is called "empty *it*" because *it* does not stand for a noun. Other kinds of sentences with empty *it* include:  
A: What time is it? B: It's 3:30.  
A: How far is it to the gym? B: It's two kilometers.

#### *It is* + adjective + *that* clause

*It is* + adjective + *that* clause can be used with certain adjectives to talk about suggestions, rules, and recommendations. These adjectives include *recommended*, *important*, *necessary*, and *required*.

Having a meal with protein is recommended. = *It is recommended that you have a meal with protein.*  
Learning to use the exercise equipment is important. = *It's important that you learn to use the exercise equipment.*  
Paying for more lessons is not necessary (for you). = *It's not necessary that you pay for more lessons.*  
Paying for more lessons is not required (for her). = *It is not required that she pay for more lessons.*

You can also use *it is* + adjective + *that* clause with some other adjectives about opinions. These adjectives include *good*, *great*, *amazing*, *terrible*, and *possible*.

It's possible that I'll join a gym. It's great that he's eating healthy foods.

#### Brief note

In *that* clauses about suggestions, rules, etc., use the base form of the verb with all subjects. In these sentences, you cannot leave out *that*.  
(✓) *It's important that he/she learn to use the exercise equipment.*  
(X) *It's important he/she learns to use the exercise equipment.*

## E Grammar Practice

### Rewrite the sentences using *It's* and a *that* clause.

- Drinking water on a hot day is important. \_\_\_\_\_
- Talking to your doctor is necessary. \_\_\_\_\_
- Taking long walks is recommended. \_\_\_\_\_
- He never eats vegetables. That's terrible. \_\_\_\_\_

## F Use the Language

### Health and fitness questionnaire

Complete the following questionnaire about your health and fitness. Then ask a partner the questions and write his or her answers in short sentences. Do you have similar answers? How are your answers different?

Me	My Partner (Name: _____)
1. What kind of exercise do you like?	1. What kind of exercise do you like?
2. How good is your health? (Circle one.) Excellent Good Average Bad	2. How good is your health? (Circle one.) Excellent Good Average Bad
3. How often do you eat healthy meals? Always Usually Sometimes Never	3. How often do you eat healthy meals? Always Usually Sometimes Never
4. What are some healthy foods?	4. What are some healthy foods?
5. How could you improve your health?	5. How could you improve your health?

Share some recommendations about how to live a healthier life with your partner. Do you think these are good recommendations? Share your ideas with the class.

43

## F Use the Language: Health and fitness questionnaire

- Ask students to fill out the left side of the chart with their answers.
- Put students in pairs. Have them interview each other while taking notes.
- When finished interviewing, tell students to brainstorm with their partners recommendations for how to live a healthier life.
- Group pairs together and have them discuss their recommendations. Ask them to prepare 3-5 recommendations using empty *it* and *that* clauses.
- Ask groups to share their recommendations with the class. Ask other students whether they agree with the recommendations or not.

### Extension

Have groups make posters of recommendations for a healthy lifestyle with pictures and sentences using *it* and *that* clauses.

### Teacher's Note Adjective intensity

Make sure students are clear that *recommended* and *important* are less intense than *necessary* and *required*. You can make an analogy to modal verbs: *recommended* and *important* are similar to *should*, while *necessary* and *required* are similar to *must*.

## E Grammar Practice

- Tell students that they will practice making sentences with empty *it* and *that* clauses.
- Do number 1 together as a class.
- Put students in pairs and have them complete the activity. Remind them to refer to the chart as necessary. Number 4 is a good example of how the second type of empty *it* and *that* clause alludes to a more personal opinion.
- Check answers as a class.

### Key

- It is important that you drink water on a hot day.
- It's necessary that you talk to your doctor.
- It's recommended that you take long walks.
- It's terrible that he never eats vegetables.

### ✓ Check the Workbook

For further practice making suggestions, rules, and recommendations with empty *it* and *that* clauses, use Exercise 3 in Unit 3, Lesson 4 of the workbook.

## Lesson 5 It's very painful.

### Aims

- Describe body parts and sports-related injuries
- Express yourself reasonably accurately in familiar, predictable situations

### Vocabulary

shoulder	serious	painful	put
pain reliever	bandage	ice	injury
ankle	elbow	knee	neck
wrist	forehead	stomach	thigh
calf	eyebrow	earlobe	cheek
chin			

### Grammar

#### Intensifiers

### Warm Up

Start with some small talk about a friend of yours (real or imaginary) who has been injured. Ask students for their suggestions about what your friend should do. Ask students if they think it's worth it for professional athletes to play sports even if they may injure themselves permanently.

### A Model Conversation Track 22

- Transition by telling students that they will listen to a conversation between someone working out at a gym and their trainer.
- Ask students to read the conversation and find out if Miguel should go to a doctor immediately or not.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions to assess student's understanding.

### B Vocabulary

- Have students read the vocabulary list aloud.
- Give students time to match the words to the definitions. When finished, they can check their answers with a partner.
- Check the answers as a class.

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

### C Vocabulary: Body parts

- Check that students are familiar with the words already given. Have them close their books. Say each word aloud and have students point to where the body part is on their body.
- Have students open their books and match the remaining body parts to the pictures.
- Check the answers as a class.

**Key** 1. neck 2. elbow 3. wrist  
4. knee 5. ankle 6. forehead

### Teacher's Note Vocabulary

There are several vocabulary words for this unit, so starting Activity C with what students already know will make learning them less overwhelming. Tell students to use the process of elimination to fill in the gaps.

## Lesson 5 It's very painful.

### A Model Conversation

Read the conversation. Then listen. Track 22



**Brief note**  
"What's the matter?" means "What's wrong?"

**Trainer:** What's the matter, Miguel? Did you hurt your shoulder?  
**Miguel:** Yeah, I tried to lift that 40 kg weight pretty fast. I guess that wasn't smart. It really hurts.  
**Trainer:** Uh-oh. Can you lift your arm?  
**Miguel:** Yeah, I can, but it's very painful.  
**Trainer:** Okay, then stop moving it. It might get even worse. I'll get a bandage. Then you'd better go home and put ice on it.  
**Miguel:** Is that necessary? Maybe the pain will stop.  
**Trainer:** No, it's possible that it's a serious injury. Rest the arm and take some pain relievers. If it isn't a lot better after three days, you'll need to see a doctor.

#### Brief note

The verb "put" needs two things after it: a direct object and an adverb or a prepositional phrase of location.  
(/ ) Put ice on your shoulder. / Put ice there.  
(X) Put ice.

### B Vocabulary

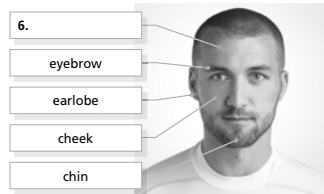
Match the words with the correct definitions.

- |                  |   |   |
|------------------|---|---|
| 1. shoulder      | • | a. frozen water   |
| 2. serious       | • | b. causing (a part of the body) to hurt                   |
| 3. painful       | • | c. possibly dangerous                                     |
| 4. put           | • | d. a long piece of cloth to cover a hurt part of the body |
| 5. pain reliever | • | e. medicine for making pain stop                          |
| 6. bandage       | • | f. the top of the arm                                     |
| 7. ice           | • | g. the act of getting hurt; damage to part of the body    |
| 8. injury        | • | h. to cause to be in a specific place                     |

### C Vocabulary: Body parts

Fill in the empty blanks with words from the box.

ankle elbow knee neck wrist forehead



### D About You

Think of a time you were injured. What did you hurt? How did the injury happen? Was it painful? What did you do about it? Tell your partner.

### Extension Simon Says

- Have students stand up and move away from their desks. Inform them that they are going to play a game.
- If you say "Simon says..." (e.g. touch your knee)," then students should do that action. If they do it incorrectly (e.g. touch their elbow instead) or if you say a command without saying, "Simon says..." before it and a player performs any action, they are out of the game.
- Start the game, using as many different body parts as possible. Try to go faster and faster as the game continues until there is only one winner.
- Let students take turns leading the game after an initial round.

### D About You

- Tell students that they will talk about injuries.
- Assign students to pairs.
- Model the exercise by asking a student the first question and having them answer.
- Tell students to talk with their partner about the questions presented.
- Have students report their partner's answers to the class and give feedback.



## E Grammar

### Intensifiers

intensifiers			
Use intensifiers to make the meaning of adjectives stronger. Sometimes you want to emphasize how big, small, great, painful, etc., something is. The intensifier can be a word or a phrase. It comes before the adjective: <i>Their house is <b>really</b> big.      The soup is <b>a little</b> salty.      Rock climbing is <b>quite</b> difficult.</i>			
common intensifiers			
a bit / a little	pretty / fairly / quite	so / really / very / super	extremely
←----->			
least strong			strongest
comparing using intensifiers			
Some intensifiers ( <i>even</i> , <i>so much</i> , <i>a lot</i> ) can be used with comparative adjectives. Other intensifiers cannot. <i>My elbow feels <b>a lot better</b> now.      It's <b>even hotter</b> today than yesterday.      He's <b>so much taller</b> than his brother.</i>			

#### Brief note

Most of these intensifiers can be used in front of an adjective + noun. However, *a bit*, *a little*, and *so* cannot. They can only be used in front of an adjective alone.  
(✓) It's a **pretty** expensive gym.  
(✓) It's a **bit** expensive.  
(X) It's a **bit** expensive gym.

## F Grammar Practice

Add an intensifier to make sentences that are true for you. Share with a partner. Do you and your partner agree?

- Working out every day is \_\_\_\_\_ hard.
- Cooking healthy meals every day is \_\_\_\_\_ difficult.
- Cleaning the house is \_\_\_\_\_ boring.
- Watching the Olympics is \_\_\_\_\_ fun.
- Reading comic books is \_\_\_\_\_ relaxing.
- Going on a blind date is \_\_\_\_\_ stressful.

## G Use the Language

### What's the matter?

Look at the pictures. Imagine what is happening in each situation. What problems do the people in the pictures have and what should they do next? On a separate piece of paper, write a conversation between you and the person in each picture. Then show your conversations to a partner. Practice the conversations together. Then choose the best one and present it to the class.



45

### Answers will vary.

- Working out every day is extremely hard.
- Cooking healthy meals every day is a bit difficult.
- Cleaning the house is really boring.
- Watching the Olympics is super fun.
- Reading comic books is pretty relaxing.
- Going on a blind date is a little stressful.

### ✓ Check the Workbook

For further practice using intensifiers, use Exercise 2 in Unit 3, Lesson 5 of the workbook.

## G Use the Language: What's the matter?

- Ask students to look at each picture. Ask them what they think has happened to the person.
- Tell students to write a conversation between themselves and the person in the picture. They need to find out the problem and how it happened. Students should write one conversation per picture. The model conversation at the beginning of the lesson can be used as an example.
- Assign students to pairs to share dialogues. Tell students that they should decide which dialogue they want to perform for the class. Give students time to practice the dialogue.
- Ask each pair to come up in front of the class and act out a dialogue.

### Extension Play Doctor

Tell pairs to imagine that they are doctors and to make a list of recommendations for what the person in each picture should do next.

## E Grammar

- Go over the chart with students.
- Note that intensifiers have different levels of intensity. The chart moves from those that are the least strong to those that are the strongest. Draw students' attention to the Brief note below the chart. *A bit* and *a little* cannot be used before an adjective phrase (for example, *adjective + noun*). All the other intensifiers listed in the chart can be used to emphasize an adjective phrase.
- Practice more by having students use the examples given in the chart to write sentences.

### Teacher's Note Adjective intensifiers

Make sure students are clear that only one intensifier can be used at a time; they cannot be made into a list.

### Extension Grammar review

Assign students to circle the gerunds and underline the adjectives in each of the sentences.

## F Grammar Practice

- Tell students that they will practice using intensifiers to make statements true for them.
- Do number 1 together as a class.
- Put students in pairs and have them complete the sentences. Remind them to refer to the chart as necessary.
- Check answers as a class.

## Unit 3 : Active Review

### A Email

#### ■ Warm-Up

- Ask students if they have ever been on a sports team. What kind of training did they have to do?
- Give students time to read the email.
- Put students in pairs to complete the questions. Ask students to underline where in the text they found the answer to each question.
- Check answers as a class.

Key

1. Jessica joined the basketball team
2. Jessica lifts weights, takes yoga, and sometimes swims.
3. Helping her get in shape and teaching her to prepare a meal plan.
4. Jessica hurt her knee.
5. He recommended she rest for a few days.
6. The Olympic basketball team will be visiting next week.

### B Write

- Give students a set amount of time to write an email back to Jessica as Becky. Then, have students exchange emails and ask them to correct their classmate's email for grammar and spelling mistakes.
- Ask students to read their emails to the class.

#### ■ Feedback

Make sure that students do not copy the model structure or sentence structure given in the original email. Ensure that they answer Jessica's question to Becky at the end of her email.

### C Reminder: Some Module 2 Goals in Unit 3

Read each goal with the class. For each goal, ask students to look over the unit and find where they did these things. Ask students if they can demonstrate some of the goals. Then have students put a check mark next to the goals they have achieved.

## Active Review

### A Email

Read Jessica's email. Then answer the questions.

Dear Becky,

Happy New Year! How are you? I've been good, but I'm busy at college. I joined the basketball team this year! We're actually fairly good. But being on the team is really tough. We practice three times a week and go to the gym twice a week. I started to lift weights and take yoga classes. Sometimes, I even go swimming. My schedule is pretty busy but quite fun, too. I also have a personal trainer. He will be helping me get in shape and teaching me to prepare a meal plan. It's cool that the school helps us with our fitness routine.

Some bad news: last week, I hurt my knee. It's still a little painful. My trainer recommended that I rest for a few days—which is okay with me! The Olympic basketball team will be visiting us next week! I'm pretty excited about that.

But enough about me. What will you be doing over the break?

Write back soon,  
Jessica

1. What team did Jessica join at her college? \_\_\_\_\_
2. What does Jessica do at the gym? \_\_\_\_\_
3. What will her personal trainer be doing? \_\_\_\_\_
4. What happened last week? \_\_\_\_\_
5. What did her trainer recommend? \_\_\_\_\_
6. What is going to be happening next week? \_\_\_\_\_

### B Write

Write an email back to Jessica on a separate piece of paper. Give your email to a partner to read and check. Then read your email out loud to the class.

### C Reminder

Some Module 2 Goals in Unit 3

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Understand enough of what people say to be able to meet immediate needs
- \_\_\_\_\_ Complete a simple questionnaire or standardized report form using short sentences
- \_\_\_\_\_ Express yourself reasonably accurately in familiar, predictable situations
- \_\_\_\_\_ Help solve practical problems by saying what you think and asking others what they think

## Fluency

### A Prepare

Look at a person's fitness routine. Work with a partner. One of you is Person #1, and the other is Person #2. Look at your chart and cover the other chart. Ask your partner questions about each day and fill in the missing information in your chart. Pretend that today is Monday.

#### Person #1

Monday (TODAY)	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Gym: 30 minutes treadmill, lifting weights	Swimming: 30 minutes	Gym: 25 minutes yoga, lifting weights			Gym: 20 minutes treadmill, 20 minutes yoga	

#### Person #2

Monday (TODAY)	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Gym: 30 minutes treadmill, lifting weights			Rest	Basketball club		Gym: 20 minutes exercise bike, 20 minutes swimming

### B Speak to Write

What do you think of the person's fitness routine? Do you have any suggestions or advice for him or her? With the same partner, discuss what you think he or she can change or add. Share your ideas with the class.

### C Now Write

Write your own weekly fitness routine in the chart below. Then share it with another partner. What does your partner think of your routine? Next, ask your partner to make a meal plan for you. How does the meal plan help you reach your fitness goals?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Exercise Plan							
Meal Plan	(breakfast)						
	(lunch)						
	(dinner)						

47

## C Now Write

- Give students a set time limit to write out their (ideal) exercise plan in the first row of the chart.
- Instruct students to exchange books with their partner. Give students a set time limit within which to write down meals to match with their partner's exercise plan.

## Fluency

### Warm Up

- Ask students if they've ever trained hard or dieted for a specific reason. What are some the reasons? Write them on the board.

### A Prepare

- Put students in pairs. Students can choose to be person #1 or #2. Instruct them to cover up the other person's chart. Both charts are parts of one person's complete schedule for the week.
- Tell students to ask their partner questions in order to complete the entire schedule. At the end, both charts should look the same.

### B Speak to Write

- Give students a set time limit to discuss with their partner what they think about this person's fitness routine and any changes they would make.

# Unit 4 Overview:

## Take care of yourself.

### Lesson 1: Making a Doctor's Appointment

**Aims:**

- Speak to a medical receptionist
- Use present perfect tense
- Words and phrase often used with the present perfect, e.g. *for*, *since*

**Vocabulary:** Making an appointment and a visit to the doctor

**Grammar:** Present perfect tense

### Lesson 2: At the Doctor's Office

**Aims:**

- Talk to a doctor
- Describe symptoms
- Correctly use present perfect and past simple

**Vocabulary:** Symptoms and illnesses

**Grammar:** Present perfect vs. past simple

### Lesson 3: How often do you floss?

**Aims:**

- Talk to a dentist
- Say what you want other people to do
- Using *enough* and *too*

**Vocabulary:** A visit to the dentist

**Grammar:** *too* and *enough*; *want / would like* + object + infinitive

### Lesson 4: A Therapist's Advice

**Aims:**

- Use the past continuous to give background information
- *When* clauses
- Talk about mental health

**Vocabulary:** Mental health words

**Grammar:** Past continuous tense; *when* clauses

### Lesson 5: Are there any side effects?

**Aims:**

- At the pharmacy
- Talk about obligations
- Give advice

**Vocabulary:** Getting a prescription at the pharmacy

**Grammar:** Modals of obligation

### Some Module 2 Goals in Unit 4

- Help to solve practical problems by saying what you think and asking others what they think
- Make arrangements on the telephone or in person (for example, setting up a medical appointment)
- Manage unexpected things that could happen on vacation (for example, needing a dentist)

## Lesson 1 Take Care of Yourself

### Aims

- Speak to a medical receptionist
- Use present perfect tense
- Words and phrase often used with the present perfect, e.g. *for*, *since*

### Vocabulary

patient	illness	headache	vomiting
medication/medicine	flu	breathing	cancellation

### Grammar

Present perfect tense

## ★ Unit 4 • Take care of yourself. ★

### Lesson 1 Making a Doctor's Appointment

#### A Model Conversation

Read the conversation. Then listen. © Track 23

**Receptionist:** Dr. Jackson's office. How can I help you?  
**Patient:** Hello. I'd like to make an appointment to see the doctor.

**Receptionist:** Have you been here before?  
**Patient:** Yes, I have.

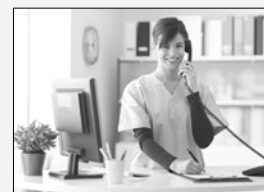
**Receptionist:** Okay. What's your name and date of birth?  
**Patient:** Samuel Chapman, May 13th, 1990.

**Receptionist:** And what's the reason for your visit?  
**Patient:** I've had a nasty headache since last week. I'm not sure what to do. I've tried different medications, but they haven't helped.

**Receptionist:** Sounds like the flu. Do you have any other symptoms—vomiting or trouble breathing?  
**Patient:** No, just the pain.

**Receptionist:** Have you ever experienced a similar headache before?  
**Patient:** No. I'm usually very healthy. Could I see the doctor today?

**Receptionist:** Yes, we've just had a cancellation. Can you come at 3:00?



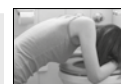
#### Brief note

A "symptom" is any feeling or change in the body that happens when you are sick.

#### B Vocabulary

Look at the pictures and listen to the words. Then write the correct word under each picture. © Track 24

patient    illness    headache    medication/medicine    vomit



Match the words with the correct definitions.

- |                      |   |  |
|----------------------|---|--|
| 1. trouble breathing | • | a. the act of stopping something that has been planned     |
| 2. nasty             | • | b. alike; seeming the same or almost the same              |
| 3. flu               | • | c. being unable to breathe (take air into the body) easily |
| 4. cancellation      | • | d. very bad; very serious or painful                       |
| 5. similar           | • | e. an illness like a cold, but more serious                |

#### C Comprehension

Read the statements about the conversation and circle **true** or **false**. Check your answers with a partner.

- |  |      |       |
|--|------|-------|
| 1. Samuel is Dr. Jackson's patient.                  | true | false |
| 2. He hasn't taken any medicine yet.                 | true | false |
| 3. He has several symptoms.                          | true | false |
| 4. He will be able to see the doctor this afternoon. | true | false |

### Warm Up

Ask for a show of hands if anyone has been to the doctor in the last week and write the number of students on the board. Repeat for the last month, 6 months, and so on.

### Teacher's Note Present Perfect

The present perfect tense presents problems for many students because they are often not sure whether to use this or the past simple. Remember there is always some reference to the present, whether it is an action that is still ongoing or a result in the present, that marks present perfect sentences as different from the past simple.

#### A Model Conversation © Track 23

- Transition by telling students they will read and listen to a conversation about making a doctor's appointment.
- Ask students to read the conversation.
- Discuss the Brief note and provide some examples.
- Play the audio and listen to the conversation as a class.

#### B Vocabulary © Track 24

- Ask students to look at the pictures. Play the audio and tell students to write the words under the appropriate picture.
- Play the audio again and ask students to repeat. Pay attention to the pronunciation of *patient* and *headache*.
- Do number 1 together as a class.
- Have students continue with the rest of the words individually.
- Ask students to check answers in pairs and then as a class.



## D Grammar

### Present perfect tense

#### Brief note

For regular verbs, the past participle is the same as the simple past form. Some verbs are irregular. For more about past participles, see Grammar Reference, p. 121.

present perfect		
You use the present perfect tense to talk about past events that have a connection to the present. The form of the present perfect is <i>have/has + past participle</i> .		
meaning	common expressions	examples
past state/action that continues to the present	<i>for + period of time</i> <i>since + point in time</i>	She <b>has worked</b> here for three years. I've <b>had</b> a terrible headache since last week.
experience	<i>before, ever, never, once, twice, ~ times</i>	A: Have you (ever) <b>been</b> there before? B: Yes, I <b>have</b> . / No, I've never <b>been</b> there. I've <b>tried</b> medications, but they <b>haven't helped</b> .
change over time	<i>since + point in time</i>	The baby's <b>grown</b> so much since last month!
completed actions	<i>already, yet</i>	I've <b>already finished</b> my project. Have you <b>started</b> yours yet?
recent events with an effect on the present; news	<i>just</i>	He's <b>broken</b> his leg. We've <b>just had</b> a cancellation.

## E Grammar Practice

Underline the errors and rewrite the sentences correctly using the present perfect tense.

- I've feel sick since last night. \_\_\_\_\_
- He has had a headache for this morning. \_\_\_\_\_
- Have you went to the hospital? \_\_\_\_\_
- Has you just booked an appointment with the doctor? \_\_\_\_\_
- Jake has broke his leg. \_\_\_\_\_
- She hasn't saw the doctor yet. \_\_\_\_\_

## F Use the Language

### Sick day

Tell a partner about the last time you were sick and what you did to feel better.

Take notes on your partner's story. Then write a short story summarizing your partner's sick day.

Notes: Partner's story	Short story

49

## D Grammar

- Read through the grammar table. Highlight the Brief Note and make sure students know where they can find the list of irregular verbs.
- Elicit the structure of the present perfect in negatives and questions.
- Stress the importance of using the contracted forms when speaking.
- Give extra examples related to your current situation. For example, *We've been in this classroom for 15 minutes. We've studied the present perfect before. We've learned a lot of health vocabulary since we started. We've already finished three activities. We've just looked at the structure of the present perfect.*
- Elicit other examples for each of the categories.

## E Grammar Practice

- Model the activity by doing the first question with the class.
- Tell students to work individually to correct the errors.
- Ask students to check in pairs and then as a class.

Key	1. I've <u>feel</u> sick since last night. I've <u>felt</u> sick since last night.
	2. He has had a headache <u>for</u> this morning. He has had a headache <u>since</u> this morning.
	3. Have you <u>went</u> to the hospital? Have you <u>gone</u> to the hospital?
	4. <u>Has</u> you just booked an appointment with the doctor? Have you just booked an appointment with the doctor?
	5. Jake has <u>broke</u> his leg. Jake has <u>broken</u> his leg.
	6. She hasn't <u>saw</u> the doctor yet. She hasn't <u>seen</u> the doctor yet.

## F Use the Language: Sick day

### ► Set up

- Tell students they are going to talk about a time when they were sick.
- Give students a few minutes to prepare. They can take notes to help them.

### ► Activity

- Put students in pairs to do the task. Stress that the person listening must take notes.
- When students are finished, ask them to write a summary of their partner's story. This could be done for homework if you are short of time.

### ► Feedback

- Invite one or two students to read the stories they wrote about their partners to the rest of the class.

### Extension Reading

When students have completed the writing task, pin their stories up around the room. Ask students to walk around and read the different stories to find the worst one, they luckiest one, the funniest one, etc.

## Key

(From left to right)  
illness, medication/medicine, headache, vomit, patient  
1. c 2. d 3. e 4. a 5. b

### Teacher's Note **medicine vs. medication**

*Medication* usually refers to drugs prescribed by a doctor.  
*Medicine* refers to this, plus things you buy yourself like aspirin.  
The two words are often used interchangeably.

## G Comprehension

- Ask students to answer the questions individually and then check the answers in pairs.
- Check answers as a class. Give feedback.

## Key

1. true 2. false 3. false 4. true

### ✓ Check the Workbook

For further practice with health vocabulary and listening, use Exercises 1, 2, and 3 in Unit 4, Lesson 1 of the workbook.

## Lesson 2 At the Doctor's Office

### Aims

- Talk to a doctor
- Describe symptoms
- Correctly use present perfect and past simple

### Vocabulary

nausea	sore throat	body aches	cough
runny nose	fever	congestion	allergy (to)
cure	food poisoning	gone	pill
prescription			

### Grammar

Present perfect vs. past simple

### Warm Up

Quickly review the vocabulary to describe symptoms. This vocabulary is included in **C**.

### Teacher's Note I have...

It can seem strange to some students to use the structure *I have (symptom)*. Don't try to explain why we use it, just tell students this is the phrase and encourage them to use it.

### A Model Conversation Track 25

- Transition by telling students that in the last class they listened to somebody making an appointment at the doctor. This time they are going to read about a different person talking to the doctor.
- Tell students to quickly read through the text. Ask students to underline the symptoms, even if they are not sure what they mean.
- Discuss the Brief note.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions.

### B Vocabulary Track 26

- Tell students they will hear a list of symptoms. Tell them to listen to the pronunciation of each, and then match the word to a definition.
- Check answers as a class. Pay attention to the pronunciation of *nausea* and *cough*.

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

### C Vocabulary in Context Track 27

- Focus students' attention on the words and definitions in the box. Play the audio of the words and their definitions. Tell students to fill in the sentences with correct vocabulary word. Check answers as a class.

**Key** 1. pill 2. prescription; gone 3. cure 4. food poisoning

## Lesson 2 At the Doctor's Office

### A Model Conversation

Read the conversation. Then listen. © Track 25

**Doctor:** Hi, Robin. What seems to be the problem?

**Patient:** Well, doctor, I've had nausea for the last two days. I can't keep anything down.

**Doctor:** Have you had any other symptoms? Headache? Fever? Body aches? Anything like that?

**Patient:** Yes, I had a stomachache and body aches yesterday. They're gone now. I feel a little better, but I still can't eat.

**Doctor:** Hmm. Have you eaten any bad-tasting food recently—especially chicken, eggs, or seafood?

**Patient:** I don't think so. I had lunch the other day at a seafood restaurant, but the food tasted fine.

**Doctor:** Well, it sounds like food poisoning to me, but it's hard to know for sure. You're already getting better, so my advice is to rest and drink lots of water or juice.

**Patient:** You can't give me a prescription?

**Doctor:** Sorry, the only cure for food poisoning is time. You can buy pills for the nausea at any pharmacy, but it might not help. If your nausea isn't gone in a few days, then call me again.

#### Brief note

"I can't keep anything down" means you keep vomiting whenever you eat anything.



### B Vocabulary: Symptoms

Listen to the list of symptoms. Then write the letter of the correct definition next to each. © Track 26

- |                |       |  |
|----------------|-------|--|
| 1. nausea      | _____ | a. a high body temperature   |
| 2. sore throat | _____ | b. a feeling of sickness; wanting to vomit                                   |
| 3. body aches  | _____ | c. having liquid come from your nose   |
| 4. cough       | _____ | d. pain all over the body  |
| 5. runny nose  | _____ | e. a painful feeling in your throat (inside your neck)                       |
| 6. fever       | _____ | f. a blocked nose; trouble breathing through your nose                       |
| 7. congestion  | _____ | g. getting ill from a specific thing (a food, an animal, a medication, etc.) |
| 8. allergy     | _____ | h. to push air out suddenly from your throat with a noise                    |



### C Vocabulary in Context

Listen to the words and their definitions. Practice saying the words out loud. Then fill in the blanks with the correct words. © Track 27

**cure:** a way to stop a medical problem  
**food poisoning:** illness from eating spoiled (not fresh) or incorrectly cooked food  
**gone:** no longer there; (of a symptom) having stopped  
**pill:** a small, circle-shaped piece of medication  
**prescription:** a note from a doctor to a pharmacist about medication for a patient

1. Take one \_\_\_\_\_ three times a day with meals.
2. The doctor gave me a \_\_\_\_\_ for some headache medication. Now my pain is \_\_\_\_\_!
3. There is no \_\_\_\_\_ for a cold, but medicine can help with the symptoms.
4. Always be sure to cook chicken well, or you might get \_\_\_\_\_.

### D Grammar

- Briefly go over the table. Have students practice reading the example sentences out loud to become comfortable using present perfect and simple past tense.
- Give extra examples related to your current situation. For example, *We've been in this classroom for 15 minutes.* (The class has not finished.) *We started at 9 a.m.* (It is not 9 am anymore.)
- Remind students of the irregular verb list on page 121.

### E Grammar Practice

- Do number 1 as a class.
- Tell students to work individually to correct the errors.
- Ask students to check their answers in pairs, and then check answers as a class.

**Key** 1. felt 2. forgot 3. have; seen 4. haven't been  
 5. has had 6. took 7. had 8. has; told

### ✓ Check the Workbook

For further practice with the present perfect and past simple, use Exercise 3 in Unit 4, Lesson 2 of the workbook.

## D Grammar

### Present perfect vs. simple past

present perfect vs. simple past	
present perfect	Use the present perfect to talk about an action or state that is not finished. It has a connection to the present.
	I've lived here for three years. (I moved here three years ago, and I still live here.)
	Use the present perfect when the time of a past action is not important or not known.
	I haven't had the flu for a long time. We've already seen that movie.
simple past	Use the simple past to talk about an action or state that happened in the past and is finished.
	I lived there for three years. (I do not live there anymore. I have moved.)
	Use the simple past with past time expressions.
	I had the flu last week, but I'm better now. We saw that movie yesterday.

## E Grammar Practice

Fill in the blanks with the correct forms of the verbs in parentheses.

- My dad \_\_\_\_\_ (feel) terrible last night.
- You \_\_\_\_\_ (forget) to take your pills this morning.
- \_\_\_\_\_ you ever \_\_\_\_\_ (see) this doctor before?
- I'm very healthy. I \_\_\_\_\_ (not get) sick for years!
- She \_\_\_\_\_ (have) an allergy to cats since she was about 4 years old.
- I \_\_\_\_\_ (take) that medicine for a week and then stopped.
- He \_\_\_\_\_ (have) a severe cough yesterday, but it's gone now.
- Maria \_\_\_\_\_ already \_\_\_\_\_ (tell) the doctor about her sore throat and body aches.

## F Use the Language

I have never told a lie!

Write ten sentences about yourself. Some sentences should be true, and others should be lies. Write about things in the past, or things that started in the past and continue until now.

Then get in small groups. Share your sentences with the group. Your group will guess if your sentence is true or a lie. Each correct guess gets one point. The person with the most points at the end is the winner.

Ten things about me	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

51

## F Use the Language: I have never told a lie!

- Tell students they are going to write ten statements about themselves, some of which should be true and some of which should be false.
- Give students a few minutes to prepare. Go around the classroom and help.
- Put students into groups of about four. Each student should read their ten statements one at a time.
- Have other member of the group decided which statements are true or false. They get one point for each correct guess.
- Find out which member of each group got the most points.

### Extension About me

Do the exercise yourself! Write ten things on the board. Encourage students to ask you questions about your statements, and then get them to decide which are true and false.

## Lesson 3 How Often Do you Floss?

### Aims

- Talk to a dentist
- Say what you want other people to do
- Use *enough* and *too*

### Vocabulary

filling	hygienist	staining	gums
floss	mouthwash	rinse	X-ray

### Grammar

*Too* and *enough*; *want / would like* + object + infinitive

### Warm Up

On the board, Draw three columns with the following three headings: *love*, *don't mind*, *hate*. Tell students if you love, hate, or don't mind going to the dentist, and write your name in the appropriate column. Give students two minutes to ask as many other people as possible in the class how they feel about going to the dentist.

### A Model Conversation Track 28

- Transition by telling students they will listen to a conversation taking place at the dentist's office.
- Ask students to read the conversation.
- Discuss the Brief note and ask if anyone in the class has had any cavities.
- Play the audio and listen to the conversation as a class.
- Ask students comprehension questions such as *Why doesn't Fiona like flossing?*

### B Vocabulary Track 29

- Play the audio for students to listen to the vocabulary.
- Read each other the words in the word box and have students repeat. Pay attention to *hygienist*.
- Ask students to match the words in the box to the correct picture.
- Check answers in pairs, and then check answers as a class.

**Key** (From left to right, top to bottom)  
gums, floss, hygienist, staining  
X-ray, mouthwash, rinse, filling

### C Vocabulary in Context

Students use the words in the box to complete the summary of the model conversation. Check in pairs and then as a class.

**Key** a. dentists b. teeth c. flossing d. bleed  
e. common f. too bad g. staining h. cavity

### D Grammar

- Read through the grammar table dealing with *too* and *enough* first and then *would like / want* + object + infinitive.
- Discuss the Brief notes and answer any student's questions.
- Elicit extra examples related to your current situation. For example, *It's too hot in here*, or *The teacher wants/would like us to do our homework every night*.

## Lesson 3 How often do you floss?

### A Model Conversation

Read the conversation. Then listen. Track 28

**Hygienist:** Hi, Fiona. Have you rinsed with the mouthwash?  
**Patient:** Yes, I have.  
**Hygienist:** Let's have a look. Hmm. How often do you floss?  
**Patient:** Um, once a week, maybe.  
**Hygienist:** That's not often enough. You need to do it every day to keep your gums healthy.  
**Patient:** I don't like it, though. It makes my gums bleed.  
**Hygienist:** That's common if you don't do it often. Now, I'd like you to promise that you'll floss more often.  
**Patient:** I know, you're right. I promise.  
**Hygienist:** Good. Now. Well, your teeth don't look too bad. There's a little staining, and I think you do have one cavity. The X-ray will tell us for sure if you'll need a filling. Dr. Marino will be here in just a moment to tell you.  
**Patient:** Okay, thanks.  
**Dentist:** Hello, Fiona. It's good to see you. I've got your X-ray right here. It's been too long since your last visit. Now, let's have a look.



**Brief note**  
A "cavity" is a hole in a tooth that must be filled.

### B Vocabulary

Listen to the words. Then write each word under the correct picture. Track 29

filling	hygienist	staining	gums	floss	mouthwash	rinse	X-ray

### C Vocabulary in Context

Fill in the blanks with the correct words from the box to complete the summary.

Fiona is at the ① \_\_\_\_\_ office. The hygienist is checking her ② \_\_\_\_\_. He asks her if she has been ③ \_\_\_\_\_ every day. Fiona doesn't floss often enough. She says that it makes her gums ④ \_\_\_\_\_. The hygienist says that is ⑤ \_\_\_\_\_. He also thinks Fiona's teeth don't look ⑥ \_\_\_\_\_. But there is a little ⑦ \_\_\_\_\_, and she might have one ⑧ \_\_\_\_\_.

cavity flossing  
common dentist's  
bleed staining  
teeth too bad

52

### Teacher's Note Too

Students often confuse *too* with *very*. Show students that *too* is used to mean *in excess*, while *very* just means *a lot*.

### E Grammar Practice

- Do the first question with the class as an example. Ask students why **b** is correct.
- Students work individually to choose the correct alternative.
- Students check in pairs and then explain their answers to one another.
- Check answers as a class and discuss the reasoning.

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

### Check the Workbook

For further practice with *too* and *enough*, and *want / would like* + object + infinitive use Exercises 2 and 3 in Unit 4, Lesson 3 of the workbook.



## D Grammar

### too and enough; want / would like + object + infinitive

too and enough	want / would like + object + infinitive
<i>Too</i> is an adverb meaning "more than what is needed or wanted." It comes before an adjective or adverb. It's been <b>too</b> long since your last visit. I can't eat the soup. It's <b>too</b> hot.	You use the structure <i>want / would like</i> + object + infinitive to talk about something you want someone to do. My mom <b>wants my brother to go</b> to the dentist. I'd like <b>you to promise</b> you'll floss more often.
<i>Enough</i> is an adverb meaning "equal to what is needed; to the necessary degree." It comes after an adjective or adverb. That's not often <b>enough</b> . She can't drive a car. She's not old <b>enough</b> .	<b>Brief note</b> <i>Too and enough have opposite meanings.</i> <i>The soup is too hot. = The soup isn't cool enough.</i> <i>She's not old enough. = She's too young.</i>

**Brief note**  
*Would like is more polite than want.*

## E Grammar Practice

Read each pair of sentences. Choose the correct sentence. Compare your answers with a partner. Can you explain why the other sentence is wrong? Discuss with your partner.

- a. I like you to lie down on the chair, please.      b. I'd like you to lie down on the chair, please.
- a. This sweater is too big. I need a smaller one.      b. This sweater is big enough. I need a smaller one.
- a. I want you to book an appointment for me.      b. I want you book an appointment for me.
- a. Your teeth are clean enough.      b. Your teeth are enough clean.
- a. He's like you to come in next week.      b. He'd like you to come in next week.
- a. She wants you using mouthwash every day.      b. She wants you to use mouthwash every day.
- a. The weather doesn't look too bad today.      b. The weather doesn't look bad enough today.
- a. I'd like you to helping me with this, please.      b. I'd like you to help me with this, please.

## F Use the Language

### What seems to be the problem?

Work with a partner and role-play a visit to the doctor's office.

- First, decide who plays the patient and who plays the doctor.
- Then take a few minutes to think about your symptoms (if you are the patient) and questions to ask (if you are the doctor). Use the Medical Report to take notes.
- Role-play the conversation. Try to agree on what the patient's problem is and what to do about it.
- Perform your conversation for the class.

#### Brief note

*Physician is another word for a medical doctor.*

Medical Report		
Patient's name (last, first, middle)	Birth date	Visit date
Physician	Date of report	Next appointment
Symptoms/Diagnosis		

53

## F Use the Language: What seems to be the problem?

- Tell students they are going to role-play a conversation with a doctor.
- Discuss the Brief note and practice the word for pronunciation.
- Put students in pairs. Ask them to decide who is going to be the patient and who is going to be the doctor.
- Give students a few minutes to prepare their symptoms and their questions. Encourage them to look back at the last few lessons and to make notes on the Medical Report to help them.
- When students are ready, ask them to perform their role-play.
- Walk around and help students if necessary. Make a note of any good examples of language.
- Show students the good language examples you heard while circulating.
- Invite some of the pairs to present their role-play to the class.

### Extension Scripting

Ask students to write an extended version of their role-play. This could be done as homework if you do not have enough time.

## Lesson 4 A Therapist's Advice

### Aims

- Use the past continuous to give background information
- *When* clauses
- Talk about mental health

### Vocabulary

mental	emotional	physical	therapist
social	counsel	regularly	mediate

### Grammar

Past continuous; *when* clauses

### Teacher's Note Talking about mental health issues

Make sure you treat this subject with care. There might be people in your class who are suffering from mental health issues, so try to provide a supportive and caring environment. If necessary, have contact numbers ready if students need to talk to somebody.

### Warm Up

Write on the board words that feature an unvoiced /th/. For example, *three, mouthwash, therapist, month, bath, think*. Ask students what the words have in common and then drill the pronunciation.

### A Authentic Text: Therapist blog Track 30

- Transition by telling students they will read about a therapist's visit.
- Discuss the Brief notes and answer any questions students have.
- Ask students what they think a therapist does. Tell students to read to see if they had the right ideas. Check as a class.
- Play the audio and listen to the conversation as a class.

### B Vocabulary Track 31

- Play the audio for students to listen to the vocabulary. Have students repeat along with the audio. Pay attention to *physical, therapist, counsel* and *regularly*.
- Ask students to match the words in the box to each definition.
- Check answers as a class.

Key

- |              |              |
|--------------|--------------|
| 1. counsel   | 2. social    |
| 3. emotional | 4. regularly |
| 5. mental    | 6. meditate  |
| 7. physical  | 8. therapist |

### C Vocabulary Comprehension

Tell students to use the words from Exercise B to complete the sentences. Then check the answers as a class.

Key

- |              |                        |
|--------------|------------------------|
| 1. social    | 2. regularly; physical |
| 3. counsel   | 4. therapist           |
| 5. emotional | 6. meditate            |

### ✓ Check the Workbook

For further practice of vocabulary associated with visiting a therapist, use Exercises 1, 2, and 3 in Unit 4, Lesson 4 of the workbook.

## Lesson 4 A Therapist's Advice

### A Authentic Text: Therapist blog

Read the story. Then listen. © Track 30

#### Brief note

A "blog" is a website that shows informal information.



People don't usually think about their mental health, but they should! Your mind is just as important as your body. Stress and other emotional problems can be as serious as a physical illness or injury. That's why I became a school psychologist. As a therapist, my job is to listen to students' problems—academic, emotional, and social—and to counsel students on how to deal with their problems.

#### Brief note

A "relationship" is how two people get along with and feel about each other.

For instance, just last month, I started to help a student with a lot of stress. Her classes are very difficult, so she was spending a lot of time in the library. She wasn't sleeping well, and she always felt tired. She was losing weight, and even her **relationships** with friends were getting worse. She was fighting with her roommate every night. To help her, I asked her to visit me regularly. During our meetings, I teach her how to meditate and other ways to relax. We also talk about her problems. Now she says she has already started to sleep better.

### B Vocabulary

Listen to the words. Then write each word next to the correct definition. © Track 31

mental emotional physical therapist social counsel regularly meditate

- \_\_\_\_\_ to give advice to
- \_\_\_\_\_ involving being with other people or relationships with other people
- \_\_\_\_\_ having to do with your feelings; often showing strong feelings
- \_\_\_\_\_ very often or every day, week, month, etc.
- \_\_\_\_\_ having to do with your mind: your thoughts, attitude, beliefs, etc.
- \_\_\_\_\_ to spend time thinking quietly, often to relax
- \_\_\_\_\_ having to do with the body and not the mind
- \_\_\_\_\_ a person who helps with illnesses of the mind

### C Vocabulary Comprehension

Fill in the blanks with the correct words from part B.

- Dennis is shy, so he doesn't like going to \_\_\_\_\_ events alone.
- Exercising \_\_\_\_\_ is good for both your mental and your \_\_\_\_\_ health.
- She had a serious illness as a child, so she knows how to \_\_\_\_\_ sick children.
- To be a(n) \_\_\_\_\_, you must want to help people, and you must be a good listener.
- Erica is not a very \_\_\_\_\_ person. She never seems really happy or really upset.
- When I have a problem, I like to sit and \_\_\_\_\_. It often helps me work out the problem.

54

### D Grammar

- Read through the grammar table. Discuss the past continuous first.
- Elicit the structure of the past continuous in negative statements and questions.
- If students have problems, remind them of the present continuous by doing some actions. Then transition to the past continuous by talking about what you were doing two minutes ago.
- Ask students to find examples of the past continuous from Exercise A.
- Give extra examples related to your current situation. For example, *We were studying English this time last week, Were you playing football before this class?*
- Talk about the use of *when* with the past continuous with lots of examples.
- Discuss the Brief note about how either clause can come first.

### E Grammar Practice

- Do number 1 as a class.
- Tell students to work individually to correct the errors.
- Check answers as a class.

Key

- |                              |                          |
|------------------------------|--------------------------|
| 1. were chatting             | 2. weren't watching      |
| 3. Were you working          | 4. was meditating        |
| 5. was losing                | 6. wasn't seeing         |
| 7. Was the professor talking | 8. was the patient doing |

## D Grammar

### Past continuous tense; when clauses

past continuous	when clauses
Use the past continuous to talk about an action that continued for some time in the past. The form is <i>was/were + verb-ing</i> .	You can use <i>when</i> clauses with the past continuous to talk about something that interrupted or happened during a continuous action. You use the simple past in the <i>when</i> clause.
a past action that lasted for a while	
She <b>was spending</b> a lot of time in the library. He <b>wasn't sleeping</b> well last week.	You <b>were cooking</b> dinner from 6 to 7. They <b>arrived</b> at 6:30. → You <b>were cooking</b> dinner <b>when</b> they arrived.
a past action that was ongoing at a specific time	
We <b>were studying</b> at 10:30 last night. They <b>were playing</b> soccer at 5 o'clock.	It <b>was raining</b> from 10:00 to 10:30. We <b>left</b> at 10:05. → It <b>was raining</b> <b>when</b> we left.
questions and negatives	
A: <b>Were you studying?</b> B: <b>Yes, I was.</b> / <b>No, I wasn't.</b> I <b>wasn't studying</b> . Q: <b>What was he doing?</b> A: He <b>was sleeping</b> .	

#### Brief note

You can change the order of the two clauses. If the *when* clause comes first, put a comma (,) after the clause.  
*When they arrived, you were cooking dinner.*  
*When we left, it was raining.*

## E Grammar Practice

Fill in the blanks with the correct forms of the verbs. Use the past continuous.

- We \_\_\_\_\_ (chat) on the phone all night.
- They \_\_\_\_\_ (not watch) TV when I came home.
- \_\_\_\_\_ you \_\_\_\_\_ (work) at 11:00 last night?
- Olivia \_\_\_\_\_ (meditate) when the neighbor came over.
- I \_\_\_\_\_ (lose) weight last year because I stopped eating fast food.
- He felt stressed because he \_\_\_\_\_ (not see) his therapist regularly.
- \_\_\_\_\_ the professor \_\_\_\_\_ (talk) when you left the classroom?
- How \_\_\_\_\_ the patient \_\_\_\_\_ (do) when the doctor saw him?

## F Read to Write

Read about Brenda's dream. Underline the past continuous verbs.

In my dream, I was a middle school student again. I was at my school, but the school looked different. I was walking around and looking for my classroom. But I couldn't find it! I was lost, and I was late for class. I was asking other students for help, but they couldn't help. They didn't know, either. I was getting very nervous. Maybe I had this dream because I was worrying about a test all day yesterday. The dream probably means I was feeling stressed about school. Have you ever had a dream like this?



Think about a similar dream you have had, or another dream that was unusual, funny, or scary. On a separate sheet of paper, write a short paragraph about it (five sentences or more). Then read your paragraph to a partner and discuss it.

55

## F Read to Write

- Ask students to read the story and decide if it was a good or a bad dream.
- Tell students to underline the examples of the past continuous tense.
- Ask students to write a short description of a dream of their own.
- Have students then tell a partner their story.
- Encourage students to discuss the meaning of the dream or why they had that dream.
- Invite one or two students to read their descriptions to the class.

### Extension Recall

Ask students to repeat their partner's dreams to another student. They can use the original written story if they wish or do it from memory.

## Lesson 5 Are there any side effects?

### Aims

- At the pharmacy
- Talk about obligations
- Give advice

### Vocabulary

capsule	cause	dose	label
side effects	pharmacist	effective	treatment
chest			

### Grammar

Modals of obligation

### Warm Up

Quickly test students about what shops they can buy certain things in. For example: *Where can you buy bread?* (In a bakery.) *Where can you buy flowers?* (In a flower shop.) Make sure you end on *Where can you buy medicine?* and elicit *In a pharmacy.*

### A Model Conversation

- Transition by telling students they will practice vocabulary associated with going to a pharmacy.
- Tell students to briefly read the conversation.
- Play the audio and listen to the conversation as a class.

### B Vocabulary

- Ask students to match a word in blue from the text with a definition.
- Check answers as a class.
- During feedback, check the pronunciation.

Key	1. capsule	2. cause
	3. dose	4. label
	5. side effects	6. pharmacist
	7. effective	8. chest
	9. treatment	10. at a time

### C Quick Review

- Ask students to look back over the Brief notes from Unit 3 and Unit 4 to find the answers.

Key	1. on
	2. <i>Work out</i> is a verb. <i>Workout</i> is a noun.
	3. informal information

### Teacher's Note Speed reading


You could add an element of competition to this by assigning students to pairs and seeing which pair can find all of the answers first.

### D Grammar

- Read through the grammar table.
- Discuss the Brief note and answer any questions students have.
- Elicit the structure of the modals in the negative, except *ought to* and *have got*, as well as the question forms for *should* and *have to*.
- Tell students you have a friend who wants to learn English. Ask for different suggestions for this person using the modals in the table.

## Lesson 5 Are there any side effects?

### A Model Conversation

Read the conversation. Then listen. 

Pharmacist: Miss Lopez? Your prescription is ready.

Miss Lopez: Great. How much is it?

Pharmacist: Well, first, we ought to talk about your medication. Did your doctor explain it to you?

Miss Lopez: Yes, it's for the flu.

Pharmacist: That's right. It's **effective** as a flu **treatment** if you start taking it soon after the start of symptoms.

Miss Lopez: Well, I started having symptoms this morning.

Pharmacist: Okay. Take one **capsule** every twelve hours. And be sure to finish the bottle. You might feel better in a couple of days, but you've got to keep taking it.

Miss Lopez: I see. Should I take the capsules with meals?

Pharmacist: You don't have to. But if they **cause** nausea, you can take them with food. Oh—and if you miss a **dose**, don't take two capsules the next time. You should always take one **at a time**.

Miss Lopez: All right. Are there any **side effects**?

Pharmacist: Nausea is one, as I said. That's no big deal. But if you have trouble breathing or **chest** pain, call your doctor. This information is on the **label**, as well.



### B Vocabulary

Write the **blue** words from the conversation next to the correct definitions.

- \_\_\_\_\_ a very small container filled with medicine, which you take like a pill
- \_\_\_\_\_ to make (something) happen
- \_\_\_\_\_ the amount of medicine you take at one time
- \_\_\_\_\_ a piece of paper on something that gives information about it
- \_\_\_\_\_ (usually) bad or unwanted things caused by medication
- \_\_\_\_\_ a person who works at a pharmacy and is an expert on medications
- \_\_\_\_\_ working correctly; having the right effect
- \_\_\_\_\_ the front part of the body between the stomach and the neck
- \_\_\_\_\_ a way to cure or relieve a medical problem
- \_\_\_\_\_ together; at the same time

### C Quick Review

Look back at the brief notes in this module.

1. What preposition do you use to say you are a member of a team?
2. What is the difference in meaning between *workout* and *work out*?
3. What kind of information can you find on a blog?

56

### E Grammar Practice

- Do number 1 as a class.
- Tell students to work individually to correct the errors.
- Check answers as a class.

Key	1. should	2. have to
	3. ought to	4. must
	5. Should	6. I've got to
	7. had better	8. must not

### ✓ Check the Workbook

For further practice of modals for obligation, use Exercise 3 in Unit 4, Lesson 5 of the workbook.

### F Use the Language: What should you do about this problem?

- Tell students they are going to give some advice to help people who are sick.
- Give students a couple of minutes to think of two more symptoms. Encourage students to look back through the last few lessons if they need any ideas.
- Tell students to go online to find advice for these problems.
- If you don't have access to the Internet, allow students to use their imagination or let them ask for help from you and other students.
- Put students in pairs to compare their ideas.
- For feedback, find out how many people had similar suggestions for each symptom.



#### Brief note

Of these modals, only *should* and *have to* are commonly used in questions. *Ought to* and *have got to* are not commonly used in the negative.

### D Grammar

#### Modals of obligation

modals of obligation		
You can use a modal + base verb to talk about an obligation. An obligation is something that is necessary.		
weak obligation: advice, suggestions, warnings		
A: Should I take the capsules with meals? B: Yes, you <b>should</b> take them with meals. You <b>shouldn't</b> take them on an empty stomach.	I <b>ought to</b> pick up my medicine soon.	She'd <b>better</b> remember to take her medicine. She'd <b>better not</b> forget.
strong obligation: necessity		
A: Do I <b>have to</b> go to a pharmacy to buy it? B: Yes, you <b>have to</b> go to a pharmacy. But you <b>don't have to</b> have a prescription.	You <b>must</b> take this medicine every day. You <b>must not / can't</b> miss a day.	You <b>have got to</b> keep taking it. You've <b>got to</b> finish the bottle.

### E Grammar Practice

Listen and circle the correct words. Check your answers with a partner. Then practice reading each sentence aloud. © Black 37

- People ( should / have to ) not forget to floss.
- Do you ( have got to / have to ) take allergy pills every day?
- That restaurant has delicious food. You ( had better / ought to ) try it.
- If you have serious side effects, you ( must / can't ) call your doctor immediately.
- ( Should / Ought ) I take this medicine before bed?
- I can't buy that medicine yet. ( I should / I've got to ) get a prescription from a doctor first.
- I ( had better / had better not ) go to the pharmacy soon—it closes in an hour.
- Be sure to finish these capsules. You ( must not / don't have to ) stop taking them when you feel better.

### F Use the Language

What should you do about this problem?

Add two more symptoms or illnesses to the list below. Then go online and research what a patient should do about each one. Consider both medicines from a pharmacy and treatments you can do at home. Then compare your list with your partner's. Share your results with the class.

Problem	Treatment
A cold	
A headache	
A sore back	
A runny nose	
A cough	



#### Extension Medical Charades

Ask students to write symptoms on scraps of paper. Put students into groups of four. Students take it in turn to pick a scrap of paper and miming the symptom. The first person to guess the symptom and give some advice gets a point.

## Unit 4 : Active Review

### Teacher's Note Preparation

Exercise B asks students to go online and look for information about pet allergies. If you don't have access to the Internet in class, you might like to set this as homework so that students come to class prepared for the activity.

### Warm Up

Tell students they are going to review some of the language from this unit. As a class, find out who can remember the different topics you have covered. Give students a moment to check for themselves by looking through the unit.

### A Call from the Doctor Track 34

- Tell students they are going to listen to a telephone conversation between a doctor and a patient.
- Give students a moment to quickly read through the text.
- Play the audio for students to listen and complete the text.
- Have students check in pairs.
- Play the audio again and check the answers as a class. During feedback, check the spelling.

Key

symptoms; cough; has become; I'd like you; to do; was talking; allergy; never; prescription; congestion; have to; Should; just cancelled

### B Pet Allergies

- Give students time to use the Internet to research pet allergies. Encourage students to use sites in English, if possible. Students should take notes about the information they find.
- While students research, circulate and monitor the language that students produce.
- Put students in pairs to discuss their findings.
- Students should then role-play a situation where one person has an allergy to a pet and the other one gives some advice.
- Ask for volunteers to present in front of the class
- At the end of the activity put some of the language students used on the board and invite the class to discuss if the language is used correctly or not.
- Give feedback.

### C Reminder: Some Module 2 Goals in Unit 4

Read each goal with the class. For each goal, ask students to look over the unit and find where they did these things. Ask students if they can demonstrate some of the goals. Then have students put a check mark next to the goals they have achieved.

## Active Review

### A Call from the Doctor

Listen to the phone call from Maxim's doctor. Fill in the blanks with the words that you hear. Then listen again and check your answers.  Track 34

Doctor: Hello, may I speak to Maxim, please? This is Dr. Jasper calling.

Maxim: Hi, Dr. Jasper, it's me.

Doctor: Hi, Maxim. How are you today? Have your \_\_\_\_\_ changed at all?

Maxim: Well, I've developed a \_\_\_\_\_ since I saw you. My headache \_\_\_\_\_ worse as well.

Doctor: Hmm, okay. \_\_\_\_\_ to come in again as soon as possible. I want you \_\_\_\_\_ a few tests.

Maxim: Is it serious, doctor?

Doctor: I don't think so. I \_\_\_\_\_ to a colleague about your case. She seems to think it's an \_\_\_\_\_. You have a new dog, right?

Maxim: Yes, but I've \_\_\_\_\_ had an animal allergy before.

Doctor: Getting one at your age is pretty common. I've emailed a \_\_\_\_\_ to your pharmacy for some medication. It should help with the \_\_\_\_\_ and the cough. You only \_\_\_\_\_ take it once a day.

Maxim: Okay. \_\_\_\_\_ we make an appointment now for those tests?

Doctor: Yes, a patient has \_\_\_\_\_ his appointment for 9:00 tomorrow morning. Are you free then?

Maxim: Yes, see you then. Thank you for calling.

### B Pet Allergies

Go online and find out about pet allergies. What are some common symptoms? What can people do about them? Make some notes.

Notes

With a partner, discuss what you learned. Then imagine you have a new pet, and your roommate or a family member becomes allergic to it. What should you do? Discuss your ideas with the class.

### C Reminder

Some Module 2 Goals in Unit 4

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Describe past activities, events, and personal experiences (for example, what you did over the weekend)
- \_\_\_\_\_ Make another person understand the points that are most important to you when you explain something
- \_\_\_\_\_ Make arrangements on the telephone or in person (for example, setting up a medical appointment)
- \_\_\_\_\_ Manage unexpected things that could happen on vacation (for example, needing a dentist)

## A Warm Up

With a partner, make a list of possible reasons for seeing a therapist. Brainstorm as many ideas as you can.

---



---



---

## B Role-play

Using your ideas from part A, prepare for a role-play. One person will be a therapist, and the other person will be a patient.



### Role A: Patient

You are visiting a therapist because (choose a reason from exercise A). You need to explain to the therapist what the problem is. Talk about the history of the situation and how you are feeling about it now. You need to leave the office feeling better about the situation and with some strategies to solve the problem.



### Role B: Therapist

You are meeting a new patient who wants to see you because (reason from part A). Listen to what your patient says. Ask questions about the patient's history with the issue. Ask about how the patient is feeling now. Give the patient some strategies to solve his or her problem.

Switch roles and choose another problem from part A.

## C Discuss

Use the problem from your role-play as the patient. Describe to a new partner what it was and talk about what the solutions were. Ask for your partner's opinion about it. Does he or she agree or disagree with the solutions? After you have discussed the issue, write a short paragraph (8–10 sentences) about it. Be sure to include any new ideas that you and your new partner had. Share your paragraph with your first partner. What does he or she think of it?

---



---



---



---



---



---

59

# Communication

## A Warm Up

- Put students in pairs and give them a maximum of five minutes to brainstorm as many different reasons for going to a therapist as possible.
- Write the ideas on the board.

## B Role-Play

- Students stay in the same pairs. Let them decide who is going to be the patient and the therapist.
- Give students time to read their role-play cards and prepare some of the things they want to say.
- When students are ready, have them perform the role-play.
- When students have finished, ask them to swap roles and repeat the procedure.

## C Discuss

- Assign students to new pairs. Ask them to choose one of the problems from the previous role-play and discuss the advice they received. Encourage students to talk about whether they agree or disagree with the advice and to offer some different ideas, if appropriate.
- Once the discussions have died down, ask students to write a short report on the problem and the different types of advice they received in the role-play and in their follow-up discussion.

## Module 2 : Review

### A Vocabulary

Assign students to pairs, making sure that all the students fill in the blanks. Ask students to fill in the blanks from memory. They may write vocabulary words that were added to the lesson when it was covered.

Key

1. gymnastics; swimming; surfing; diving
2. suggest; recommend; be sure to; it's a good idea to
3. shoulder; neck; wrist; ankle; knee

### B Vocabulary

Show the example and do number 2 together as a further example. Put students in pairs and encourage them to use their notes and their course book to find the answers to these questions.

Key

1. exercise equipment: g
2. lose weight: f
3. get hurt: e
4. nasty headache: h
5. at a time: c
6. sore throat: a
7. rinse with mouthwash: b
8. mental health: d

### C Grammar

Students should be flipping through the module as they complete these, but the answers do not need to match the exact details from the dialogues. However, they should show understanding of the language covered in the module.

Key

- |             |                |
|-------------|----------------|
| 1. better   | 2. would; take |
| 3. watching | 4. for         |
| 5. that     | 6. will        |
| 7. how      | 8. were        |
| 9. that     | 10. When       |
| 11. will    | 12. It's       |
| 13. since   | 14. so         |
| 15. went    | 16. to         |
| 17. yet     | 18. has        |
| 19. was     | 20. to         |

## Module 2 Review

### A Vocabulary

Remember and write...

1. ...four sports in the Summer Olympics.  
\_\_\_\_\_
2. ...three words or phrases used to make suggestions.  
\_\_\_\_\_
3. ...five body parts people might hurt at the gym.  
\_\_\_\_\_

### B Vocabulary

Match column A with column B to make phrases. Then write the letter of the correct definition next to the new phrase.

A	B	phrase: definition	definition
1. exercise	time	<u>exercise equipment</u> : <u>g</u>	a. pain inside the neck
2. lose	health	_____:	b. to clean the mouth with a special liquid
3. get	mouthwash	_____:	c. together; at the same time
4. nasty	equipment	_____:	d. how good you feel in your mind
5. at a	throat	_____:	e. to experience an injury
6. sore	weight	_____:	f. to become thinner
7. rinse with	hurt	_____:	g. things you use at the gym
8. mental	headache	_____:	h. bad pain in the head

### C Grammar

Look back at the module. Fill in the blanks.

- |   |  |
|---|--|
| 1. You're sick. You'd _____ stay home today.          | 11. Here, I _____ help you with that.                |
| 2. I _____ like you to _____ this medicine every day. | 12. _____ great that you're healthier now.           |
| 3. We really enjoy _____ the Olympics on TV.          | 13. I've known her _____ elementary school.          |
| 4. He has studied nutrition _____ two years.          | 14. He feels _____ much better now.                  |
| 5. It's important _____ you drink water every day.    | 15. I _____ to see the doctor yesterday.             |
| 6. I _____ be starting school next January.           | 16. You have _____ take these pills twice a day.     |
| 7. She knows _____ to swim really well.               | 17. It's not too late. The store hasn't closed _____ |
| 8. They _____ doing homework for hours last night.    | 18. She _____ worked at the school for three months. |
| 9. He recommends _____ I use mouthwash daily.         | 19. It _____ raining all night.                      |
| 10. _____ I called, you were talking to your boss.    | 20. It's fun _____ watch the Olympics.               |



#### D Share Ideas

1. Imagine you can add a new sport to the Olympics. It can be one that exists already, or you can create a brand-new sport. What sport will you choose? Discuss with your partner.
2. What do you think is the most common treatment for a cold in your country? Do you have any better ways of treating a cold? What are they? Discuss some ideas with a partner, and then share them with another pair of students.

#### E Never Ever

In a group, each person says something they have never done before. For example, "I have never ever eaten sushi." The other members of the group give themselves a point if they have done it before. Continue until you are out of ideas. The person with the most points wins the game.

#### F Describe the Pictures

Write about what you think was happening, has happened, and is happening in each picture. Choose three pictures to talk about with a partner. Be creative! Then share your best ideas with the whole class.



Notes

61

### E Never Ever

#### Teacher's Note Topics

The game is designed to get students to use the present perfect. Consider briefly reviewing the present perfect before playing this game.

- Assign students to small groups of about four students. Ask them to think about things they have never done.
- Tell students to take turns saying statements about things they have never done. For example, *I have never ever...been to New York.*
- The other members of the group who have also never done the activity all receive a point.
- Allow students to talk freely.

#### F Describe the Pictures

- Briefly talk about each picture, asking students to describe some of the things they can see.
- Tell students they need to write about all of the pictures. Ask questions like: *What happened before the picture? How were they feeling? Who are they? What happened next?*
- Give students enough time to write their ideas. Circulate and help as necessary.
- Put students in pairs to discuss their ideas. Encourage them to create new stories if possible.
- For feedback, invite students to share their best ideas with the class.

### D Share Ideas

#### Teacher's Note Preparation

The first question in this activity is designed to get students to review vocabulary associated with sports from Unit 3. The second activity is based on the health vocabulary from Unit 4. It might be helpful to look up lists of existing Olympic sports and common cold cures.

- For the first question, put students in pairs. Tell them they can add a new sport to the Olympics. The sport can either be a real one or one they invent one. Students discuss their ideas in pairs. If students need prompting, they could talk about some of the following:
  - popularity
  - skill
  - athleticism
  - money involved
- For feedback, elicit some of the different sports that were suggested.
- For the second activity, assign students to different partners for them to discuss common cold cures.
- When the conversations are coming to an end, put each pair with another pair to create groups of four. The pairs must now compare their ideas.
- For feedback, find out the most popular cure for a cold.

## Healthy Habits

**Module 3 Goals**

Handle everyday situations such as shopping, making appointments, or checking appointment times

Understand the most important pieces of information in a consumer-related text (for example, price, amount, or nutritional information)

Understand the main points of clear, standard speech on familiar, everyday subjects

Help solve practical problems, saying what you think and asking others what they think

Understand the main points in recorded material about familiar topics

Write short, comprehensible connected texts on familiar subjects

Give practical instructions on how to do something (for example, cooking)



# Module 3 Overview:

## Around Campus

### Module 3 Goals

- Handle everyday situations such as shopping or making or checking appointment times
- Understand the most important pieces of information in a consumer-related text (for example price, amount, or nutritional information)
- Understand the main points of clear, standard speech on familiar, everyday subjects
- Help to solve practical problems, saying what you think and asking others what they think
- Understand the main points in recorded material about familiar topics
- Write short, comprehensible connected texts on familiar subjects
- Give practical instructions on how to do something (for example, cooking)

### Warm Up

- Before students enter the classroom, write "Healthy Habits" inside a circle on the board. Draw arrows pointing out of the circle with question marks next to them.
- When the students arrive, draw their attention to the board. Elicit the definition of the word *habit*. Have students discuss with a partner what some healthy habits are.
- Call up partners to the board to erase a question mark and write a suggestion next to the circle.
- Have students open the book and observe the collage of photos on the front page and discuss what they see. *Which photos are listed on the front board now? Which are not?* Add more suggestions to the brainstorming circle.
- Ask students to talk with their partner about their healthy habits and habits they would like to change. You may model a short example conversation with a student. Avoid making the conversation too structured at this point. The goal is simply to warm up and get the students thinking about the topic. There will be opportunities to have more structured speaking time later.
- Ask 2-3 partners to share a little bit about their discussion with the class. Write any keywords or phrases on the front board.

### Extension One Tip

- Ask students to come up with only one tip for someone who might want to improve their health.
- Have students discuss with a partner this one tip, and why they feel it is the most important thing for people to do to be healthy.
- If anyone is comfortable sharing the information with the whole class, encourage them to do so.

### Preview

- Read the first item on the list (*a steak*). As a class, find the page that has a picture of a steak (p. 68).
- Put students in pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

### Key

1. p. 68    2. p. 72    3. p. 82    4. p. 85

### Discuss

- Read the instructions aloud to the class. Model number **1** with the class and write an example on the board. (For example, *they are wearing facial masks and taking a selfie*.)
- Ask students to discuss their answers to questions **1** through **5** in pairs.

### Module 3 Preview

#### Preview

Look at pages 64 to 89. What pages are these things on?

- a steak \_\_\_\_\_
- a recipe \_\_\_\_\_
- nail clippers \_\_\_\_\_
- the passive voice \_\_\_\_\_

#### Discuss

Talk about the questions with a partner.

1. What are the people doing in the photos on the left?
2. What are the names of the foods in the photos on the left?
3. What are some healthy habits?
4. How much money do you spend monthly to look good?
5. How much time do you spend getting ready in the morning?

#### Write

Choose one of the questions from above. Write a couple of sentences to answer it.

---



---



---



- Walk around the classroom, checking the progress of students and answering any questions.
- Have a few volunteers share their answers aloud to the class.

### (Answers may vary)

1. She is eating a salad. They are wearing facial masks. He is getting a haircut.
2. Grapes, an apple, strawberries...
3. Some healthy habits are exercising and eating fruits and vegetables.
4. I spend \$200 a month to look good.
5. I spend an hour getting ready in the morning.

### Write

- Read the instructions aloud to the class. Have students write more details about one of the questions above.
- Walk the classroom, helping when necessary.

### Teacher's Note Bringing the module to life

As most people seek ways to become healthier, this module is a popular topic for many. Be sure to incorporate ways to bring this module to life; for example, making note of nearby health-food stores and restaurants for students to try. Finding and sharing healthy recipes will get students excited to explore this module as well.

# Unit 5 Overview:

## Eat Right

### Lesson 1: The doctor said...

**Aims:** - Report medical advice  
- Understand and discuss health-related topics

**Vocabulary:** Taking care of yourself

**Grammar:** Reported Speech with infinitives; *about* for topic

### Lesson 2: If you want to eat healthily...

**Aims:** - Understand different dietary needs  
- Discuss healthy vs. unhealthy food

**Vocabulary:** Eating healthily or unhealthily

**Grammar:** Zero conditional

### Lesson 3: I'm a vegetarian.

**Aims:** - Talk about vitamins and nutrients  
- Report statements that are still true

**Vocabulary:** Nutrition and dietary options

**Grammar:** Reported speech with *that* clauses

### Lesson 4: What does it say on the label?

**Aims:** - Understand ingredients in food  
- Discuss good nutrition

**Vocabulary:** Shopping for food

**Grammar:** Reported speech with simple present tense

### Lesson 5: If you cook them too long...

**Aims:** - Read, understand, and create recipes  
- Discuss ingredients, instructions, and effects of certain foods on health

**Vocabulary:** Recipes and cooking

**Grammar:** First conditional

### Some Module 3 Goals in Unit 5

- Understand the main points of clear, standard speech on familiar, everyday subjects
- Handle everyday situations such as shopping or making or checking appointment times
- Give practical instructions on how to do something, for example, cooking

## Lesson 1 The doctor said...

### Aims

- Report medical advice
- Understand and discuss health-related topics

### Vocabulary

clinic	checkup	diet	lungs
heal	cut down on	sugary	alcoholic
according to	olive oil		

### Grammar

Reported speech with infinitives; *about* for topic

### Warm Up

- Draw students' attention to the title of the unit: Eat Right. Have them cover the conversation so they are only looking at the photograph. Ask students what the job of the woman in white might be. *What is she reading to the man wearing blue?* Elicit that she is a doctor and she is reading his health information to him.
- Ask what students think they are discussing: good news or bad news? Why? Give students time to discuss in pairs and write a few responses on the board.

## ★ Unit 5 • Eat Right ★

### Lesson 1 The doctor said...

#### A Model Conversation

Read the conversation. Then listen. © Track 35

**Christa:** Hey, how did it go at the clinic?  
**Adam:** Not bad. It's my first checkup since I quit smoking. And I got good news—I'm in pretty good shape. I got a chest X-ray, and my lungs have already started healing.  
**Christa:** That's great! Didn't you only quit two months ago?  
**Adam:** Yeah, your lungs can start healing fast. I also asked for diet advice because I've gained a little weight since quitting. The doctor said to cut down on sugary and alcoholic drinks and to keep walking every day.  
**Christa:** That makes sense. Did she tell you to do anything else?  
**Adam:** Yeah, she actually told me to eat more fat! According to her, I'm eating too much bread and pasta. She said to cut down on those and eat more healthy fats, like fish and salads with olive oil.  
**Christa:** I've heard that, too. They help you lose weight because you feel full for a long time after eating.  
**Adam:** Right. Mmm, now I'm hungry. Let's go get some seafood and salad for lunch.



**Brief note**  
Here, the word "fat" means the oily (liquid or solid) part of certain foods, like butter, nuts, and meat.

#### B Vocabulary

Listen to the conversation again. Then match the words with the correct definitions. © Track 35

- |                 |   |  |
|-----------------|---|--|
| 1. clinic       | • | a. an examination by a doctor to check for medical problems                |
| 2. checkup      | • | b. to get better after being hurt or damaged                               |
| 3. diet         | • | c. having a lot of sugar in it   |
| 4. lungs        | • | d. a place to get medical help   |
| 5. heal         | • | e. what a person eats; an eating plan for weight loss, better health, etc. |
| 6. cut down on  | • | f. having alcohol in it (for example, beer and wine)                       |
| 7. sugary       | • | g. a phrase used to say where some information came from                   |
| 8. alcoholic    | • | h. liquid fat from olives, which is a common part of Mediterranean diets   |
| 9. according to | • | i. the part of the body in the chest used for breathing                    |
| 10. olive oil   | • | j. to do or use less of (something)  |

#### C In Your World

Do you know anyone who is on a special diet? Who? (It can be you.) Why is this person on this diet? What should and shouldn't he or she eat? Tell a partner.



Should eat	Shouldn't eat

#### A Model Conversation © Track 35

- Transition by telling the students that the model conversation is between two friends, Christa and Adam, who are talking about Adam's recent visit to the health clinic.
- Play the audio and listen to the conversation as a class.
- Write the following phrases on the board:
  - *That's great!*
  - *That makes sense.*

#### Teacher's Note Upwards and downwards intonation

To help visual learners understand different types of intonation, draw an arrow going up over "that's great!" and going down over "that makes sense." It may help to underline *great* and *sense* to show that those words hold the stress in those phrases. Have students repeat a few times. Compare the differences in upwards and downwards intonation.

- Put students in pairs. Give each student the role of either Christa or Adam. If time allows, have students read the conversation three times: The first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible and alternate roles.
- Ask students to tell their partner what three things Adam should cut down on. (sugary sweets, alcoholic drinks, bread)
- Ask students if Christa and Adam are good friends or just acquaintances. Why do the students think so? (Good friends because they are sharing personal details about the doctor's visit)



## D Grammar

### Reported speech with infinitives; about for topic

reported speech with said + (not) infinitive / told + object + (not) infinitive	
original	reported
"You need to get more exercise," the doctor said.	The doctor <b>said to get</b> more exercise.
"Don't arrive late," said Samantha.	Samantha <b>said not to arrive</b> late.
"Have another drink," Victor said (to me).	Victor <b>told me to have</b> another drink.
"Don't lift too much weight," Gloria said (to her).	Gloria <b>told her not to lift</b> too much weight.
reported speech with talked about / told + object + about to report the topic of a conversation	
"On our first date, we went to a movie."	He <b>told me about</b> their first date.
"I love nightclubs. There are many kinds..."	She <b>talked about</b> nightclubs.

#### Brief note


The verb tell always needs an indirect object that shows who the listener was. The verb say cannot have an indirect object in reported instructions, advice, or suggestions.

## E Grammar Practice

Rewrite the sentences as reported speech. Use the given reporting verbs.

- "Cut down on fast food," said Dr. Smith. (said)
- "You should call the clinic and make an appointment," Karl said to his roommate. (told)
- "I'm sorry," said the theater employee, "but you can't bring snacks into the theater." (said)
- "I remember the night I met your father," Peter's mom said. "We danced and ate ice cream. We never wanted the night to end." (talked)

## F Listen to Write

Listen to a short talk by a nutrition expert. On a separate sheet of paper, take notes on his advice. Compare your notes with a partner's. 

Now write 4–5 sentences about the talk and the expert's advice.




65

## B Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Do number 1 together as a class.
- Give students 5–7 minutes to complete the matching assignment.
- Write 1. \_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7. \_\_ 8. \_\_ 9. \_\_ 10. \_\_ on the board and call students up to write the correct letter next to each number. Check answers as a class.

<b>Key</b>	1. d	2. a	3. e	4. i	5. b
	6. j	7. c	8. f	9. g	10. h

- Check comprehension by asking questions that will receive either a yes/no or one-word answer, such as *Does 'cut down on' mean to do more or less of something? (Less) Is olive oil liquid or solid? (liquid)*. Have students answer these questions as a class.

## C In Your World

### Setup / Demo

- Read the instructions and ensure that students have understood.
- Model the activity by giving an example such as *My friend Natalie is on a gluten free/dairy free diet. Why? It helps her digestion*. Write it on the board:

### Activity

Have students complete this activity in pairs.

### Feedback

Have students share their information with the class after discussing with their partners.

SHOULD EAT	SHOULDN'T EAT
- gluten-free bread and pasta	- regular bread and pasta
- almond milk	- cow's milk

## Extension Invitation Phone Call

- Have students role-play a phone call where they are inviting their friend with a special diet to a dinner party and must ask for and suggest food accommodations.
- In this role-play, have the students explain the menu with special food accommodations.
- Have students take turns asking and answering.

## D Grammar

- Introduce reported speech by having four students come up to the front of the classroom. Assign each student a role as a doctor, Samantha, Victor, and Gloria. Have each one read the quoted text to you (left side of Grammar table), and you report it to the class. Note: Have "Gloria" say her line to a female student.
- Send students back to their seats. Have the class work in pairs. Students should circle the words *said* or *told me/her* in the right side of the table. Have them underline (not) infinitive + to.
- Reiterate the grammar rules by writing them on the board.
- Repeat this exercise for *talked about* or *told + object + about*, with students acting out the example roles. Then go around the class checking to make sure students are correctly completing the exercise.
- Practice more by having students tell you instructions, advice, suggestions, or topics of conversation for you to report back to the class.

## E Grammar Practice

- Do number 1 as a class.
- Ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary.
- Check answers as a class.

Key

- Dr. Smith said to cut down on fast food.
- Karl told his roommate to call the clinic and make an appointment.
- The theater employee said to not bring snacks into the theater.
- Peter's mom talked about the night she met her husband. (or: ... met Peter's father).

## Check the Workbook

For further practice with reported speech, use Exercise 4 in Unit 5, Lesson 1 of the workbook.

## F Listen to Write

- Tell students to imagine they are meeting with a nutrition expert. Give them a few minutes to write some notes about advice they believe they might be given. Have them include any key vocabulary words they think they might hear.
- Play the audio. Have students circle any vocabulary words from their notes that they hear.
- Ask volunteers to share their predicted words and the words they heard.
- Put students in pairs and have them write out the advice they received in complete sentences.
- Have students share a few responses with the class.

## Extension Food Diary

- Put students in pairs. Ask them to remember some things they ate this week and to write them down.
- Ask students if they feel their choices have been healthy. Then ask if they feel they could have made better choices and what those might have been.

## Lesson 2 If you want to eat healthily...

Aims			
<ul style="list-style-type: none"> <li>- Understand different dietary needs</li> <li>- Discuss healthy vs. unhealthy food</li> </ul>			
Vocabulary			
calories	pound	balanced	vitamin
sex (gender)	average	nutrients	bones
Grammar			
Zero conditional			

### Warm Up

Write the words "Smart Dieting" on the board. Ask students what they think this means. Have them discuss with a partner and then share their ideas with the class.

### A Authentic Text: Health blog

- After discussing "Smart Dieting," write 1. *Size and Physical Activity* 2. *Sex (Gender)* 3. *Age* on the board. Say that these three categories are part of a blog post called "Smart Dieting." Ask if they have any ideas of what "Smart Dieting" means now that they have some clues. Read the Brief note about the word *burn*.
- Play the audio and listen to the blog post as a class.
- Write the following questions for gist on the board:
  - *If you are tall and exercise a lot, you may eat more calories.* **true false**
  - *Men usually need to eat more than women.* **true false**
  - *If you're young, your body burns calories slowly.* **true false**
- Check answers as a class. 1. true 2. true 3. false
- Play the audio again.
- Now, write the following questions for detail on the board:
  - Dwayne "The Rock" Johnson eats \_\_\_\_\_ calories a day.
  - If you are an active woman weighing 125 pounds, you should eat about \_\_\_\_\_.
- Check answers as a class. 1. 5,000 2. 2,000

### Teacher's Note Receptive Skills Lessons: Gist and Detail

- When teaching a receptive skills lesson (listening and/or reading), you may want to allow the students to listen/read twice: once for gist, and another time for the details.
- Listening or reading for gist and then again for detail can be a particularly good exercise for students who are preparing for language exams or academic courses.

### B Vocabulary


- Be sure that students are clear that in this text, sex refers to gender - or you may surprise or embarrass students who are repeating you! Read each word and have students repeat. Check and correct pronunciation.
- Do number 1 together as a class.
- Give students 5-7 minutes to complete the matching assignment.
- Write 1-8 on the board and call students up to the board to their answers. Check answers as a class.

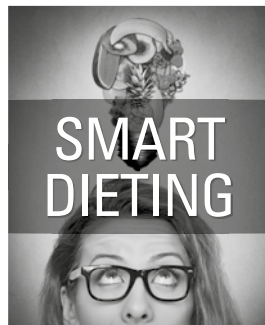
Key	1. d	2. c	3. a	4. b
	5. g	6. e	7. f	8. h

- Check comprehension by asking questions that will receive either a yes/no or one word answer, such as *Are vitamins good or bad for health?* Have students answer these questions out loud together as a class.

## Lesson 2 If you want to eat healthily...

### A Authentic Text: Health blog

Read the blog post. Then listen. 



#### Brief note

"Calcium" (Ca) is a metal that people need for strong bones and teeth. It is found naturally in foods like milk and green vegetables.

If you're confused about how to eat right, you're not alone! Everyone recommends that you eat a balanced diet. But there is no one way to eat healthily. Everyone needs the same basic nutrients. But your size, physical activity, sex, and age all affect your dietary needs.

- 1. Size and Physical Activity:** If you are tall and exercise a lot, you can eat more and not gain weight. For example, the actor and wrestler Dwayne ("The Rock") Johnson eats 5,000 calories a day. This includes three pounds of fish. But he's 195 centimeters tall and lifts weights six days a week. If your size is average and you don't exercise, you don't need as much food.
- 2. Sex:** Men are bigger than women, so they need to eat more. If you are an active man weighing 175 pounds, you should eat about 2,800 calories a day. If you are an active woman weighing 125 pounds, you should eat about 2,000. Also, men need more protein to avoid losing muscle. Women need more calcium. If they don't get enough, their bones become weak and break more easily.
- 3. Age:** If you're young, your body burns calories quickly. People's ability to burn calories slows down when they get older. It also becomes more difficult for their bodies to get vitamins from food. So if you're over 50, you should eat less, and you might need to take a daily vitamin pill.

#### Brief note

Here, "burn" means to use for energy. Your body burns the calories in food for energy.

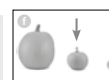
### B Vocabulary

Read the blog post again. Then match the words with the correct definitions.

- |             |   |  |
|-------------|---|--|
| 1. calorie  | • | a. having a healthy mix of parts or a fair proportion of parts         |
| 2. pound    | • | b. something found naturally in food that is necessary for good health |
| 3. balanced | • | c. a measurement of weight, equal to 0.45 kilogram                     |
| 4. vitamin  | • | d. a measurement of the amount of energy in food                       |

Write the letters of the pictures next to the correct words.

- sex \_\_\_\_\_
- nutrients \_\_\_\_\_
- average \_\_\_\_\_
- bones \_\_\_\_\_



### C Comprehension

Choose the correct answers.

- |   |                               |                       |
|---|-------------------------------|-----------------------|
| 1. What is special about Dwayne Johnson's diet? | a. He eats a lot of calories. | b. He only eats fish. |
| 2. Who should eat more calories, on average?    | a. women                      | b. men                |
| 3. What do women need more of than men?         | a. vitamins                   | b. protein            |
| 4. What do men need more of than women?         | a. vitamins                   | b. protein            |
| 5. Who might need to take a daily vitamin pill? | a. young people               | b. women              |

### D In Your World

Make a list of foods you usually eat. Discuss your list with a partner. Which foods do you think are healthy and unhealthy? How does eating these foods make you feel?



### ✓ Check the Workbook

For further practice with this vocabulary, use Exercise 1 and 2 in Unit 5, Lesson 2 of the workbook.

### C Comprehension

- Go over the directions with students.
- Put students in pairs and have them complete 1-5 together.
- Check answers as a class.

Key	1. a	2. b	3. c	4. b	5. c
-----	------	------	------	------	------

### D In Your World

- Assign students to new partners.
- Explain the directions of this assignment and check for understanding.
- Model for students if necessary with another student.
- Give students time to work. Walk around the room to answer questions and check progress.
- Have students share their partners' responses.

### Extension Fast Food Restaurants

Tell students to list their favorite fast-food restaurants. *How often do they visit them? What do they order? How do they rank them in terms of health?* Discuss how fast food affects one's health with the class.

## E Grammar

### Zero conditional

Zero conditional sentences are *if* sentences about general facts in the present. Both clauses are in the simple present. The result clause may or may not begin with *then*.

	condition	result	
if	you exercise a lot, you're young, they have a big lunch, people don't eat,	(then) you can eat more. (then) your body burns calories quickly. (then) they feel tired in the afternoon. (then) they get hungry.	<b>Brief note</b> You can switch the order of the clauses: Your body burns calories quickly if you're young.

## F Grammar Practice

Put the words in order to make sentences. Try writing the sentences again with the clauses in a different order.

1. feel / if / fat / eat / you / you / full

2. unhealthy / weight / too / if / gain / you / become / you / much

3. I / healthy / eat / plenty / have / if / energy / of / I / food

4. weak / if / don't / bones / women's / they / calcium / eat / become

## G Use the Language

### Travel advice

Work in small groups. Imagine a traveler is coming from a foreign country. Discuss what advice you would give him or her about eating and drinking in your country. Write your advice in complete sentences and share it with other groups. Are your lists similar or different? In what ways?




---



---



---



---



---

67

## G Use the Language: Travel advice

- Read through the instructions. Assign students to groups of 3-4.
- Be sure that students clearly understand that they are to give advice to a traveler about eating and drinking in their country.
- Have students work as a group for ten minutes.
- Pair two groups together to compare answers.
- Rotate groups by pairing different groups together two or three times.
- Finally, share aloud as a class.
- Discuss which group had the best advice with the class.

### Extension Locals and Travelers

- Assign students the role of either a local or a traveler.
- Partner up each 'local' with a 'traveler' and have the 'local' share advice about eating or drinking in their country.
- Have the 'traveler' respond with questions, comments, and so on.

## E Grammar

- Write *if* and *then* on the board
- Explain that the zero conditional has present simple tense in both clauses.
- Briefly go over the table, practicing the example sentences. As you read the example sentences, point to the *if* and *then* on the board to emphasize the words.
- Make note that the result clause may go first, but in those cases, there is no comma.
- Practice more by asking questions to the class such as:  
*What do you do if you're tired? (If I'm tired, I sleep.)*  
*What do you do if you're hungry? (If I'm hungry, I eat.)*

## F Grammar Practice

- Read the directions aloud to the class.
- Do number 1 together as a class.
- Ask students to fill in the blanks individually or in pairs.
- Write 1-4 on the board and call students to the board to write their answers. Check answers as a class.

Key

1. If you eat fat, you feel full. / You feel full if you eat fat.
2. If you gain too much weight, you become unhealthy. / You become unhealthy if you gain too much weight.
3. If I eat healthy food, I have plenty of energy. / I have plenty of energy if I eat healthy food.
4. If they don't eat calcium, women's bones become weak. / Women's bones become weak if they don't eat calcium.

## Lesson 3 I'm a vegetarian.

Aims			
<ul style="list-style-type: none"> <li>- Talk about vitamins and nutrients</li> <li>- Report statements that are still true</li> </ul>			
Vocabulary			
steak	beans	risk	disease
cancer	bland	spices	recipe
Grammar			
Reported speech with <i>that</i> clauses			

### Warm Up

Ask if anyone is or knows a vegetarian. Elicit or explain that a vegetarian is a person who doesn't eat meat. Also explain that vegetarian can be used as an adjective: *vegetarian recipes*.

### A Model Conversation

- Transition by telling students they will hear a conversation between two friends, Mike and Julia, who are talking about Julia's dietary choices.
- Play the audio and listen to the conversation as a class.
- Write the following words on the board:
  - *vitamin*
  - *vegetables*
- Have students repeat you saying the word *vitamin*. Explain that this is the American pronunciation. Say that in British English, the *long i* sound becomes a *short i*, and the *t* is much more pronounced.
- Explain that it is more common and natural to pronounce the word *vegetables* with three syllables rather than four. Write /'vedʒ-tə-blz/ with the first syllable underlined for emphasis. If they do not know phonemic symbols, write vej- tuh- blz. Have students repeat and count the syllables as you speak so they can visually recognize three separate syllables in the word.

### Teacher's Note Phonemes

- Depending on your students' prior knowledge, showing phonemes on the board might be a great way for them to visualize the proper pronunciation of words. Ask your students if they have been exposed to phonemes in previous classes.
  - Phonemes of a word can be found easily via Internet searches or the dictionary.
- Put students in pairs. Give each student the role of either Mike or Julia. If time allows, have students read the conversation three times: the first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible and alternate roles.
  - Ask students to tell their partner why Julia stopped eating meat at first. (weight loss)
  - Ask students what Mike thinks about vegetables. (They are bland.)

### B Vocabulary

- Go over the directions with the class.
- Explain that students will find the bold vocabulary words for the blanks in the Model Conversation.
- Do number 1 together as a class.
- Have students complete the assignment in pairs.
- Write 1-8 on the board and call students up to write the correct letter next to each number.
- Check answers as a class.

## Lesson 3 I'm a vegetarian.



### Brief note


A "vegetarian" is a person who does not eat any meat. Vegetarian can also be an adjective: *vegetarian recipes*.

### A Model Conversation

Read the conversation. Then listen. 

**Mike:** Hey, Julia, would you like a **steak**? They're almost ready.  
**Julia:** Actually, I brought some vegetables to grill. I'm a vegetarian.  
**Mike:** Really? Wow. Was it hard to stop eating meat?  
**Julia:** It was at first, but it's been two years, and I've never felt better.  
**Mike:** That's good, but I read an article recently. It said that people need meat to get enough protein and a certain vitamin. I forget which one.  
**Julia:** It's vitamin B12. Well, there's protein in eggs and **beans**, so I eat those a lot. And eggs have vitamin B12, too.  
**Mike:** I see. Why did you stop eating meat, if you don't mind my asking?  
**Julia:** At first, it was for weight loss. Then my doctor told me vegetarians have less **risk** of heart **disease** and **cancer**.  
**Mike:** Well, I still can't live without meat. Steak is so delicious, and vegetables are so **bland**.  
**Julia:** They're not if you know how to cook them! You just need the right **spices** and **recipes**.

### B Vocabulary

Listen to the conversation again. Then fill in the blanks with the bold words from the conversation. 

1. My mom keeps all her favorite \_\_\_\_\_ in a box in the kitchen.
2. If you don't brush your teeth twice a day, you have a higher \_\_\_\_\_ of cavities.
3. I'd like to order the grilled \_\_\_\_\_, but it's so expensive. I'd better get the chicken.
4. Chili and cinnamon are common \_\_\_\_\_ that are used in everyday cooking.
5. People often eat \_\_\_\_\_ with rice.
6. If you have nausea or a stomachache, you should only eat \_\_\_\_\_ foods.
7. Smoking is dangerous. Smokers have a high risk of getting lung \_\_\_\_\_.
8. Cancer is a serious \_\_\_\_\_. Millions of people die from it each year.

### C In Your World

Work with a partner. Make a list of foods that have lots of protein, a list of bland foods, and a list of any vitamins and other nutrients that you know. Compare your list with another pair's. Discuss the differences.

Foods with Protein	Bland Foods	Vitamins and Other Nutrients

68

### Key

- |            |          |           |            |
|------------|----------|-----------|------------|
| 1. recipes | 2. risk  | 3. steak  | 4. spices  |
| 5. beans   | 6. bland | 7. cancer | 8. disease |

- Read each word and have the students repeat. Check and correct pronunciation.
- Check comprehension of new vocabulary by asking questions that will receive either a yes/no or one word answer, such as *What can you use to make food taste better?* (Spices) Have students answer these questions out loud together as a class.

### ✓ Check the Workbook

For further practice with this vocabulary, use Exercise 1 and 2 in Unit 5, Lesson 3 of the workbook.

### C In Your World

- Put students in pairs.
- Explain the directions of the activity and check for understanding.
- If necessary, model the activity for the class with a student.
- Allow time for the students to work with their partner. Walk around the room and answer questions.
- Have students share their answers with the class. Write their answers on the board.

## D Grammar

### Reported speech with *that* clauses

To report past statements that are still true, use a past tense reporting verb (for example, *said*) with a simple present verb in the reported speech: subject + *said (that)* + clause; subject + *told* + object + (*that*) + clause

original	reported
"Vegetables are so bland," he said.	He <b>said that</b> vegetables are bland.
"You shouldn't eat before dinner," Mom said (to me).	Mom <b>told me that</b> I shouldn't eat before dinner.
"Vegetarians have a lower risk of developing cancer," the doctor said (to me).	The doctor <b>told me</b> vegetarians have a lower risk of developing cancer.

#### Brief note

In conversation, the word that can be left out: He *said* vegetables are bland.

## E Grammar Practice

In each reported past statement, one word is missing or incorrect. Underline the mistake. Then write the correct word or the missing word.

- The doctor said me that I should eat more vegetables. \_\_\_\_\_
- She saying that you don't get enough vitamin C. \_\_\_\_\_
- I told he shouldn't drink so much alcohol. \_\_\_\_\_
- The article said that there was protein in beans. \_\_\_\_\_
- Yesterday Sam tells me my diet isn't healthy. \_\_\_\_\_

Rewrite each sentence as reported speech.

- "There are great recipes online," he said.  
\_\_\_\_\_
- "Eggs have important nutrients," the professor said to us.  
\_\_\_\_\_
- "It's not hard to eat a vegetarian diet," the doctor said to me.  
\_\_\_\_\_

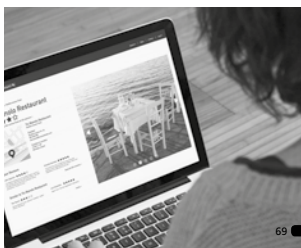
## F Use the Language

### Where should we eat?

Go online and look up reviews of nearby restaurants. Find one that you like or would like to try. Then write four sentences reporting what you read.

1.
2.
3.
4.

Now get in groups and decide where your group will eat tonight. Try to convince your partners that your place is the best based on your research.



## E Grammar Practice

- Do number 1 together as a class.
- Ask students to fill in the blanks individually or in pairs. Remind them that they should look back at the table if necessary.
- Check answers as a class.

### Key

- said → told
- saying → said
- told → said
- was → is
- tells → told
- He said that they are great recipes online.
- The professor said to us that eggs have important nutrients.
- The doctor said to me that it's not hard to eat a vegetarian diet.

## F Use the Language: Where should we eat?

- Explain that students will be practicing a practical language skill: finding a restaurant.
- Put students in pairs.
- Have students take out their phones and search for a nearby restaurant that has online reviews. When they find the reviews, students should write some notes on the restaurant using reported speech.
- Once this is complete, they may join up with other pairs and decide where the class should eat tonight.

### Extension Out for dinner

- Move desks around so that the classroom resembles a restaurant.
- Choose a few waiters, who will greet students at the door and bring them to their tables.
- "Serve" the creative meals that were made on the Cooking Show (Part C Extension).
- Have the students pretend to order the dishes.
- After they have enjoyed their restaurant experience, ask them to write an "online" review, positive or negative.
- Collect all anonymous "restaurant reviews" and read a few aloud for a laugh.

### Extension Welcome to the Cooking Show!

- Put students into groups of 3-4.
- Use responses that are already written on the board from Exercise C to play this game. You will randomly select two proteins from the board for each group, and two bland foods from the board for each group. Try to pair up ingredients that would not normally go together.
- Tell the students that they are on a cooking show on television, and they need to make something delicious with the ingredients they were given. They may use three additional ingredients of their choice, but no more than three! (Tweak these "rules" however you feel is best and most enjoyable for your class.)
- Give the students 10 minutes to discuss what kind of meal they will create and how they will prepare it.
- After 10 minutes have passed, have students present their dish to the class.
- Choose a winner, or have the class vote on one.

## D Grammar

- Review reported speech. Have three students come up to the front of the classroom. Assign each student a role as "he", my mom, and a doctor. Have each one read the quoted text to you (left side of Grammar table), and you report it to the class.
- Have students work in pairs. Have students circle the word *that* in the right side of the table.
- Reiterate the grammar rules by writing them on the board.
- Explain that this type of reported speech applies to things that are still true.



## Lesson 4 What does it say on the label?

### Aims

- Understand ingredients in food
- Discuss good nutrition

### Vocabulary

ingredient	frozen	serving	nutritious
wheat	blender	yogurt	fridge

### Grammar

Reported speech with simple present tense

### Warm Up

Ask students if anyone here reads nutrition labels on food. What kind of things can be found on a nutrition label? Discuss as a class.

### A Model Conversation

- Transition by telling the students that the model conversation is a conversation between two friends, Marta and Jill, deciding if they want to buy a certain cereal.
- Play the audio and listen to the conversation as a class.
- Write *nutritious* on the board and practice its pronunciation as a group. Make note that the second syllable has the most stress, and it is a little bit of a tongue twister! /nōō 'tri SHəs/
- Put students in pairs. Tell students to choose a role to read from the model conversation: Marta or Jill. If time allows, have students read the conversation three times: the first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible. Then, tell students to change roles and practice again.
- Ask comprehension questions to check understanding, such as *Does the cereal have strawberries or strawberry flavor?* (Strawberry flavor)
- Ask students what Jill suggests for breakfast instead of cereal. (Smoothies)

### Teacher's Note Tongue Twisters

- Refer back to the word *nutritious* that was practiced in exercise A. Write on the board *It's a nutritious dish!*
- See if students can pronounce this word correctly. If not, practice.
- Have students look up popular English tongue twisters and share with their classmates. See if students can create their own English tongue twisters.
- For more fun and to build class rapport, ask students to share tongue twisters from their first language with the class and translate them to English.

### B Vocabulary

- Read each of the vocabulary words and have the students repeat. Check and correct pronunciation.
- Read the directions and check student understanding.
- Do number 1 together as a class.
- Have students complete the exercise individually or with a partner. Give students 5-7 minutes to complete the assignment.
- Check answers as a class.

Key	1. b	2. a	3. b	4. a
	5. d	6. a	7. b	8. c

## Lesson 4 What does it say on the label?

### A Model Conversation


Read the conversation. Then listen. 

Nutrition Facts	
Serving Size	52 g
Amount Per Serving	
Calories 150	Calories from Fat 45
% Daily Value*	
Total Fat 5 g	8%
Saturated Fat 5 g	8%
Trans Fat 0 g	0%
Cholesterol 0 mg	0%
Sodium 100 mg	4%
Total Carbohydrate 38 g	13%
Dietary Fiber less than 1 g	3%
Sugars 17 g	
Protein 2 g	
Vitamin A 0% • Vitamin C 0% • Calcium 0% • Iron 4%	
INGREDIENTS: WHOLE GRAIN WHEAT, SUGAR, RICE, WHEAT BRAN, BROWN SUGAR SYRUP, SOLUBLE WHEAT FIBER, CONTAINS 2% OR LESS OF SALT, MALT FLAVORING, STRAWBERRY FLAVORING	

- Marta: We need breakfast food. Ooh, this cereal looks good.
- Jill: Strawberry Crunch? Let me see the box. Craig, my personal trainer, says people should read the label on everything. Oh, look at the ingredients: wheat, sugar—sugar is second!
- Marta: A little sugar isn't so bad. It only has 150 calories per serving. Plus, I love strawberries.
- Jill: But this cereal doesn't have real strawberries, just strawberry flavor. And it's not nutritious at all. See? The label says there are no vitamins, no calcium...
- Marta: Okay, put it back. What do you suggest we get for breakfast?
- Jill: Let's get some fresh strawberries, or frozen ones. And some yogurt. We can put them in the blender and make smoothies.
- Marta: Okay, but there's yogurt in our fridge already. By the way, what does Craig say about frozen fruits?
- Jill: He tells me they're usually as nutritious as fresh ones.

**Brief note**  
A "smoothie" is a fruit drink made by mixing the ingredients in a blender.

### B Vocabulary

Listen to the conversation again. Choose the correct answers. 



1. An **ingredient** is \_\_\_\_\_.  
a. a type of prepared food b. one part of a prepared food
2. A **frozen** food is \_\_\_\_\_.  
a. very cold b. very bland
3. A **serving** of a food is \_\_\_\_\_.  
a. the amount you buy b. the amount to eat at one time
4. **Nutritious** foods are \_\_\_\_\_.  
a. healthy b. expensive

Match the words with the correct pictures.

5. wheat \_\_\_\_\_ 
6. yogurt \_\_\_\_\_ 
7. blender \_\_\_\_\_ 
8. fridge \_\_\_\_\_ 

### C In Your World

Work with a partner. Look at the foods below. Make guesses about their nutrition facts. Then find real nutrition labels for these foods online. How close were your guesses? Compare with another pair of students.

	Ingredients: _____ Calories per serving: _____ Sugar per serving: _____ g (grams)		Ingredients: _____ Calories per serving: _____ Fat per serving: _____ g (grams)
pancakes		vanilla ice cream	

### ✓ Check the Workbook

For further practice with these vocabulary words, use Exercise 1 of Unit 5, Lesson 4 in the workbook.

### C In Your World

- Read the instructions. Check understanding by asking students questions. These questions should receive yes/no or brief answers, such as: *Are you supposed to make guesses about the food's nutrition facts?* (Yes) *What are you writing in the boxes?* (Nutrition facts)
- Model a response for students: *I think pancakes might have eggs, flour... anything else?* Write responses on board.
- Have students complete this activity in pairs.
- Have students share their information with the class after discussing with their partners.

### Teacher's Note Recipes

- It might be difficult for some students to think of recipes off the top of their head if they do not cook for themselves on a regular basis.
- To avoid potential embarrassment, have a few simple recipes printed out for students who might have trouble thinking of this on the spot.

## D Grammar

### Reported speech with simple present tense

Use a reporting verb in the simple present to report things that people have often said, opinions that people still hold, and things that are currently written on signs, labels, etc.: subject + say/says (that) + clause; subject + tell/tells + object + (that) + clause

original	reported
"Yogurt is good for breakfast," she says to me.	She <b>tells me (that)</b> yogurt is good for breakfast.
"People should read labels," Craig often says.	Craig often <b>says (that)</b> people should read labels.
Calcium 0%	The label <b>says (that)</b> there's no calcium.

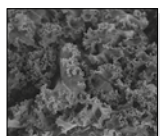
## E Grammar Practice

Rewrite the sentences as reported speech. Use the correct form of the verbs in the simple present.

- Fresh fruit is too expensive, according to Alan. (say)  
\_\_\_\_\_
- "Athletes need to drink lots of water," Dr. Garcia often says to his patients. (tell)  
\_\_\_\_\_
- You can't park here, according to the sign. (say)  
\_\_\_\_\_
- "Many women don't get enough vitamin D," Isabella says to me. (tell)  
\_\_\_\_\_
- "Fruit juice can have as much sugar in it as soda," Franklin often explains to his kids. (tell)  
\_\_\_\_\_

## F Read to Speak

Work with a partner. Each of you read one of the paragraphs below. Tell each other what you read.



Kale, sometimes called "the king of green vegetables," is one of the healthiest foods in the world. One cup of kale contains 14 important vitamins and nutrients. Eating kale is a fantastic way to increase the amount of nutrients in your diet. Kale has lots of vitamin C. This vitamin helps our bodies fight many diseases. Kale also has several nutrients that help prevent cancer and heart disease. It has nutrients that can help you lose weight, see better, and live longer, too. So add some kale to your diet today. You'll be glad you did!



Acai is a berry found in the rainforests of the Amazon. It is often praised for its health benefits. Acai is high in vitamin C, which boosts a person's immune system and even helps prevent cancer. Some people think acai berries help them lose weight. People who regularly have a handful of acai berries also think it decreases exhaustion and gives them more energy throughout the day.

71

## D Grammar

- Review reported speech. Ask two students come up to the front of the classroom. Assign each student a role as "she" or Craig. Have each one read the quoted text to you (left side of Grammar table), and you report it to the class.
- Draw a box on the board with *0% Calcium* written inside, and explain that you can also report something that is written.
- Finish reading through the grammar rules as a class and check student understanding.

## E Grammar Practice

- Explain the directions of this assignment and ask instruction-check questions, such as "Are you reporting what is written?" (Yes) and "What words should you use when reporting?" (The words in parentheses)
- Do number 1 together as a class.
- Ask students to complete assignment in pairs.

Key

- Alan says (that) fresh fruit is too expensive.
- Dr. Garcia often tells his patients (that) athletes need to drink lots of water.
- The sign says (that) we can't park here.
- Isabella tells me (that) many women don't get enough vitamin D.
- Franklin often tells his kids (that) fruit juice can have as much sugar in it as soda.

## Extension What does the nutrition label say?

- Have students cut or rip up pieces of paper into smaller strips. On the strips, they can write a fact from a nutrition label, such as *0% cholesterol* or *8 grams of sugar*. Have each student write 3-5 labels.
- The students can fold up each strip of paper and put them into a pile.
- Collect all folded labels and mix them up.
- Divide class into pairs. Give each pair a handful of labels to read from.
- Students may take turns unfolding the labels and reporting it to their friend. Continue this exercise until all labels have been read, reported, and responded to.
- If time allows, collect all labels, mix them up, and repeat.

## F Read to Speak

- Go over the directions.
- Check for understanding. Model if necessary by asking a student to read the first sentence of one of the paragraphs and then reporting what the student said to the class.
- Be sure that students clearly understand that they are to each read one text to report to their partner.
- Have students do this activity.
- Circle around classroom to monitor, give suggestions, and make corrections when necessary.

## Extension Super foods

- Have students go online using their phones and look up the term "super foods."
- Let student do some research.
- Ask students to report what foods they found were labeled as "super foods."
- Discuss and debate their research as a class.

## Lesson 5 If you cook them too long...

### Aims

- Describe the location of places
- Understand and use prepositional phrases describing appearance

### Vocabulary

cup	broccoli	pepper	tablespoon
saucepan	combine	reduce	seasoning
raw	remove		

### Grammar

More *how* questions and their answers

### Warm Up

Tell students that they will be reading a recipe that includes the ingredients broccoli and pepper. Ask students, *Do they like broccoli/pepper?* Then, brainstorm different ideas of recipes that include broccoli and pepper as a class.

### A Authentic Text: Recipe

- Transition by explaining that this Authentic text is a recipe of chicken with broccoli and red pepper.
- Have students read the recipe individually.
- Ask basic yes/no or short answer questions to check comprehension of the text, such as *If you use less than 4 cups of water, your rice will be what?* (Dryer) *If you cook chicken too long, what will happen?* (It will burn.)

### B Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Read the directions and check for understanding.
- Do number 1 as a class. Then have students complete the activity.
- Give students a few minutes to complete the matching assignment.
- Write 1 to 5 on the board and call students up to write the correct letter next to each number. Check answers as a class.

**Key** 1. d 2. b 3. e 4. c 5. a

### C Vocabulary: Cooking

- Read each word and have the students repeat. Check and correct pronunciation.
- Read the directions and check for understanding.
- Do number 1 as a class. Then have students complete the activity.
- Give students 5 minutes to complete the assignment.
- Write 1 to 5 on the board and call students up to write the correct letter next to each number. Check answers as a class.

**Key** 1. c 2. a 3. e 4. b 5. d

### ✓ Check the Workbook

For additional practice with the vocabulary, use Part 1 and 2 of Unit 5, Lesson 5 in the workbook.

## Lesson 5 If you cook them too long...

### A Authentic Text: Recipe

Read the recipe.

#### Chicken with Broccoli and Red Pepper



**Ingredients:** 1 pound of chicken, 2 cups of rice, 1 cup of broccoli, 1 red pepper, 2 tablespoons of soy sauce, 2 tablespoons of olive oil

#### Directions:

1. Combine the rice with 4 cups of water in a saucepan. If you use less water, you will have drier rice. Put the saucepan on the stove on high heat. When the water is boiling, reduce the heat and let it cook for 20 minutes.
2. Chop the chicken and vegetables into small pieces. Stir-fry them with the olive oil and then quickly remove them from the stove. Check that the chicken is cooked through and not raw on the inside. Be careful, though. If you cook them too long, they will burn.
3. When the rice is cooked, combine it with the chicken and vegetables. Add seasoning and soy sauce. Enjoy this healthy dish!

#### Brief note

Sometimes the "directions" in a recipe are called the method.

### B Vocabulary

Read the recipe again. Match each word with a picture.

1. cup \_\_\_\_\_
2. broccoli \_\_\_\_\_
3. pepper \_\_\_\_\_
4. tablespoon \_\_\_\_\_
5. saucepan \_\_\_\_\_



### C Vocabulary: Cooking

Match the words with the correct definitions.

- |              |   |  |
|--------------|---|--|
| 1. combine   | • | a. to make lower   |
| 2. reduce    | • | b. uncooked  |
| 3. seasoning | • | c. to put together   |
| 4. raw       | • | d. to take away; to take off   |
| 5. remove    | • | e. something (such as salt, spices, or herbs) that is added to improve the taste of food |

### D About You

Tell a partner how to make a dish you know how to cook. As you talk, your partner writes the recipe. Then switch roles.

Name of dish: _____	
Ingredients: _____	_____
Directions: _____	_____

72

### D About You

- Ask students to think of dishes they know how to cook. Collect a few examples to write on the board.
- Have students choose a dish that they know how to cook.
- Put students in pairs.
- Read through directions of this activity together as a class and check for understanding.
- Give the students time to explain to their partner how to cook their chosen dishes as their partner reports it on paper. Have them switch roles when complete.
- Ask students to share a few responses aloud with the class.

## E Grammar

### First conditional

First conditional sentences are *if* sentences about the future. The *if* clause is in the simple present, and the result clause is in the future tense with *will/won't*. The result clause may or may not begin with *then*.

	condition	result
if	you <b>don't eat</b> enough nutrients, you <b>cook</b> the vegetables too long, we <b>eat</b> a lot of broccoli, I <b>keep</b> lifting weights,	(then) you <b>will get</b> sick. (then) they <b>will burn</b> . (then) we'll <b>get</b> enough vitamin C. (then) I <b>won't be</b> weak.

#### Brief note

You can switch the order of the clauses:  
I **won't be** weak *if* I **keep** lifting weights.

## F Grammar Practice

Fill in the blanks with your own ideas to make true first conditional sentences.

1. If I am late for my next class, \_\_\_\_\_.
2. \_\_\_\_\_, I won't have much energy.
3. If you don't eat enough protein, \_\_\_\_\_.
4. \_\_\_\_\_, you'll gain weight.
5. If you start cooking all your meals at home, \_\_\_\_\_.
6. \_\_\_\_\_ if I never eat meat again.
7. If you eat at fast-food restaurants often, \_\_\_\_\_.
8. \_\_\_\_\_, you will get sick.

## G Use the Language

### If you eat our product...

Work in small groups. Create an advertisement for a food or drink. It can be a real food or drink or your own idea. Include some information about its ingredients, instructions for preparing it, and its effects on people's health.

Now take turns "selling" your product to the rest of the class.

73

## F Grammar Practice

- Explain the directions of this activity and make sure students are clear that answers will vary.
- Do number 1 together as a class.
- Ask students to complete assignment in pairs.
- Check answers as a class.

### Answers will vary. Examples:

1. ...my teacher will be upset.
2. If I don't eat breakfast...
3. ...you will be sick.
4. If you eat too much unhealthy food...
5. ... you will save money.
6. I would be a vegetarian...
7. ...you will be unhealthy.
8. If you don't wear a jacket...

## G Use the Language: If you eat our product...

- Divide class into groups of 3 or 4 students.
- Read the directions for the activity and check for understanding.
- Model the activity for the students. Think of a popular food in your country and write it on the board.
- Below the name of the food written on the board, write:
  - ingredients
  - instructions for preparing
  - effect on people's health
- Ask students what ingredients go in your dish, followed by instructions on its preparation and health benefits.
- Have groups complete assignment
- Circle around classroom and give suggestions. Make corrections when necessary.
- When groups are done, have them take turns "selling" the product in front of the class when they are ready.

### Extension Leave a Social Media Comment

- Have students pretend they are eating the food/drink products that were advertised to them.
- Ask students if they like or dislike the products and why.
- Tell students to choose a product to review on the product's social media page.
- Have them write a comment about one of the products they "tried."
- Finally, have students share their reviews aloud with the class. If time allows, write them on the board or have students write them on the board.
- If time allows, more students in the class may "comment" on, or "like" each other's comments on the board.

## E Grammar

- Write *if* and *then* on the board
- Explain that the first conditional has present simple in the *if* clause, and future (*with will*) in the result clause.
- Briefly go over the table and explain the Brief note.
- Ask students to take turns reading the examples.

### Teacher's Note Activating Prior Knowledge

- Refer to Lesson 2's Zero Conditional lesson where both clauses are in present tense.
- This will activate prior knowledge and help students make connections between the similarities and differences of both zero and first conditional.
- It may be helpful to have a sheet printed out of rules for zero conditional, first conditional, second conditional and third conditional. They can fill in the rules as they learn about each one, and utilize it again in the future when covering second conditionals and third conditionals.

## Unit 5 : Active Review

### Warm Up

- Ask students about the last thing they bought at the supermarket.
- Write some responses on the board.

### A These are healthy cookies! Track 40

- Transition by telling students they will listen to a conversation taking place at a supermarket.
- Ask the students what they think Susie and Lucas are going to buy at the supermarket.
- Play the audio and listen to the conversation as a class.
- Have students fill in the blanks with the words that they hear.
- Replay the audio until students report that they have completed the activity.
- Check answers as a class.

**Key** olive oil, to stop, label said, calories, ingredient, in shape, we'll, diet, desserts, recipe, beans, delicious

### Comprehension

- Put students in pairs.
- Have them answer the three comprehension questions following the text.
- Check answers as a class.

- Key**
1. Lucas wants to buy cookies.
  2. The doctor told them to stop eating sweet snacks.
  3. She said it's delicious.

### B Role-play


- Keep students in pairs.
- Read the directions and check for understanding.
- Have students pretend to shop for food with their partner.
- Ask students to write down what they "bought."
- Have a few student pairs read their grocery list aloud.
- Discuss their food choices as a class and give feedback.

### C Reminder: Some Module 3 Goals in Unit 5

Read each goal with the class. For each goal, ask students to look over the unit and find where they did these things. Ask students if they can demonstrate some of the goals. Then have students put a check mark next to the goals they have achieved.

## Active Review

### A These are healthy cookies!

Listen to a conversation at a supermarket. Fill in the blanks with the words that you hear. Then answer the questions. 

Susie: Let's see. We have vegetables, chicken, fish, \_\_\_\_\_ What else do we need?

Lucas: How about these cookies? Just a small box.

Susie: We really shouldn't, Lucas. The doctor said \_\_\_\_\_ eating sweet snacks, remember?

Lucas: Yeah, but these are *healthy* cookies! The \_\_\_\_\_ they don't have much fat and only 100 \_\_\_\_\_ per serving.

Susie: What's the first \_\_\_\_\_ on the list?

Lucas: Well, it's sugar.

Susie: See? We've worked so hard to lose weight and get \_\_\_\_\_ If we start buying cookies, \_\_\_\_\_ go back to our bad old \_\_\_\_\_

Lucas: You're right. We'd better not.

Susie: Don't look so sad. I know you miss \_\_\_\_\_, but we can get something tasty to cook for dinner. My sister gave me a \_\_\_\_\_ for Mexican rice and \_\_\_\_\_ She said it's \_\_\_\_\_

Lucas: Okay, where are the beans?



1. What does Lucas want to buy? \_\_\_\_\_
2. What did their doctor tell them? \_\_\_\_\_
3. What did Susie's sister say about the recipe for rice and beans? \_\_\_\_\_

### B Role-play

Pretend to shop for food with a partner. Find a grocery advertisement on your phone or in a newspaper. Use language from the unit to discuss what to buy and what not to buy. List the foods below.



#### SHOPPING LIST

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

### C Reminder

#### Some Module 3 Goals in Unit 5

Put a check mark (✓) next to the things you can do.

- |       |   |
|-------|---|
| _____ | Understand the main points of clear, standard speech on familiar, everyday subjects             |
| _____ | Handle everyday situations such as shopping, making appointments, or checking appointment times |
| _____ | Give practical instructions on how to do something (for example, cooking)                       |



**A Read to Write**

Read part of a talk about nutrition. Then circle the correct words and fill in the blanks to complete the sentences.



"People get most of their protein from meat and cheese. Every person needs a different amount of protein each day. Young children need less protein, and people who work out and play sports need more. But everyone needs protein. Without it, you won't have strong bones and muscles."

Rebecca Beare, M.D.

1. The doctor ( said / told ) that every person \_\_\_\_\_ a different amount of protein.
2. According to the doctor, if people ( won't / don't ) get enough protein, \_\_\_\_\_

**B Speak to Write**

Work with a partner. Practice saying the sentences below, taking turns filling in the blanks with your own words. How many different ways can you think of to complete each sentence?

1. He needs to stop smoking. If he doesn't quit, \_\_\_\_\_
2. If you always eat at restaurants, \_\_\_\_\_
3. My doctor tells me that \_\_\_\_\_

**C Now Write**

Read the paragraph. Then write a summary (a statement of the most important information) in your own words in ten minutes or less.

Making small changes in your diet can make a big difference. Experts on nutrition advise people to fill half of their plates at each meal with fruits and vegetables. That's a good way to start. People should also eat less salt and sugar because they increase the risk of heart disease and other illnesses. To begin cutting down on unhealthy snacks, drink one less soda and eat one less sweet or salty snack each day. Learning to eat healthily is like learning to walk. If you take one small step at a time, you'll soon be running!

---



---



---



---

75

**C Now Write**

- Tell students that they will read a paragraph and write a summary of it. Remind them what summary means. Note that this activity will take 10 minutes.
- When ready, have students begin the task as you set the timer or make note of the time.
- When 10 minutes has passed, have students take turns presenting their information to a partner.

Key

**Answers will vary. Examples:**

The text said that if we make small changes in our diet, it can make a big difference. It said that a good way to start is to make fruits and vegetables half of our meals. It also said that we should drink one less soda each day, and eat one less snack that has a lot of sugar or salt. If we eat too much of these, it can cause a heart attack or a stroke. The text said that learning to eat healthy is like learning to walk. If you take small steps first, you will be running soon.

**A Read to Write**

Explain the directions of this activity. Then ask questions to ensure the students understand the task. For example, *Are you supposed to circle the answers, or fill in the blanks?* (Do both.) Have students complete part **A**.

Key

1. said, needs
2. don't, ...they will have weak bones and muscles. (or: their bones and muscles will be weak.)

**B Speak to Write**

- Read the directions and check for understanding.
- Put students in pairs.
- Have students take turns completing each sentence.
- Have students write the completed sentences in a list.
- Walk around the classroom and assist students if necessary.

Key

**Answers will vary. Examples:**

1. ...he can get serious diseases.
2. ...you will gain weight.
3. ...I need to take care of myself.

# Unit 6 Overview:

## Look Good, Feel Good

### Lesson 1: Getting Ready in the Morning

**Aims:**

- Use common morning routine vocabulary
- Ask and answer questions about morning routines
- Properly use tag questions

**Vocabulary:** Everyday hygiene

**Grammar:** Tag questions

### Lesson 2: Choosing the Best Products for You

**Aims:**

- Learn and use common vocabulary about skin care
- Ask and answer questions about products and preferences

**Vocabulary:** Skin care

**Grammar:** Negative questions

### Lesson 3: Choosing Your Own Style

**Aims:**

- Use common vocabulary about hairstyles
- Ask and answer questions about common hairstyles
- Practice *if/whether* clauses when discussing hairstyles

**Vocabulary:** Hairstyles

**Grammar:** Content clauses with *if* and *whether*

### Lesson 4: Basic Nail Care

**Aims:**

- Use common nail care vocabulary
- Ask and answer questions about nail care
- Practice using clauses with *wh-* questions to discuss nail care

**Vocabulary:** Nail Care

**Grammar:** Content clauses with *wh-* questions

### Lesson 5: Pamper Yourself

**Aims:**

- Use common spa vocabulary
- Ask and answer questions about going to the spa
- Practice using passive voice to discuss going to the spa

**Vocabulary:** Spa visits

**Grammar:** Passive voice

### Some Module 3 Goals in Unit 6

- Understand the most important pieces of information in a consumer-related text (for example, price, amount, or nutritional information)
- Help to solve practical problems, saying what you think and asking others what they think
- Write short, comprehensible connected texts on familiar subjects

## Lesson 1 The computer lab smells new.

### Aims

- Describe locations in your school
- Use adjectives as complements after linking verbs

### Vocabulary

comb	shave	mirror	cream	suit
patient	argument	shampoo	put on	

### Grammar

Tag questions

### Warm Up

- Ask the students to look at the picture.
- Ask students some of the following questions: *What is he doing? What time of day do you think it is? How long does it take you to get ready in the morning? What do you need to get ready in the morning? How many bathrooms do you have in*

## ★ Unit 6 · Look Good, Feel Good ★

### Lesson 1

### Getting Ready in the Morning

#### A Model Conversation

Read the conversation. Then listen. © Track 41

**Tom:** Will you be in the bathroom much longer, Ray? I need the mirror.

**Ray:** A little bit longer. I just finished shaving, and I need to shower before my lunch date. I'll be quick—I don't even need to shampoo.

**Tom:** I'm trying to be patient, but you know I have a job interview in 45 minutes, right? I've got to shave.

**Ray:** Oh, I forgot about that. Well, you need to put on your suit, don't you? Why don't you go do that, and comb your hair? I'll be out of the shower when you're done.

**Tom:** No, I might get shaving cream on my suit.

**Ray:** All right, you go first. You know, my brother and his roommates made a bathroom schedule, so they never have arguments like this.

**Tom:** Thanks, Ray. We should probably do that, too.

#### B Vocabulary

Listen to the words. Then match each word with the correct picture. © Track 42

comb shave mirror cream suit



Match each word with the correct definition.

- |             |   |  |
|-------------|---|--|
| 1. patient  | • | a. to wash your hair; special soap used to wash hair |
| 2. argument | • | b. able to wait and not become angry                 |
| 3. shampoo  | • | c. to dress yourself in (clothes)                    |
| 4. put on   | • | d. a fight in words; a disagreement                  |

#### C About You

Think of five things you do to get ready every morning. Write them in the order that you do them. Then compare your list with a partner's.

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ |          |

*your house/apartment? Do you ever fight over the bathroom in the morning? What do you think we will talk about today?*

#### A Model Conversation © Track 41

- Transition by telling students that they will hear two people talking about using the bathroom in the morning.
- Ask students to read the conversation in pairs. When they are finished, ask them to switch roles and read again.
- Before playing the audio, ask the students to pay close attention to who is talking and what problem they are having.
- Play the audio and listen to the conversation as class.
- Ask the students: *Who is talking? What seems to be the problem? How did they resolve the problem? How can they prevent problems like this in the future?*

#### B Vocabulary © Track 42

- Read each of the vocabulary words. Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding.
- After practicing each word, play the audio.
- Ask students to place the correct word in the box underneath the picture (questions 1 to 5) and then match each vocabulary word with the correct definition (questions 6 to 9).
- Check answers as a class.

Key	(From left to right)				
	1. cream	2. suit	3. comb	4. mirror	5. shave
	1. b	2. d	3. a	4. c	

## D Grammar

### Tag questions

tag questions		
Tag questions are added at the end of statements. They are used when the speaker expects a certain answer and just wants to make sure. Positive statements are followed by negative tag questions, and negative statements are followed by positive tag questions.		
The form of a tag question is auxiliary verb (+ not) + subject? (Auxiliary verbs include <i>be, do, have, and modals</i> .) Contractions are almost always used.		
positive statement	negative tag question	expected answer
We need to buy some shampoo,	don't we?	Yes, we do.
You're wearing a new suit,	aren't you?	Yes, I am.
I took a long shower,	didn't I?	Yes, you did.
negative statement	positive tag question	expected answer
He never combs his hair,	does he?	No, he doesn't.
You won't be late,	will you?	No, I won't.
You haven't shaved yet,	have you?	No, I haven't.

#### Brief note

The words *right* and *huh* are often used in the same way as tag questions. (*Huh* is very informal.) They can follow either positive or negative statements.  
We need to buy some shampoo, *right*?  
You haven't shaved yet, *huh*?

## E Grammar Practice

### Circle the correct answers.

- You have a bath every morning, ( don't you / you don't )? ( Yes / No ), I do.
- Mike didn't wash his hands before lunch, ( did he / was he )? ( Yes / No ), he didn't.
- You'll get ready fast, ( won't you / will you )? ( Yes / No ), I will.
- You haven't used my face cream, ( did you / have you )? ( Yes / No ), I have. Sorry!
- Kelly should wear a suit, ( should she / shouldn't she )? ( Yes / No ), that's not necessary.
- This is your comb, ( right / is it )? ( Yes / No ), it's Jim's.

## F Use the Language

### Survey on bathroom products

- Imagine you work for a company that makes toothpaste, shaving cream, and other bathroom products. You are going to interview people about their morning routines. Make a list of questions you can ask. Ask three classmates the questions and make notes on their answers.

Questions	Person 1	Person 2	Person 3
1.			
2.			
3.			
4.			
5.			

- Look at the results. Find the most common and the most interesting answers. Present your findings to the class.

77

## G About You

- Tell students that you would like them to think about what they do to get ready in the morning.
- Ask them to think about five things they do to get ready, and write each thing down in the space provided. Ask them to write them on the lines in the order that they do them.
- When they are finished, put students in pairs. Ask them to compare their answers with their partner.

### Extension Charades

- Ask students to tell you the items they listed in the About You activity. Write these items on the board. Continue eliciting answers until you have 10-15 items written on the board.
- Tell the students that you will now act out an item, and they should guess which activity it is.
- The student who guesses correctly will be the next actor.

## D Grammar

- Briefly go over the table and practice the exchanges. Remind students that tag questions are added at the end of statements and are used when the speaker expects a certain answer.
- Explain to students that positive statements are followed by negative tag questions and negative statements are followed by positive tag questions.
- Tell students that they can form tag questions by using the auxiliary verb (+not) + subject? Also, tell students that contractions are almost always used.
- Ask students to repeat each sample sentence after you, using both positive and negative statements + tag questions.

- Practice more by writing several verbs on the board and asking students to create positive and negative statements using tag questions.

### Teacher's Note *Right and huh*

The words *right* and *huh* are often used in the same way as tag questions: (*Huh* is very informal.) They can follow either positive or negative statements.

*We need to buy some shampoo, right/huh?*  
*You haven't shaved yet, right/huh?*

## E Grammar Practice

- Tell students that they will now practice the grammar points they just learned.
- Do number **1** together as a class.
- Ask students to read number **1** to themselves. Ask the class which answer is correct, *don't you* or *you don't*. Ask the students what the correct response is.
- Put students in pairs and ask them to finish the grammar practice together. Remind them to refer to the chart as necessary.
- Students may have difficulty with number **4**. Walk around and assist students if they are struggling.
- Check answers as a class.

- |            |                       |                   |
|------------|-----------------------|-------------------|
| <b>Key</b> | 1. don't you / Yes    | 2. did he / No    |
|            | 3. won't you / Yes    | 4. have you / Yes |
|            | 5. shouldn't she / No | 6. right / No     |

### ✓ Check the Workbook

For further practice with tag questions, use Exercise 5 in Unit 6, Lesson 1 of the workbook.

## F Use the Language: Survey on bathroom products

- Ask the students to imagine they work for a company that makes toothpaste, shaving cream, and other bathroom products.
- Tell students that they will interview three (or more) classmates about their daily routines.
- Ask students to make a list of questions to ask their classmates, remembering they work for a company that makes bathroom products.
- Tell students to walk around the classroom, ask three classmates the questions, and write down their classmates' responses.
- Ask students to look at the results and find the most common and most interesting answers.
- Have students share their findings with the class.

### Extension Guess Which Room/Place/Location

- Tell students you will play a game to practice talking about morning routines.
- Write the following on the board: *In the morning I...*
- Model the activity with a small group of students. The first student completes the sentence. For instance, *In the morning, I wake up at 7:00 a.m.* The second player repeats the first student's sentence and adds to it. For example, *In the morning, I wake up at 7:00 a.m. and brush my teeth.* The third player repeats the information provided by the first two students and adds to it. Continue the game until all students have spoken.
- If one student forgets, the entire game starts over.
- You can play this game as a class or split the class into groups to play.

## Lesson 2 Choosing the Best Products for You

### Aims

- Learn and use common vocabulary about skin care
- Ask and answer questions about products and preferences

### Vocabulary

skin cleanser	oily lotion	acne sunscreen	gentle makeup	sweat
------------------	----------------	-------------------	------------------	-------

### Grammar

Negative questions

### Warm Up

- This is a great time to bring in some realia from home: some products that you use.
- Ask students what each item is and then ask them what they think they will learn about today.
- Otherwise, ask students to look closely at the picture and ask the following questions: *Who is he? Where is he? What is in the background? When the students mention toiletries, ask them: What products do you think he uses? What products do you use at home? What do you think we will talk about today?*

### A Model Conversation

- Transition by telling students that they will hear two people talking about face products in a store.
- Ask students to read the conversation in pairs. When they are finished, ask them to switch roles and read again.
- Before playing the audio, tell students to pay close attention to who is talking, what their roles are, and what they are talking about.
- Play the audio and listen to the conversation as class.
- Ask the students: *Who is talking? Who is Frank? Who is the customer? What kind of skin problems does Donna have? Does Frank show Donna any makeup?*

#### Teacher's Note Sunscreen

There are many English words for sunscreen: *sunscreen, sun cream, sunblock, suntan lotion*.

### B Vocabulary

- Ask students to look for the bold words in the dialogue. Say each word and ask the students to repeat after you.
- Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. Ask students what the opposite of *oily* is (dry).
- Ask students to use the words in bold to fill in the blanks for items 1 to 5.
- Check the answers as a class.
- Next, ask the students to complete questions 6 to 9, matching each word with the definition on the right.
- Check answers as a class.

Key	1. skin	2. sweat	3. gentle	4. acne	5. oily
	6. d	7. b	8. a	9. c	

## Lesson 2 Choosing the Best Products for You

### A Model Conversation

Read the conversation. Then listen. 

Frank: Do you need some help choosing a cleanser?

Donna: Yes, actually. My skin is oily, and I have a little acne, too. What's good for that?

Frank: This one is great. I use it, and my skin is clear now. It's very gentle on your skin and better than regular soap.

Donna: Sounds good. Thanks for your help!

Frank: Wouldn't you like to get some moisturizer, too? The cleanser works great, but it can dry your skin.

Donna: Oh. But don't face lotions make acne worse?

Frank: Some do, but not this one. It also has sunscreen.

Donna: Hmm, okay. That reminds me—I need sunscreen for my body, too.

Frank: Those are right over here. I recommend this brand, Summer Sport. Even if you sweat a lot or go swimming, it'll still work.

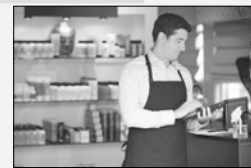
Donna: All right, I'll take it.

Frank: Can I show you some makeup as well?

Donna: Thanks, but I think I'm buying enough skin products for today!

#### Brief note

The word "soap" means something that is used for washing. It can be solid or liquid.



#### Brief note

A "brand" is a specific kind of product from a specific company. A "product" is any item that a company makes and sells.

### B Vocabulary

Fill in the blanks with the correct bold words from the conversation.

1. If you wash your face too often, your \_\_\_\_\_ will get dry.
2. Do you \_\_\_\_\_ a lot when you work out?
3. This soap is good because it is \_\_\_\_\_ on your skin.
4. It's very common to get \_\_\_\_\_ when you are a teenager.
5. People often have \_\_\_\_\_ skin on their noses.

Match each word with the correct definition.

- |              |   |   |
|--------------|---|---|
| 6. cleanser  | • | a. a cream or lotion that protects your skin from the sun                   |
| 7. lotion    | • | b. a liquid-like product that you rub onto your skin without rinsing it off |
| 8. sunscreen | • | c. a product that you put on your face to look better; cosmetic             |
| 9. makeup    | • | d. a product that is used for washing the skin that is not soap             |

### C About You

You are going on a one-week trip to a place with no stores nearby. List all the toiletries you will need to pack. (Toiletries are the things you keep in the bathroom for cleaning yourself and for skin care.) Use a dictionary if necessary.

Now imagine you can only take two of the above products. Which would you choose? Circle them. Discuss your choices and your reasons with a partner.

78

### C About You

- Tell students to imagine that they are going on a one-week trip to a place with no stores nearby.
- Ask the students to list all the toiletries they will need to pack. *Toiletries* are the things you keep in the bathroom and use to stay clean or care for your skin.
- Tell students they can use a dictionary if necessary.
- When they are finished, tell students to imagine that they can only take two of the products.
- Ask the students to choose two products and circle them.
- Put students in pairs and tell them to discuss their choices.

#### Extension Recommendations

- Keep the students in pairs.
- Ask students to recommend a product (face or body) to their partner.
- Ask them to choose a product they currently use.
- Tell the students to tell their partner all about the product, including: what it is, how to use it, where to buy it, why they like it, and how they could improve it.

## D Grammar

### Negative questions

negative questions	
Like negative tag questions, negative questions are used when speakers expect the answer to be yes. These questions are also a way to express surprise at unexpected news and to ask about it. A: I'd better be going. B: Already? Aren't you staying for dinner?	
negative question	expected answer
Don't you wear makeup?	Yes, I do.
Shouldn't he use sunscreen?	Yes, he should.
Isn't this good for oily skin?	Yes, it is.
Wouldn't you like some moisturizer, too?	Yes, I would.

#### Brief note

Even though these questions have the word *not* in them, you answer them in the same way as regular questions.

A: Do you wear makeup?  
B: Yes. All the time. / No, I don't.  
A: Don't you wear makeup?  
B: Yes. All the time. / No, I don't.

## E Grammar Practice

### Fill in the blanks to make negative questions.

- Q: \_\_\_\_\_ this store sell makeup?  
A: No, it doesn't. It only sells medicine.
- Q: \_\_\_\_\_ you try some of this sunscreen?  
A: Yes, I think I will.
- Q: \_\_\_\_\_ you want to borrow my mirror?  
A: Yes, I do.
- Q: \_\_\_\_\_ this lotion only for women?  
A: No, men use it, too.
- Q: \_\_\_\_\_ these products expensive?  
A: Yes, but they work well and smell nice.
- Q: \_\_\_\_\_ you shopped here before?  
A: Yeah, I've shopped here many times.

## F Use the Language

### New skin products

- With a partner, you are going to create a new brand of soap, sunscreen, or makeup (choose one). Think about how people can use it, how it's different, and why people will like it. Choose a name for your product. Write down your ideas.

Name of product: \_\_\_\_\_  
Type of product: \_\_\_\_\_  
Notes about the product:



- Talk to another pair of students. Ask them questions about their new product. Explain your product to them.

## D Grammar

- Briefly go over the table and practice the exchanges. Remind students that negative questions are used when speakers expect the answer to be *yes*. Explain that these questions are also a way to express surprise at unexpected news and ask about it.
- Mention to students that even though these questions have the word *not* in them, they can answer them in the same way as regular questions.
- Write the following on the board:  
A: *Do you wear makeup?*  
B: *Yes. All the time. / No, I don't.*  
A: *Don't you wear makeup?*  
B: *Yes. All the time. / No, I don't.*
- Ask students to repeat each sample sentence after you.
- Practice more by writing several questions on the board, and ask students to make negative questions out of them.

## E Grammar Practice

- Tell students that they will now practice the grammar points they just learned.
- Do number **1** together as a class.
- Ask the students to read question **1** to themselves. Ask the class what the correct answer is.
- Then put students in pairs, and ask them to finish the grammar practice together.
- Check answers as a class.

### Key

- Doesn't
- Won't
- Don't
- Isn't
- Aren't
- Haven't

### ✓ Check the Workbook

For further practice with negative questions, use Exercise 3 in Unit 6, Lesson 2 of the workbook.

## F Use the Language: New skin products

- Tell students that they will work with a partner to create a new brand of soap, sunscreen, or makeup.
- Put students in pairs. Give them one minute to choose soap, sunscreen, or makeup.
- Ask the students to discuss the following questions: *How will people use it? How is it different than other (soap, sunscreen, makeup) products? Why will people like it?*
- Tell students to write down their ideas.
- Tell students to choose a name for their product.
- When the students are finished, assign the pairs in to groups of four. Tell students to ask the other pair questions about their new product and explain their product to the group.

### Extension Sell Your Product

- After completing the *Use the Language* activity, tell students they will now have to sell their product to the class.
- Give the students a little time to prepare a short speech about their product.
- Have the students present their product to the class. Allow members of the audience to ask questions.
- Once every team has presented, ask students to vote on their favorite new product.



## Lesson 3 Choosing Your Own Style

### Aims

- Use common vocabulary about hairstyles
- Ask and answer questions about common hairstyles
- Practice *if/whether* clauses when discussing hairstyles

### Vocabulary

ponytail	bald	hairstylist/hairdresser	bangs
dyed hair	short, spiky hair	shoulder-length hair	perm

### Grammar

Content clauses with *if* and *whether*

### Warm Up

Describe a famous person to the class and see if others can guess who you are talking about. Next, describe a member of the class, and ask the students to guess. Finally, ask the students to describe you.

### A Model Monologue Track 44

- Transition by telling students that they will hear a monologue (one person speaking) about personal style.
- Ask students to read the monologue to themselves.
- Before playing the audio, ask the students to pay close attention to what the man is talking about.
- Play the audio and listen to the monologue as a class.
- After listening to the audio, ask the students: *What were the rules about hairstyles when William was in high school? What was William's experience in college? What does William think about personal style rules? Does William like to stand out or blend in?*

### B Vocabulary

- Look at the list of vocabulary words.
- Ask students to explain, in their own words, what each vocabulary word means and to give examples where appropriate.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. For example, *to dye your hair* means to color it. *Perm* is a shortened version of *permanent* or *permanent waves/curls*.
- Ask students to match each word or phrase with the correct picture and to write the letter of the word below the picture.
- Play the monologue again and ask students to circle the words or phrases the man uses. Play the monologue multiple times if necessary.

**Key** 1. b 2. c 3. h 4. a 5. g 6. d 7. f 8. e  
Circle: 4, 5, 6, 7, 8

### C In Your World

- Tell students to think about how their hairstyle has changed over the years.
- Provide a personal example, such as *When I was young, I had short, straight hair. In middle-school I had a perm, and I dyed my hair in college.*
- Put students in pairs.
- Tell students to ask their partners the following questions: *What did your hair look like three years ago? What did it look like when you were in elementary school?*
- When they are finished, ask the students to report their partner's descriptions to the class.

## Lesson 3 Choosing Your Own Style

### A Model Monologue

#### Brief note

A (hair) "salon" is a place people go to have their hair cut, dyed, or styled. The people who work there are called "hairstylists". People who mostly do simple haircuts for men are called barbers.

Read the monologue. Then listen. © Track 44

**William:** At my high school, there were a lot of rules about how students had to look. There were even rules about our hair! We couldn't dye our hair or shave our heads. Boys' hair had to be short and neat, and we couldn't have any facial hair. We all looked so similar.

Now I'm in college, and I don't have to follow these rules anymore. I'm letting my hair grow for the first time. It's spiky right now, but I'm going to let it grow to shoulder-length. Then I'll wear it in a ponytail. My natural color is red, but I'm going to the hairstylist to dye it a different color. I'd rather not go to a salon, but I don't want to mess it up by doing it myself. I also haven't decided if I want to dye it blue or black. I hope the hairstylist can help me decide.



Alec has dyed black hair and a mohawk. (His hair is shaved on the sides and stands up straight on top.) People sometimes stare at him, but I think it looks cool. Rules are fine for kids, but adults should be creative with their hairstyles. It's a fun way to stand out from the crowd.

#### Brief note

"Stand out from the crowd" means to look or be different from other people (usually in a positive way).

### B Vocabulary

Match each word or phrase with the correct picture. Then listen to the monologue again and circle the words or phrases the man mentions. © Track 44

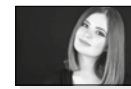
a. ponytail	b. bald	c. bangs	d. hairstylist/hairdresser
e. dyed hair	f. short, spiky hair	g. shoulder-length hair	h. perm



1. \_\_\_\_\_



3. \_\_\_\_\_



5. \_\_\_\_\_



7. \_\_\_\_\_



2. \_\_\_\_\_



4. \_\_\_\_\_



6. \_\_\_\_\_



8. \_\_\_\_\_

### C In Your World

What did your hair look like three years ago? What did it look like when you were in elementary school? Tell a partner. Report your partner's descriptions to the class.

80

### Extension Classroom Guess Who

- Tell the students that they will use what they've learned to play a game of *Guess Who*.
- Model the activity by standing in front of the class and giving a short, descriptive statement about one of your students. Then say, *Guess who*.
- If they answer incorrectly, provide another short, descriptive statement about the same person. Continue the process until someone correctly guesses who you are describing.
- When a student answers correctly, it is their turn to lead the game.

## D Grammar

### Content clauses with *if* and *whether*

#### Brief note

The subject and verb switch positions in direct questions but not in content clauses.

#### content clauses with *if* and *whether*

Yes/No questions can be made into content clauses beginning with *if* or *whether*. They have the form *if/whether* + subject + verb phrase.

These clauses often follow verbs such as *know*, *remember*, *decide*, *ask*, *check*, etc. These clauses may or may not end with *or not*.

Questions giving two choices (with *or*) can also be made into *if/whether* content clauses. These clauses do not end with *or not*.

direct question	statement with content clause
Does she have a perm?	We can't remember <b>if/whether</b> she has a perm (or not).
Did he cut his hair?	Ask him <b>if/whether</b> he cut his hair (or not).
Should I dye my hair blue or black?	I haven't decided <b>if/whether</b> I should dye my hair blue <b>or</b> black.
Is that a barbershop or a salon?	I don't know <b>if/whether</b> that's a barbershop <b>or</b> a salon.

## E Grammar Practice

### Put the words in order to make sentences.

- she / hairstylist / I'll / her / if / knows / ask / a
- with / the / ponytail / is / Ginny / I / wonder / if / the / girl
- is / open / or / not / please / hair / whether / the / check / salon
- decided / hasn't / whether / wants / he / or / long / hair / short / he
- remember / she / if / doesn't / straight / was / my / or / hair / curly

## F Use the Language

### Interesting hairstyles

- Think of the last time you changed your hairstyle. Write the conversation you had with your hairstylist. Then with a partner, role-play your conversation. Switch roles, and practice again.
- Find some magazines with plenty of photos of people or search online for celebrity hairstyles. With a partner, find four images of interesting hairstyles that you both like. Show your images to another pair of students. Let them see them for only five seconds. Then hide the images.

The other pair must try and remember the styles they saw. Then they must describe each image to you and your partner. If they get it right, give them the image. Switch roles and describe their images. The team with the most correct descriptions wins the game!



81

## D Grammar

- Briefly go over the table and practice the exchanges. Remind students that yes/no questions can be made into content clauses beginning with *if* or *whether*.
- Remind students that these clauses have the form *if/whether* + subject + verb.
- Mention to students that the subject and verb switch positions in direct questions but not in content clauses
- Ask students to repeat each sample sentence after you.
- Practice more by writing several direct questions on the board, and then asking students to make content clauses with *if* and *whether* out of them.

## E Grammar Practice

- Tell the students that they will put the words in the correct order to make sentences.
- Do number 1 together as a class.
- Ask the students what they think the first word is in the sentence. Write the word on the board. Ask the students about the second, third, etc. Write these words on the board.
- When you have written all the words, ask the students if everything looks correct. If the answer is not correct, help them change the sentence to make it correct.
- Once you've unscrambled the word, say it aloud for the class.
- Have the students repeat the sentence after you.
- Tell the students that they will complete the rest of the sentences in pairs.
- Put students in pairs.

- Ask the students to put the words in order to make sentences. Remind them to refer to the chart as necessary.
- Check the answers as a class.

### Key

- I'll ask her if she knows a hairstylist.
- I wonder if the girl with the ponytail is Ginny.
- Please check whether the salon is open or not.
- He hasn't decided whether he wants long or short hair.
- She doesn't remember if my hair was straight or curly.

### ✓ Check the Workbook

For further practice with content clauses, use Exercise 1 in Unit 6, Lesson 3 of the workbook.

## F Use the Language: Interesting hairstyles

- Tell students that you would like them to practice talking about hairstyles. Bring some magazines (with a wide variety of hairstyles) to class, or make sure students have access to the Internet.
- First, ask them to think about the last time they changed their hairstyle. Ask students to write down the conversation they had with their hairstylist.
- Once they are finished writing, put students in pairs. Ask students to role-play the conversation they had with their hairstylist. When they are finished, ask them to switch roles and practice the conversation again.
- Next, ask students to look through the magazines or look online for celebrity hairstyles with their partner.
- Ask students to find four images of hairstyles they find interesting and that they both like.
- Then, bring two sets of pairs together to form a group of four (Team A and Team B).
- Have Team A show their pictures to Team B for five seconds. Then, have Team A hide the images.
- Team B must try and remember the styles they saw. They must then describe each image to Team A. If they correctly describe the image, they get to keep the image (one point).
- When they are finished, switch roles. Team B will show their pictures to Team A, etc.
- The team with the most points at the end of the game wins.

### Extension Small Group Discussion

Leave students in the groups and ask them to discuss the following questions: *Do you like your hair? Why or why not? If you could have any hairstyle, what would you choose? Why? What products do you use for your hair?*

## Lesson 4 Basic Nail Care

### Aims

- Use common vocabulary related to nail care
- Ask and answer questions about nail care
- Practice using clauses with *wh-* questions to discuss nail care

### Vocabulary

nail polish	clippers	nail file	fingernail	toenails
manicure	pedicure	affect	infection	

### Grammar

Content clauses with *wh-* questions

### Warm Up

- This would be a great time to bring in some realia from home: some products that you use. You can ask students what each item is and then ask them what they think they will learn about today.
- Otherwise, ask students to look closely at the picture and ask the following questions: *What do you see in the picture? What parts of the hands can you name? What parts of the feet can you name? What do you think we will talk about today?*

### A Authentic Text: Magazine article

- Transition by telling students that they will now read a magazine article about nail care and health.
- Ask students to read the article to themselves.
- When they are finished, assign students to pairs and ask them to read the article again, taking turns to read each paragraph.
- After they finish reading the article a second time, ask students the following comprehension questions: *What is the article about? Why should people pay attention to the color of their nails? Why should people keep their nails clean and clipped/ filed? Why shouldn't people bite their nails?*

#### Teacher's Note Hygiene and Grooming

Some students might be hesitant to talk about their grooming habits. Try not to force students to talk in specifics.

### B Vocabulary

- Ask students to look for the bold words in the dialogue. Say each word and ask the students to repeat. Ask students to explain, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. *Clippers* is a shortened version of *nail clippers* or *fingernail/toenail clippers*.
- Ask the students to fill in the blanks with the bold word from the article.
- Check answers as a class.
- Ask students to complete questions 6 to 9—matching each word with the definition on the right.
- When the students are finished, check answers to the activity as a class. Ask the students to repeat each sentence after you.

#### Teacher's Note nail polish

*Nail polish* can also be referred to as *nail varnish*.

## Lesson 4 Basic Nail Care

### A Authentic Text: Magazine article

Read the article.



#### Your Nails, Your Health by Dr. Ahmed Kaya, M.D.

Many people don't care about how their nails look. True, no one needs to pay for professional manicures or pedicures. But nail care is part of good hygiene and grooming. And did you know that it can even affect your health? Here's what both men and women should do to care for their nails.

##### 1. Watch the color of your nails.

Smoking or using dark nail polish can cause nails to turn yellow. This usually isn't a reason to worry. But dark spots can be a symptom of skin cancer, so if you see them, contact a doctor immediately.

##### 2. Keep your nails clean, and clip or file them often.

Dirty nails can cause infections. So can broken ones, since they can cause tears in the skin. Wash your hands often and brush dirty nails with a clean toothbrush. Use **clippers** or a **nail file** regularly to keep the ends smooth. Do this for both your **fingernails** and your **toenails**.

##### 3. Don't bite your nails.

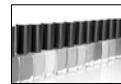
Biting your nails also brings a risk of infection in both your fingers and mouth. First, try to understand why and when you bite your nails. Usually, it's stress. Learn to relieve stress in other ways. There are also special nail polishes that taste bad to help you stop biting.

##### Brief note

"Hygiene" is what people do to keep their bodies clean. "Grooming" is what people do to look nice. For example, washing your hair is hygiene, and combing it is grooming.

### B Vocabulary

Write each bold word from the article under the correct picture.



Match each word with the correct definition.

- |                |   |
|----------------|---|
| 1. manicure •  | a. to change or have an effect on someone or something                      |
| 2. pedicure •  | b. a treatment to improve the looks and health of the hands and fingernails |
| 3. affect •    | c. a disease caused by germs (very small living things) entering the body   |
| 4. infection • | d. a treatment to improve the looks and health of the feet and toenails     |

### C Vocabulary Comprehension

Fill in the blanks with the correct words from part B.

- My feet look terrible. I should give myself a(n) \_\_\_\_\_.
- It's easy to know when Jack is nervous because he bites his \_\_\_\_\_.
- Wendy works a lot with her hands, so she doesn't get \_\_\_\_\_ or wear \_\_\_\_\_.
- If you cut yourself, wash the cut with soap and water to prevent a(n) \_\_\_\_\_.
- You can use a(n) \_\_\_\_\_ to make the edges of your nails round.
- Everyone knows that people's mental health can \_\_\_\_\_ their physical health.
- I need to cut my fingernails, but I can't find my \_\_\_\_\_. Can I borrow yours?

82

#### Teacher's Note affect vs. effect

English speakers and learners often have difficulty with *affect* vs. *effect*. You may need to spend extra time on this and provide lots of examples.

**Key** (from left to right)  
nail polish, fingernails, clippers, nail file, toenails  
1. b    2. d    3. a    4. c

### C Vocabulary Comprehension

- Tell students that they will practice more with the vocabulary words.
- Ask students to fill in the blanks with the correct words from Part B.
- Check answers as a class.
- Read the correct sentence for the class. Have the students repeat each sentence after you.

**Key** 1. pedicure    2. fingernails    3. manicures, nail polish  
4. infection    5. nail file    6. affect  
7. clippers

## D Grammar

### Content clauses with *wh*- questions

#### Brief note

As in content clauses with *if* and *whether*, the subject comes before the verb.

#### content clauses with *wh*- questions

Like yes/no questions, *wh*- questions can become content clauses in statements. The form is *wh*- word/phrase + subject + verb phrase.

These content clauses follow many of the same verbs as *if/whether* clauses. (See lesson 3.)

<i>wh</i> - question	statement with content clause
What style of manicure would you like?	I don't know <b>what style of manicure</b> you would like.
Where did you buy that nail polish?	She asked <b>where</b> I bought that nail polish.
How long will the appointment be?	He's checking <b>how long</b> the appointment will be.
When can we go for a pedicure?	She'll decide <b>when</b> we can go for a pedicure.

## E Grammar Practice

Complete the sentences with content clauses. Use the correct pronouns where necessary.

- "Where are my nail clippers?" asked John.  
→ John's asking \_\_\_\_\_.
- "Why do people get pedicures?" asked Maya.  
→ Maya wants to know \_\_\_\_\_.
- "Which color will look better on my nails?" she asked.  
→ She can't decide \_\_\_\_\_.
- "How much does a manicure cost?" I asked.  
→ Please check \_\_\_\_\_.
- "Who is working at the nail salon today?" Kim asked.  
→ Kim doesn't know \_\_\_\_\_.

## F Use the Language

### Beauty businesses

- Work with a partner. People go to many kinds of businesses to improve their appearance. Hair salons and nail salons are two examples. List three more. Note some of the products and services people get at each place.

Hair salons	Nail salons			



- Get in groups. Discuss the businesses you listed above. Which are the most popular in your area? Why? Which of them do you use? Are there any that you don't and never will use? Why?
- Which answers above did you and your partners agree on? Tell the rest of the class.

83

### Extension Role Play

- Tell the students that they will use what they've learned to role play with a partner.
- Put students in pairs.
- Ask students to create a role-play based on the *At The Salon* theme.
- Tell students that one person will be the customer and one person will be the salon worker.
- When students are finished, have them present their dialogue to the class.
- Ask students to answer the following questions in their dialogue: *How much it costs to get a manicure and pedicure? What color nail polish will they choose? What is some good advice for taking care of their nails?*

## D Grammar

- Briefly go over the table, practicing the exchanges. Remind students that yes/no questions and *wh*- questions can become content clauses in statements.
- Remind students that these clauses follow the form *wh*- + word/phrase + subject + verb.
- Tell students that these content clauses follow many of the same verbs as *if/whether* clauses. Refer to Unit 3 if necessary.
- Read each sample sentence and ask students to repeat after you.
- Practice more by writing several content clauses on the board, and ask students to make *wh*- questions out of them.

## E Grammar Practice

- Tell the students that they will get more practice creating content clauses by changing *wh*- questions into content clauses.
- Ask students to fill in the blanks with content clauses and to use the correct pronouns where necessary.
- Do number **1** together as a class.
- Ask the students to tell you what the content clause is. Write the answer on the board.
- When you have written all the words, ask the students if everything looks correct. If the answer is incorrect, help students to change the sentence.
- Read the correct statement aloud and have students repeat.
- Tell the students that they will complete the rest of the sentences in pairs.
- Put students in pairs. Remind them to refer to the chart as necessary.
- Check answers as a class.

### Key

- where his nail clippers are
- why people get pedicures
- which color will look better on her nails
- how much a manicure costs
- who is working at the nail salon today

### ✓ Check the Workbook

For further practice with content clauses, use Exercise 3 in Unit 6, Lesson 4 of the workbook.

## F Use the Language: Beauty business

- Put students in pairs. Tell students that you want them to think about what kind of businesses, other than hair and nail salons, people visit to improve their appearance.
- Ask students to write down three examples in the space provided.
- Ask students to write down some of the products and services that people can get at all five places of business.
- Finally, ask the students to discuss the businesses and answer the following questions: *Which are the most popular in your area? Why? Which of them do you use? Are there any that you don't and never will use? Why?*
- When they are finished, ask students to share with the class. Discuss which answers students agreed with more.

### Extension Build a Business

- Keep students in pairs and ask them to design their own beauty business.
- Tell students they must name their business and answer the following questions: *What services do you provide? How much do your services cost? Where is your business located?*
- Students will present their business to the class and answer questions from the audience.



## Lesson 5 Pamper Yourself

### Aims

- Use common spa vocabulary
- Ask and answer questions about going to the spa
- Practice using passive voice to discuss going to the spa

### Vocabulary

spa	discount	massage	covered	soothing
scrubbed	bathed	disappear	luxurious	accommodations

### Grammar

Passive voice

### Warm Up

Ask students to look at the picture and ask the following questions: *What do you see in the picture? What do you think the picture is advertising? What services do you think they offer? Have you ever been to a spa? How was your experience?*

### A Authentic Text: Brochure Track 45

- Transition by telling students that they will now read a brochure advertising a spa.
- Ask students to read the brochure to themselves.
- Ask students to circle words they do not know.
- Put students in pairs.
- Ask students to read the brochure again, taking turns to read each sentence. Tell students to ask their partner for help with the circled words.
- After they finish reading the article a second time, ask the students: *What words did you circle? Does anyone know what that word means? What is the brochure advertising? What services sound good to you?*

### Teacher's Note I've never been to a spa...

Some students might not be able to relate to the topic. In these cases, discuss why they've never visited a spa. Ask students if they think it can be relaxing or beneficial.

### B Vocabulary

- Ask students to look for the bold words in the dialogue.
- Say each word and ask students to repeat after you.
- Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding. This would be a good time to act out some of the words, like *massage* and *scrubbed*.
- Ask students to fill in the blanks with the bold word from the article.
- Check answers as a class.

Key	1. massage	2. bathed	3. luxurious	4. scrubbed
	5. spa	6. discount	7. soothing	8. disappear
	9. accommodations	10. covered		

## Lesson 5 Pamper Yourself

### A Authentic Text: Brochure

Read the brochure. Then listen. © Track 45



#### Brief note

A "coconut" is a fruit that grows in hot places and is white on the inside.

### Special Deal for First-Time Visitors to New You Spa: Coconut Massage

If you've never been to our **spa** before, now is the time. All new customers are given a 25% **discount** on our full-body **coconut massage**! All your needs are taken care of by our experienced massage therapists. With our coconut massage:

- You are **covered** in **soothing** coconut oil—every part of your skin.
- You are massaged from head to toe.
- You are **scrubbed** with coconut husk (the outer part of the fruit)—removing all the dead, dry skin.
- You are **bathed** in coconut milk while you are served coconut milk tea—feel all your stress **disappear**!

Make a reservation now for your massage, or consider booking a full weekend to enjoy our **luxurious accommodations**.

#### Brief note

To "pamper" means to treat extremely well; to take very good care of.

### B Vocabulary

Write the bold words and phrases from part A next to the correct definitions.

- \_\_\_\_\_ the action of rubbing or pressing someone's body to help relax the muscles or to relieve pain
- \_\_\_\_\_ placed into a liquid
- \_\_\_\_\_ rich; stylish; very comfortable
- \_\_\_\_\_ rubbed back and forth on the skin roughly
- \_\_\_\_\_ a place people go to improve their appearance and health by relaxing, getting skin treatments, etc.
- \_\_\_\_\_ a special, lower price
- \_\_\_\_\_ relaxing; calming
- \_\_\_\_\_ to go away; to no longer exist or be present
- \_\_\_\_\_ a place where a visitor can sleep and get other services
- \_\_\_\_\_ spread over with something

### C Quick Review

Look back at the grammar tables in this module. Match each grammar point on the left with the correct example on the right.

- |                        |  |
|------------------------|--|
| 1. zero conditional •  | a. Clara asked how much the capsules cost.               |
| 2. tag question •      | b. He told me he has a cold.                             |
| 3. reported speech •   | c. Your salon does pedicures, doesn't it?                |
| 4. first conditional • | d. If people don't brush their teeth, they get cavities. |
| 5. content clause •    | e. If you bite your nails, they'll look terrible.        |

### Quick Review

- Tell students that they will practice the grammar points they used in this module.
- Ask students to match each grammar point on the left with the correct example on the right.
- Check answers as a class.
- Read each of the correct answers and have students repeat.

#### Key

1. d    2. c    3. b    4. e    5. a

### Extension Grammar Review

- Ask students which grammar point gave/still gives them the most difficulty.
- Take this time to write some examples on the board and practice these grammar points further.

## D Grammar

### Passive voice

#### Brief note

The phrase *by* + (doer of the action) is optional. It can be included or left out, depending on how important it is to the meaning.

#### passive voice

Most sentences are in the active voice. This means the subject is the doer of the action:  
*The spa offers massages.*

When the doer of an action is unknown or is less important, we use the passive voice. In the passive voice, the subject receives the action:  
*Massages are offered (by the spa).*

The form of the passive is *be* + past participle. The verb *be* shows the tense. Passive verbs can be in any tense.

active	passive
We <b>give</b> a discount.	A discount <b>is given</b> (by us).
The spa's employees <b>pamper</b> you.	You <b>are pampered</b> (by the spa's employees).
I <b>scrubbed</b> my hands at the sink.	My hands <b>were scrubbed</b> at the sink (by me).
The hairstylist <b>didn't dye</b> his hair.	His hair <b>wasn't dyed</b> (by the hairstylist).
Did they <b>make</b> the reservations?	<b>Were</b> the reservations <b>made</b> (by them)?

## E Grammar Practice

### Circle the correct answers.

- The baby ( was / has ) bathed by her parents.
- Manicures aren't ( gave / given ) at this spa.
- The coconut oil ( has / is ) rubbed into the skin.
- Was our room ( cleaning / cleaned )?

### Fill in the blanks using the correct passive forms of the verbs.

- This brand of coconut milk is delicious. It \_\_\_\_\_ (make) in Thailand.
- A massage \_\_\_\_\_ (book) by the woman yesterday.
- My favorite face lotion \_\_\_\_\_ (not sell) in any stores these days.
- In a hot-stone massage, hot stones \_\_\_\_\_ (put) on a person's back.
- \_\_\_\_\_ your bill at the spa \_\_\_\_\_ (pay) by your parents?

## F Use the Language

### Perfect spa experience

Look at the brochure in part A again. Think about other services offered at spas. Do online research if necessary. Write down your own ideas for the perfect spa experience.

Then talk to a partner. Exchange ideas and take notes. What ideas do you agree and disagree about?

My perfect spa experience	My partner's perfect spa experience

85

## ✓ Check the Workbook

For further practice with the passive voice, use Exercise 1 in Unit 6, Lesson 5 of the workbook.

## F Use the Language: Perfect spa experience

- Tell students you want them to think about the perfect spa experience.
- Ask students to look at the brochure in **A** and to think about all the services a spa might offer.
- Ask students to write down their ideas for the perfect spa experience.
- Allow students to use Internet research to help them find ideas.
- Consider assisting by writing some spa activities on the board.
- Put students in pairs.
- Ask students to share what their perfect spa experience would be and to take notes on their partner's responses.
- Ask students to think about what ideas they agree and disagree with.
- Give students time to update their perfect spa experience with new ideas.
- Walk around the room and see what type of spa experiences students would enjoy.
- Ask for volunteers to share their ideas with the class.

### Extension Small Group Discussion

- Assign students to groups—splitting up pairs.
- Tell students that they will now engage in open, free discussion about spas and pampering.
- Ask students to discuss the questions below, but tell them that they can ask follow-up and clarifying questions if they like.

### Questions:

- Do you think spas should be men only and women only?*
- Have you ever been to a spa? If so, what was your favorite part? What was your least favorite part?*
- If you haven't been to a spa, would you like to go? Why/ why not?*
- Are spas too expensive?*
- What makes a spa experience good/bad?*
- Are there any good spas in your town/area? If so, where? If not, how far would you travel to visit a good spa?*
- What are some other ways that men and women pamper themselves?*

## D Grammar

- Briefly go over the table and practice the exchanges.
- Remind students that most sentences are in the active voice, meaning the subject is the doer of the action.
- Tell students that when the doer of the action is not important, or unknown, we use the passive voice.
- Tell students that the form of the passive is *be* + past participle.
- Ask students to repeat each sample sentence after you.
- Practice more by writing active voice sentences on the board. Ask students to change the sentences to the passive voice.

## E Grammar Practice

- Tell students that they will practice using passive voice.
- Ask students to circle the correct answer. Remind them to refer to the chart as necessary.
- Check answers as a class.

### Key

- was
- is
- given
- cleaned

- Now, put students in pairs. Ask students to fill in the blanks with the passive form of the given verbs. Remind students that they can refer to the chart as necessary.
- Check answers as a class.

### Key

- is made
- was booked
- is not sold
- are put
- Was, paid

## Unit 6 : Active Review

### Warm Up

Ask students how they make appointments to go to the hairdresser, nail salon, or spa. Do they call, email, book online? Ask students how they prefer to make these appointments. Tell students that they will practice calling a hair and nail salon to make an appointment.

### A Making an Appointment Track 46

- Ask students to briefly read the dialogue and words in the box. When they are finished, ask students to listen to a woman making an appointment at a salon.
- Ask students to fill in the blanks with the words from the box. Listen multiple times if necessary.
- Check answers as a class.
- Put students in pairs and ask them to practice the dialogue, taking turns speaking as the receptionist and the customer.
- Ask students if there is any part of the conversation that is unclear, or that they do not understand. Discuss these points.

Key

manicure, don't you, if, discount, how long, haven't, are painted, nail polish, you'll, right, hairstylist, he starts

### B Make the Call


- Put students in pairs and tell them to go online and research a hair salon, nail salon, or spa nearby.
- Ask students to create a conversation like the one above and include the following information: the name of the business, the services and/or products it offers, the services and/or products the customer wants, the day and time of the appointment.
- When students are finished creating and practicing their dialogue, have them present it to the class.
- When all students have presented their dialogue, take the time to go over any mistakes you noticed and review the grammar points.

### C Reminder: Some Module 3 Goals in Unit 6

Read each goal with the class. For each goal, ask students to look over the unit and find where they did these things. Ask students if they can demonstrate some of the goals. Then have students put a check mark next to the goals they have achieved.

## Active Review

### A Making an Appointment

Listen to a woman making an appointment at a salon. Fill in the blanks with the words from the box. Then listen again and check your answers. 

you'll haven't	if he starts	are painted nail polish	don't you hairstylist	how long manicure	right discount
-------------------	-----------------	----------------------------	--------------------------	----------------------	-------------------



**Receptionist:** Jane's Hair and Nail Salon. How may I help you?

**Customer:** Hi. I need to make an appointment for a \_\_\_\_\_.  
And you do pedicures, too, \_\_\_\_\_?

**Receptionist:** Yes, we do. In fact, \_\_\_\_\_ you do both, you get a 20% \_\_\_\_\_. When can you come in? We have nail appointment times available Friday afternoon.

**Customer:** I could come on Friday. But can you tell me \_\_\_\_\_ it will take? I need to be home by 6:00.

**Receptionist:** Oh, \_\_\_\_\_ you had a mani-pedi before?

**Customer:** No, this is my first time.

**Receptionist:** Well, before your nails \_\_\_\_\_ you get a hand, arm, and foot massage. Then it takes a while for the \_\_\_\_\_ to dry. If you come by 4:00, \_\_\_\_\_ be done by 5:30.

**Customer:** If I come in earlier, I can get a haircut too, \_\_\_\_\_?

**Receptionist:** Hmm. We only have one \_\_\_\_\_ working on Friday. I don't know what time \_\_\_\_\_ but I'll check. Could you call back in ten minutes?

**Customer:** Sure, no problem.



**Brief note**

Mani-pedi is short for manicure-pedicure.

### B Make the Call

With a partner, go online and research a hair salon, nail salon, or spa nearby. Then create a conversation like the one above. Include the following information:

- the name of the business
- the services and/or products the shop offers
- the services and/or products the customer wants
- the day and time of the appointment

### C Reminder

Some Module 3 Goals in Unit 6

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Understand the most important pieces of information in a consumer-related text (for example, price, amount, or nutritional information)
- \_\_\_\_\_ Help solve practical problems, saying what you think and asking others what they think
- \_\_\_\_\_ Write short, comprehensible connected texts on familiar subjects

## Communication

### A Warm Up

Work with a partner. Cover the rest of the page below. How many vocabulary words related to skin, hair, and nails can you remember in five minutes? Write them in the correct boxes.

skin	hair	nails
	comb	

### B Read for Information



Read the blog post and the comments from readers below. Then answer the questions.

#### Classy Men

A stylish man...

1. cuts his nails with nail clippers once a week and never bites his nails.
2. knows a good barber and sees him or her regularly. He knows what hairstyle looks good on him, and his hair is never longer than shoulder-length.
3. never dyes his hair.
4. either shaves every day or keeps his facial hair short and neat.
5. takes care of his skin by using a good cleanser and face lotion.
6. wears sunscreen to protect his skin and to avoid looking older.
7. knows that makeup is usually for women, not men—but he may use it to hide acne.
8. is pampered at the spa once in a while but not too often.

#### Reader Comments

-  **charles23** 20 minutes ago  
Most of these tips are smart. I started using a cleanser, and my skin is a lot clearer. And sunscreen is important. But I'm not sure about the hair advice. What's wrong with long or dyed hair?
-  **LADavid** 33 minutes ago  
This writer thinks too much about his looks. No one cares if a man clips his nails or if he shaves every day. And skin products and spas are for women, aren't they?

1. What should a man never do with his nails, according to the blog writer?
2. How can a man stay young-looking?
3. According to the blog's writer, when is it okay for a man to wear makeup?
4. Which commenter agrees more with the writer?

### C Now Write

Write a response to this blog writer.

---

---

---

---

---

87

### B Read for Information

- Ask students to skim the blog post and comments and circle any word they do not understand.
- Walk around the room and take note of these words. Discuss these words as a class.
- Ask students to read the blog post and the comments from readers below it.
- Tell students to answer the questions when they are finished.
- Walk around the room and offer assistance where necessary.
- Discuss the questions as a class, and ask students what their opinions on the topic are.

#### Key

1. A man should never dye his hair.
2. A man can wear sunscreen to protect his skin.
3. A man can wear makeup to hide acne.
4. charles23 agrees with the writer more.

### C Now Write

- Now, ask students to write a "comment" to this blog writer.
- Walk around the room and offer assistance where necessary.
- When the students are finished, ask some students to share their responses as a class and discuss.

## Communication

### A Warm Up

- Tell students that you want them to think about all the vocabulary words they've learned about skin, hair, and nails.
- Put students in pairs.
- Ask the students to write down as many skin, hair, and nails vocabulary they can think of within five minutes.
- Draw the table on the board.
- When students are finished, write their words under the correct columns.
- You can make a game out of this: Give a point for each correct answer and two points for a correct answer that none of the other groups have.
- When you've written all the words the students can think of, elicit additional words from the class by either providing a brief description, acting out the word, or writing each letter on the board (slowly), until they correctly guess the word.

## Module 3 : Review

### A Vocabulary

Assign students to pairs, or do these individually—making sure that all students complete the crossword. Ask students to fill in the blanks from memory.

Key	<b>Down</b>			
	1. affect	2. heal	4. beans	7. down
	8. sweat	9. patient	10. blender	12. sunscreen
	13. checkup			
	<b>Across</b>			
	3. combine	5. reduce	6. bald	8. suit
	10. bones	11. cancer	12. skin	13. cup
	14. according	15. risk	16. put on	

### B Grammar

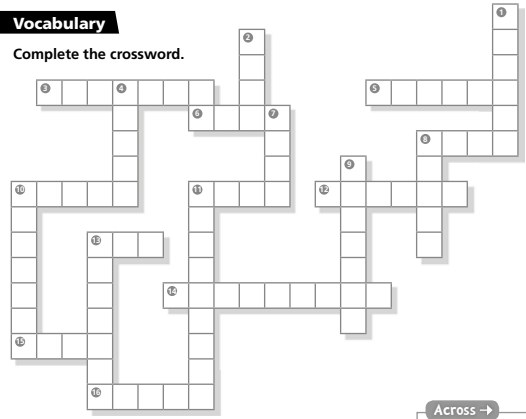
Students should be flipping through the module as they complete these, but the answers do not need to match the exact details from the dialogues. However, they should show understanding of the language covered in the module.

Key	1. doesn't he	2. to
	3. Is	4. if
	5. If, you'll	6. that
	7. covered	8. is she
	9. taken	10. don't
	11. about	12. will
	13. can he/she	14. is
	15. us to	16. it is

## Module 3 Review

### A Vocabulary

Complete the crossword.



#### Down ↓

- Your diet \_\_\_\_ your health.
- I broke my toe, but it'll \_\_\_\_ in a few weeks.
- \_\_\_\_ and rice go well together.
- To cut \_\_\_\_ on is to do or use less of something.
- You \_\_\_\_ when it's hot outside.
- A \_\_\_\_ is a person treated by a doctor.
- Mix all the ingredients using a \_\_\_\_.
- A \_\_\_\_ protects your skin from the sun.
- You should get a medical \_\_\_\_ regularly.

#### Across →

- \_\_\_\_ eggs, milk, and butter in a bowl.
- To \_\_\_\_ is to make lower.
- \_\_\_\_ means having no hair.
- He looks nice wearing a \_\_\_\_.
- Calcium keeps your \_\_\_\_ strong.
- The \_\_\_\_ covers the whole body.
- \_\_\_\_ is a very serious disease.
- Add one \_\_\_\_ of water to the pan.
- \_\_\_\_ to my doctor, I'm very healthy.
- A \_\_\_\_ is a danger.
- \_\_\_\_ your shoes; it's time to go.

### B Grammar

Look back at the module. Fill in the blanks.

- Your brother lives here, \_\_\_\_?
- The dentist said \_\_\_\_ floss every day.
- \_\_\_\_ n't Mr. Yoo over there?
- I can't see \_\_\_\_ his hair is red or not.
- \_\_\_\_ you eat right, \_\_\_\_ feel good.
- My doctor always says \_\_\_\_ people need to exercise for 60 minutes every day.
- For a mud bath, you are \_\_\_\_ in mud.
- She isn't at the spa, \_\_\_\_?
- I took this photo. → It was \_\_\_\_ by me.
- If people \_\_\_\_ eat enough, they lose weight.
- How was your trip? Tell me \_\_\_\_ it!
- His mood \_\_\_\_ improve if he exercises.
- "When can you come?" → She asked when \_\_\_\_ come.
- Tea \_\_\_\_ served at the salon every day.
- "Open your books," he said to us. → He told \_\_\_\_ open our books.
- "What time is it?" → I don't know what time \_\_\_\_.



### C Discuss

Talk about these questions in small groups: When was the last time you cooked? What did you make? What were the ingredients? How did it taste?

### D A Healthy Plan of Action

Jeff wants to feel and look better. With a partner, create a plan of action to help Jeff. Person A should create an exercise routine for Jeff, as well as a personal hygiene and grooming plan. Write it in the space provided. (Person B should listen to Person A's routine and plan for Jeff and write it in the space.)



Person B should think of two recipes for healthy meals that Jeff can make at home. Write the recipes in the space provided. (Person A should listen to Person B's recipes and write them in the space.)

Recipe #1

Recipe #2

If you can, try the recipes at home!

89

### D A Healthy Plan of Action

- This section will give students the chance to use language from the healthy living and hygiene sections of the unit.
- You want students to pull from their own experiences to help Jeff live a healthier life.
- Put students in pairs. One student is Person A; one student is Person B.
- Ask students to look at the picture. Introduce the students to Jeff. Tell students that Jeff wants to look and feel better.
- Ask the students to think about how they can help Jeff.
- Tell students that they will work with their partner to create a plan of action to help Jeff. Each student will have different responsibilities.
- Person A will create an exercise routine for Jeff, including a personal hygiene and grooming plan. Write the information in the box.
- Person B will write Person A's routine and plan for Jeff in the box.
- Person B will also think of two healthy meal recipes for Jeff. Write the recipes in the boxes.
- Person A will write Person B's recipes in the boxes.
- Have students share their plans with other students and suggest that they try these routines and recipes at home.

### C Discuss

- Students will have the opportunity to talk freely about cooking. You may want to introduce the subject by asking students if they prefer to eat out or cook. Use yourself as an example: *I like to eat out, though I prefer to cook at home. I also like to have people over and cook for them.*
- Put students in groups.
- Tell them that they will talk freely about cooking.
- Ask the students to discuss the following questions in their groups: *When was the last time you cooked? What did you make? What were the ingredients? How did it taste?*
- You can take this activity further, by asking the students to then talk about their favorite dishes they can make. Students can then ask and answer the following questions: *What are the ingredients? How do you prepare it? How long does it take to prepare it?*

# Out of Town

## Module 4 Goals

Understand instructions expressed in simple language (for example, how to use public telephones or ticket machines, safety information, or directions)

Understand the main points of discussion on familiar topics in everyday situations

Give a short, prepared presentation on a country, a sports team, a band, etc., and answer questions clearly

Write a short, formal email asking for or giving simple information

Write simple texts about experiences or events (for example, describing your feelings and reactions about a trip)

Understand information in announcements

Make routine phone calls (for example, making or canceling an order, booking, or appointment)

# Module 4 Overview:

## Done for the Day

### Module 4 Goals

- Understand instructions expressed in simple language (for example, how to use public telephones or ticket machines, safety information, or directions)
- Understand the main points of discussion on familiar topics in everyday situations
- Give a short, prepared presentation on a country, a sports team, a band, etc., and answer clear questions
- Write a short, formal email asking for or giving simple information
- Write simple texts about experiences or events (for example, describing your feelings and reactions about a trip)
- Understand information in announcements
- Make routine phone calls (for example, making or canceling an order, booking, or appointment)

### Warm Up

- Before students enter the classroom, write the name of your town inside of a circle on the board. Draw arrows pointing out of the circle and write the names of different cities at the ends of the arrows: for example, *Paris, Tokyo, London*, etc. Title this mind map *Out of Town*.
- When students arrive, draw their attention to the board. Ask if anyone knows what the phrase *out of town* means. Elicit responses and refer to the drawing to help explain.
- Draw students attention to the title of Module 4 and explain that they will be learning about language used for traveling.
- Put students in pairs. If there is an odd number of students, there may be a group of three.
- Ask students to talk with their partner about a time that they went out of town. You may model a short example conversation with a student.
- Avoid making the conversation too structured. The goal is simply to warm up and get students thinking about the topic.
- Ask pairs to share a little bit about their discussion with the class. Write any keywords or phrases on the front board.

### Extension Picture Talk

- Ask students to go on their phones and find photos from a trip they went on. If they have never traveled, they may search the Internet for travel photos of a place they would like to visit someday.
- Have students discuss their trips with a partner as they share photos with one another.
- Ask if anyone is comfortable sharing the information with the whole class. If so, encourage them to do so.

### Preview

- Read the first item on the list (a red car). As a class, find the page that has a picture of a red car (p. 96).
- Assign students to pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

**Key** 1. p. 96 2. p. 98 3. p. 106 4. p. 110

### Discuss

- Model question 1 with a student. Then ask a student to read question 1. Ask another student to answer the question.
- Ask students to write their answers for questions 1-5.
- Walk around the classroom to monitor the students' progress, and help when needed.
- Assign students to pairs. Tell them to ask their partner each question and read their answer when they are asked.

### Module 4 Preview

#### Preview

Look at pages 92 to 117. What pages are these things on?

a red car

a menu

a train car

a video game store

#### Discuss

Talk about the questions with a partner.

1. Where do you think the person in the picture has traveled to?
2. What kinds of things do you think visitors do there?
3. Do you enjoy traveling? Why or why not?
4. Where did you go on your last trip?
5. How did you prepare for your trip?

#### Write

Choose one of the questions from above. Write a couple of sentences to answer it.

- Wrap up by leading a class discussion, asking students to relay their partner's answers.

### (Answers may vary.)

1. The girl has probably traveled to Japan.
2. Visitors can take pictures and sightsee.
3. Yes, I love traveling. I love seeing new places, meeting new people, and eating different food.
4. I went to Paris last year.
5. I wrote down everything I needed, and then I packed my suitcases.

### Write

- Assign students a set amount of time to write independently about one of the questions they just answered with a partner.
- When finished, ask a few students to volunteer to read their answers aloud to the class.

### Teacher's Note Starting a New Module

- Be mindful of the vocabulary you use and tone you set for the new module. Students will be excited to begin this unit if you are too.
- This module will focus on different aspects of traveling, such as flights, restaurants, and car rentals. Try to bring these subjects into your conversations casually in the beginning so the students will become more and more comfortable with the topic.



# Unit 7 Overview:

## Planning Ahead

### Lesson 1: I'll take the non-stop flight.

**Aims:** - Plan a trip and discuss flights  
- Use the second conditional to discuss travel

**Vocabulary:** Booking a flight

**Grammar:** Second conditional

### Lesson 2: Hotel or Motel?

**Aims:** - Compare the benefits of hotels vs. motels  
- Use *would* and *used to* to talk about trips in the past

**Vocabulary:** Booking accommodations

**Grammar:** *Would* and *used to*

### Lesson 3: Renting vs. Sharing a Car

**Aims:** - Compare the pros and cons of car rental and car sharing  
- Plan a trip and discuss transportation options  
- Give advice to international visitors

**Vocabulary:** Reserving a rental car

**Grammar:** *be used to* and *get used to*

### Lesson 4: Table for Two

**Aims:** - Talk about restaurant options  
- Understand the difference between generally trustworthy and less reliable reported speech  
- Discuss opinions about different restaurants

**Vocabulary:** Deciding on a restaurant

**Grammar:** Reported speech with *I heard*

### Lesson 5: A Night at the Movies

**Aims:** - Talk about movie theater experiences  
- Use past perfect tense to explain the sequence of a story

**Vocabulary:** Reserving a movie ticket (by phone, online, etc.)

**Grammar:** Past perfect tense

### Some Module 4 Goals in Unit 7

- Understand the main points of discussion on familiar topics in everyday situations
- Give a short, prepared presentation on a country, a sports team, a band, etc., and answer questions clearly
- Understand information in announcements
- Make routine phone calls (for example, making or canceling an order, booking, or appointment)

## Lesson 1 I'll take the non-stop flight.

### Aims

- Plan a trip and discuss flights
- Use the second conditional to discuss travel

### Vocabulary

round-trip	direct/non-stop	layover	airfare
connection	economy class	depart	destination

### Grammar

Second conditional

### Warm Up


- Draw students' attention to the title of the unit: *Planning Ahead*. Have them cover the conversation so they are only looking at the photograph. Ask students to discuss in pairs how the two people in the photograph might be planning for their vacation. After a few minutes, collect two or three ideas from students and write them on the board.

## ★ Unit 7 · Planning Ahead ★

### Lesson 1

### I'll take the non-stop flight.

#### A Model Conversation

Read the conversation. Then listen. 

Helen: Hey, Paulo, I'm booking the flights for us and Dana. Do you want to check the information first?

Paulo: Okay. So, you're booking three round-trip tickets to New York, right?

Helen: Right.

Paulo: There are a lot of airports in New York City. Which one is our destination?

Helen: LaGuardia.

Paulo: And we're departing on the 28<sup>th</sup>? Hmm. I don't know...

Helen: Is that a problem?

Paulo: It's a Friday. Airfares are more expensive on weekends. If we fly on Wednesday or Thursday, it would be cheaper.

Helen: I know, but the flights available on those days are fully booked.

Paulo: Ah, okay. I see there's a three-hour layover. How much are the direct flights?

Helen: They start at \$70 more.

Paulo: That's not too bad. If it means we don't have to wait three hours for a connection, I think it's worth it.

Helen: Okay. I'll book this one. Three economy-class tickets. Do you want a window or aisle seat?

Paulo: I'll take the aisle.

**Brief note**

"Economy class" is sometimes called coach.



#### B Vocabulary

Match each word or phrase with the correct definition.





- |                    |   |   |
|--------------------|---|---|
| 1. round-trip      | • | a. a stop during a long trip                    |
| 2. direct/non-stop | • | b. the cheapest kind of seat on a plane         |
| 3. layover         | • | c. without stopping                             |
| 4. airfare         | • | d. to leave to go on a trip or journey          |
| 5. connection      | • | e. traveling to a place and back                |
| 6. economy class   | • | f. the place you are going to                   |
| 7. depart          | • | g. when you get off one flight and onto another |
| 8. destination     | • | h. the cost of an airplane ticket               |




#### C Vocabulary Comprehension

Fill in the blanks with the correct words from above.

Hi, Dana.

Paulo and I booked three  tickets for New York, leaving on the 28<sup>th</sup>! I'm emailing your e-ticket to you. Good news—it's a  flight. There was a cheaper flight with a , but it's better to fly non-stop. And the  for that other flight was only \$70 less.

You'll also be happy to know that Paulo is taking the , so you can have the window seat. Looking forward to the trip!

Best,  
Helen

- Ask students to discuss in pairs how else people plan ahead for vacations. If necessary, prompt them by naming a few examples, such as searching for flights, accommodation, and looking up restaurants and tourist sites.

#### A Model Conversation

- Transition by telling the students that the model conversation is between two people, Helen and Paulo, who are planning a flight.
- Play the audio and listen to the conversation as a class.
- Write the following phrases on the board:
  - *So, you're booking three round-trip tickets to New York, right?* (Draw attention to the intonation going upwards by drawing an arrow going upwards over "right" and have students repeat saying this.)
  - *I think it's worth it.* (Underline *-s worth* and explain that these two sounds blend together to sound like one word, "sworth," and have students repeat saying this phrase.)
- Put students in pairs. Give each student the role of either Paulo or Helen. Have students take turns practicing the dialogue. Encourage them to read as naturally as possible and alternate roles.
- Ask students to tell their partner where Paulo and Helen are planning to go. (New York)
- Ask students to tell their partner who else is going to be traveling with them. (Dana)

#### B Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Check understanding by asking questions. These questions should receive *yes/no* or brief one-word answers, such as: *You will match the word to its what?* (Its definition.)

## D Grammar

### Second conditional

second conditional		
Second conditional sentences are <i>if</i> sentences about a hypothetical (unreal) situation. The first conditional (see Unit 5, lesson 5) is about something that is probable in the future. The second conditional is about something that is not true in the present or something that is less probable in the future.		
Second conditional sentences have the form <i>If</i> + subject + simple past verb phrase, (then) subject + <i>would</i> + verb phrase.		
if clause: condition	would clause: result	(+ extra information)
If I were rich, If she <b>took</b> a relaxing trip, If we <b>didn't</b> have exams next week,	I <b>would</b> / I'd <b>travel</b> around the world. then her health <b>would</b> get better. we <b>would</b> / we'd <b>stay</b> in Mexico longer.	(I'm not rich.) (She has no plans to take a trip.) (We do have exams next week.)
The <i>would</i> clause can come first. No comma is needed in this case.		
I'd <b>travel</b> around the world if I <b>were</b> rich. My friends <b>would</b> be upset if we <b>missed</b> our connection.		
<div>Brief note</div> <div>In the second conditional, the use of <i>were</i> with singular subjects is considered correct: <i>If I/he/she were rich, ...</i>. But it's okay to use <i>was</i> informally: <i>If I/he/she was rich, ...</i></div> <div>Brief note</div> <div>In the result clause, you can use <i>could</i> instead of <i>would</i> to talk about possibilities: <i>If we didn't have exams next week, we could stay in Mexico longer.</i></div>		

## E Grammar Practice

### Circle the correct answers.

- (Whether / If) they took the train, the trip would take much longer.
- If I could travel anywhere, I would probably ( go / going ) to France.
- If Robert ( didn't / doesn't ) have to work today, he could drive you to the airport.
- If I ( were / would be ) in a window seat, I'd be able to sleep.
- I would definitely fly Korean Air if I ( had / have ) a choice.
- Jenny wouldn't get angry if her sister's flight ( arriving / arrived ) late.
- Our flight to London ( was / would be ) cheaper if we traveled on a weekday.

## F Use the Language

### Booking a flight

You and your partner are planning to take a trip. First, agree on a destination. Then write a conversation in which you are calling to book a flight. Perform your conversation for the class.



- Have students share their emails with their partner. Ask if anyone wants to share their email work with the class.

## D Grammar

- Briefly go over the table and practice the example sentences.
- Have students circle *were*, *took*, and *didn't have* in the *if* clause: condition table. Emphasize that these are past tense verbs.
- Have students circle the *would* verbs in the result clause side of the table, and explain that *would* goes with base verbs.
- Explain that when the result clause comes first, there is no need for a comma.
- Ask what other word could be used instead of *would*? (Could)
- Practice more freely by asking some hypothetical questions to the class:  
*What would you do if you won the lottery?*  
*If you could live anywhere, where would you live?*  
*If you had a superpower, what would it be?*

### Teacher's Note If I were / If I was

- Note that typically, the subject *I* goes with *was*, but in the *if* clause, it is different. *I* usually goes with *were* instead.
- Note that they may use *If I was* casually in this clause as well. It is not wrong. It is just more common to say *If I were...* in this type of grammar.

## E Grammar Practice

- Do number 1 together as a class.
- Then ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary.
- Check answers as a class.

Key	1. If	2. go	3. didn't	4. were
	5. had	6. arrived	7. would be	

### ✓ Check the Workbook

For further practice with second conditional, use Exercise 4 in Unit 7, Lesson 1 of the workbook.

## F Use the Language

- Read the directions to the class. Check for understanding.
- Elicit ideas for destinations and write them on the board.
- Elicit vocabulary and phrases that can be used in this type of conversation. Have students reference the conversation in **A** for ideas. List the ideas on the board. Explain that it is not necessary to use this vocabulary in your conversation; they are simply ideas that you may or may not use.
- If you feel it is necessary, read the example conversation aloud:  
*Customer: Hello, I would like to book two tickets to London, please.*  
*Clerk: Okay, when will you be traveling?*  
*Customer: We want to leave on June 20th, if possible.*  
*Clerk: Okay, flights are all booked for June 20th. Is the 21st okay?*  
*Customer: Yes, that will be fine. Oh, and we are both students.*  
*Clerk: Oh, good. We offer a 20% discount for students.*  
*Customer: Great.*  
*Clerk: So, your flight leaves at 4:30 p.m. from LAX at gate 8. Please arrive at least two hours early.*
- Put students in new pairs and have them write together.
- Have students share responses aloud with the class.

- Give students 5 to 7 minutes to complete the matching assignment.
- Write 1 to 8 on the board and call students up to write the correct answer next to each number.
- Check answers as a class.

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

- Check comprehension by asking questions that will receive either a *yes/no* or one word answer, such as *Does a direct flight have a stop in the middle?* (No.) *Is economy class a cheap seat or expensive seat?* (Cheap.) Have students answer these questions out loud together as a class.

## G Vocabulary Comprehension

- Have students complete this activity in pairs. As before, write 1 to 5 on the board and call students up to write the words in the correct blanks.
- Check answers as a class.

Key	1. round-trip	2. non-stop / direct
	3. layover	4. airfare
		5. aisle seat

### Extension Response from Dana

- Have students write a response to Helen's email from Dana. Tell them this could be a positive email or a negative email. Maybe Dana is excited for the flight and can't wait to go. Maybe Dana was offended that Helen and Paolo did not consult her before booking the flight. Maybe Dana needs to cancel the flight all together because something better came up. Let them use their imagination and humor to come up with a creative response.



## Lesson 2 Hotel or Motel?

### Aims

- Compare the benefits of hotels vs. motels
- Use would and used to to talk about trips in the past

### Vocabulary

vacation	overnight	comfortable	suite
double room	air conditioning	amenities	inexpensive
room service	check out		

### Grammar

would and used to

### Warm Up

- Ask students to look at the two photographs on the page. *What do they notice about each photo? How are they the same? How are they different? Which would they rather stay at?*
- Have students discuss the answers to these questions in pairs.
- Ask a few pairs to share their answers with the class.
- Write the key words from their conversation on the board.

### A Model Monologue

- Transition by telling the students that the model conversation is a monologue by a man named Brad, who is talking about a trip he will be taking with his brother Jim.
- Play the audio and listen to the monologue as a class.
- Write the following words/phrases on the board:
  - *Comfortable*
  - *We used to do this...*
- Explain that it is common and natural to pronounce the word "comfortable" with 3 syllables rather than 4. Write *kəm fər tə bəl* with the first syllable underlined for emphasis. If they do not know phonemes, write COMF-ter-bull. Have students repeat and count the syllables on your fingers as you speak so they can visually recognize 3 separate syllables in the word.
- Have students repeat *We used to do this...* after you. Emphasize that the -d in used becomes silent when it is followed by the word *to*, so it sounds like *use to* when spoken naturally.
- Put students in pairs. Have each student take turns reciting the monologue to their partner.
- There are many difficult words to pronounce in this monologue, go over any words that students have difficulty with after they have practiced and have students repeat.


### Teacher's Note Cultural sensitivity

Use your discretion regarding the pronunciation activity described above. Certain students or groups may feel shame if their mistakes are written on the board. If you feel that your students may feel embarrassed, please skip the activity. If not, be sure to preface the activity by explaining that all the mistakes made are very common, and that you heard many students saying the same thing.

- Ask students to discuss with a partner: 1. *What are the benefits of staying in a hotel? and 2. Which one would you prefer, a hotel or a motel?*
- Ask students to share some answers aloud with the class.

## Lesson 2 Hotel or Motel?

### A Model Monologue

Read the monologue. Then listen. Discuss the questions below with a partner. 



**Brad:** My brother Jim and I are planning to take a vacation together and drive across the country. We'll stop overnight in a few cities on the way, but we cannot agree on where to stay. I want to save money and stay in inexpensive motel rooms. A comfortable double room with air-conditioning is good enough for me. We could check out early in the morning, buy food at the supermarket, and then continue driving. We used to do this on family trips when we were children.




Jim prefers to book nice hotel suites with lots of amenities. He has stayed in many nice hotels because of his old job. When he traveled for his job, he would swim in the pool, exercise in the gym, order room service, and eat in the hotel restaurant. He says he wouldn't mind the expense, but I think it's silly to waste so much money on a one-night stay.

#### Discuss

1. What are the benefits of staying in a hotel? A motel?
2. Which one would you prefer, a hotel or a motel?

### B Vocabulary

Listen to Jim making a reservation. Fill in the blanks with the correct words and phrases from the box. (Three will not be used.) 

vacation	overnight	comfortable	suite	double room
air-conditioning	amenities	inexpensive	room service	check out

1. Jim chooses to book a(n) \_\_\_\_\_ rather than a(n) \_\_\_\_\_.
2. They will stay \_\_\_\_\_ and \_\_\_\_\_ on June 15<sup>th</sup>.
3. The room comes with many \_\_\_\_\_, including air-conditioning and \_\_\_\_\_.
4. Internet service at the hotel is not free, but it's pretty \_\_\_\_\_.

### C In Your World

Tell your partner about a hotel or motel you have stayed in. Say whether you would recommend it or not, and explain why. Take notes on your partner's experience and describe it to the class.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



94

### B Vocabulary

- Read each word from the box and have the students repeat.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding.
- Listen to the audio file of Jim making his reservation. Have students fill in the blanks as they listen.
- Check answers as a class.

#### Key

1. double room, suite
2. overnight, check out
3. amenities, room service
4. inexpensive

### ✓ Check the Workbook

For further practice with accommodation vocabulary, use Exercise 1 and 3 in Unit 7, Lesson 2 of the workbook.

### C In Your World

- Read the directions. Ask questions to check understanding. These questions should receive yes/no or brief one-word answers, such as: *Are you discussing hotels or flights?* (Hotels) *Are you discussing recommendations, too?* (Yes)
- Explain that students should try to use *used to* and *would* in this exercise, but if they are unsure how to do so properly, not to worry as they will be learning it in detail next.
- Have students complete this activity in pairs. Ask volunteers to describe their partner's experiences to the class.
- Have students share their information with the class after discussing with their partners.

## D Grammar

### would and used to

#### Brief note

Used to can also be used to talk about past states, with stative verbs such as be, have, like, own, etc. Would cannot be used with stative verbs.  
(✓) My hair **used to be** long. / She **used to have** a dog.  
(X) My hair **would be** long. / She **would have** a dog.

#### would and used to

Both **would + verb** and **used to + verb** can be used to talk about habits or repeated actions in the past. They describe things that often or regularly happened in the past, but no longer happen.

statement	My grandmother <b>would bake</b> cookies for us. We <b>would travel</b> to Guadalajara in the spring.	Sean <b>used to stay</b> at a hotel in London. The Faber family <b>used to fly</b> to Italy once a year.
negative	We <b>wouldn't</b> usually <b>take</b> expensive trips. I <b>wouldn't shop</b> much when I was on vacation.	That hotel <b>didn't use to charge</b> a parking fee! We <b>didn't use to travel</b> in the summer when we were kids.
question	<b>Would</b> they <b>drive</b> all night or stop at a motel? Where <b>would you go</b> on those long bike rides?	<b>Did</b> she <b>use to book</b> a room in advance or just show up? What <b>did you use to do</b> on weekends?

#### Brief note

In negatives and questions using the auxiliary verb **do**, the correct form is **use to**.

## E Grammar Practice

Read the article. Fill in the blanks with **would** or **used to** and the correct form of the given verb. (For some blanks, more than one answer is possible.)



### The History of Motels

Highways ① \_\_\_\_\_ (were) rare in North America until the 1920s. Before then, people ② \_\_\_\_\_ (didn't take) long car trips often. When they did go on long trips, they ③ \_\_\_\_\_ (slept) in their cars.

In the 1920s, highways became more common. Smart businesspeople ④ \_\_\_\_\_ (built) small, simple hotels near highways for travelers. These hotels were called

motor hotels, or motels. The owners ⑤ \_\_\_\_\_ (put) free parking spaces right next to the rooms.

Motels ⑥ \_\_\_\_\_ (were) even more popular than they are today. They were most popular in the 1950s and 1960s. Most motels ⑦ \_\_\_\_\_ (were owned) by one person or family. Now most of them are owned by big companies.

## F Listen to Speak

Listen to the conversation between a motel clerk and a customer. Then read the statements and circle true or false. © Track 50

- The man's family used to visit the Green Lake Motel. true false
- The man would go swimming in the motel pool in the past. true false
- The motel didn't use to have a restaurant. true false
- As a kid, the man would enjoy the view of the lake. true false
- The motel's amenities now include breakfast and boat rental. true false
- The man decides to book one double room for one night. true false



Now role-play a telephone conversation with a partner. You are making a motel or hotel booking, and you have questions about the types of rooms available, amenities, and costs. Take turns being the customer and the motel or hotel clerk.

95

## Extension Hotel Commercial

- Have students choose which hotel they prefer out of the ones discussed with in the previous exercise.
- Create a short commercial advertising the hotel.
- Have students perform their commercial in front of the class.
- Vote on the best hotel, based on the commercials performed.

## D Grammar

- Briefly go over the table and practice the example sentences.
- Elicit the difference between stative and action verbs. Elicit examples of both and write them on the board in separate columns. Above the stative verb examples, write **used to**. Above the action verb examples, write **would**.
- Explain that while talking about past habits that happened regularly, we use **used to** or **would**, depending on if the verb is stative or action.
- Make note that the negative and question form of **used to** is **didn't use to** / **did ... use to...**
- Practice more by asking questions to the class such as: *What did you use to do for fun when you were younger?*

## E Grammar Practice

- Tell students that they will now practice the grammar points they just learned.
- Do number 1 together as a class.
- Ask students to fill in the blanks individually or in pairs.

- Write 1 to 7 on the board and call students up to write the correct answers in.
- Check answers as a class.

### Key

- were
- didn't use to
- would sleep
- used to build
- would put
- used to be
- used to be owned

## F Listen to Speak Track 50

- Explain the directions to students.
- Tell them that they will be listening to a conversation between a motel clerk and a customer.
- Direct students to the photograph of the lake and ask where they think the motel is located. (Near a lake)
- Have students read the 6 True/False questions before listening to the audio.
- Have them circle any keywords that they think they should listen for. (For example, motel, swimming, restaurant, lake, amenities, book)
- Play the audio and listen as a class.
- Have students answer the questions and check their answers with a partner. Then play the audio again for them to check their answers.
- Write 1-6 on the board and have students come up to fill in the answers.
- Check answers as a class.

**Woman:** Green Lake Motel, how can I help you?

**Man:** Hello, I have a few questions about amenities before I book a room.

**Woman:** Certainly, sir.

**Man:** My family would stay there on vacation when I was a kid, and the location was beautiful. But I remember there was no swimming pool back then. Do you have one now?

**Woman:** Yes, sir, we built a swimming pool a few years ago.

**Man:** Great. What about food? We used to have to drive to the nearest restaurant.

**Woman:** Right—we didn't use to have a restaurant here, but now we do. And breakfast is now included with your room.

**Man:** Excellent. Do you have any rooms available with a view of the lake? I used to really love that.

**Woman:** Yes, we do. And you can rent a boat to take out on the lake, if you'd like.

**Man:** Sounds like my wife and kids will love it. How much is a double room?

**Woman:** A double room with a lake view is \$60 per night.

**Man:** Sounds reasonable. I'll take two of those for March 23<sup>rd</sup> and 24<sup>th</sup>, please.

### Key

- true
- false
- true
- true
- true
- false

## Extension Act it Out

- Make copies of the audio script in *Listen to Speak* and have students practice the conversation a few times.
- Have the students take out their phones as props.
- Take away the scripts. Tell students to act out the conversation to the best of their ability. It does not have to be word-for-word. Tell them to just have fun acting it out, and improvise whenever necessary.

## Lesson 3 Renting vs. Sharing a Car

### Aims

- Compare the pros and cons of car rental and car sharing
- Plan a trip and discuss transportation options
- Give advice to international visitors

### Vocabulary

plus	sharing	convenient	pros and cons
lend	in advance	get around	unlock
keys	be worth it		

### Grammar

*be used to and get used to*

### Warm Up

Ask if anyone has ever rented or shared a car before. Have talk to a partner about any experiences they may have had doing this.

### A Authentic Text: Car rental and car sharing

Track 51

- Transition by explaining that this authentic text compares the benefits of car rental vs. car sharing.
- Play the audio and listen to the article as a class.
- Ask students to talk about the pros and cons of car renting, first with a partner and then discuss as a class.

### B Vocabulary

- Explain to students that they can find the vocabulary words for the blanks bolded in the authentic text.
- Ask questions to ensure understanding. These questions should receive yes/no or brief answers, such as: *Where are the vocabulary words found?* (In the text)
- Have students complete the assignment in pairs.
- Write 1 to 10 on the board and call students up to write the correct letter next to each number.
- Check answers as a class.

Key	1. plus	2. sharing	3. convenient
	4. pros and cons	5. lend	6. in advance
	7. get around	8. unlock	9. keys
	10. be worth it		

### ✓ Check the Workbook

For further practice with the vocabulary, use Exercise 1 and 2 in Unit 7, Lesson 3 of the workbook.

### C In Your World

- Put students in groups of 3-4.
- Explain the directions of this assignment and check for understanding.
- Allow time for the students to work with their group.
- Walk around the room and answer questions and check progress.
- Have students share their group's answers with the class.

### Extension Car Rental Role-Play

- Call up 2-3 students to sit in front of the class and act out the role of car rental employees.
- Line up the rest of the students behind the "employees" and have them take turns asking the "employees" questions about the rental service.

## Lesson 3 Renting vs. Sharing a Car

### A Authentic Text: Car rental and car sharing

Read the article. Then listen. Discuss the question below with a partner. (Track 51)



#### Brief note

Use "by the (time)" to say what unit of time is used when renting something or buying a service.  
Personal trainers charge by the hour.  
You can rent a room by the night or by the week.

### Car Rental and Car Sharing: Pros and Cons

You're on a trip to a new city without a car. You'd rather not use public transportation because you're used to driving yourself. So you can either rent a car or use a car sharing service. Which is the best way to get around?

**Car Rental:** You can easily find big car rental companies in every city and at every airport. They allow you to choose and reserve cars in advance, and the cars are cleaned and checked after each rental. These are the pros.

The cons: You must rent by the day. It's expensive, and it might not be worth it for a short trip. Plus, you have to wait in line at the rental office to get the keys.

**Car Sharing:** This is a new kind of service, so not everyone has gotten used to it yet. People use a smartphone app to lend their cars to other drivers. The borrower pays by the hour. The app tells the borrower where the car is parked and allows him or her to unlock it. (The owner leaves the keys inside.) It's convenient because you can borrow a car for a short time, and you don't have to wait in line.

The cons: You can't always reserve a car in advance, and it's hard to get one during busy times of day. Also, the car might not be in great shape.

Discuss: Can you think of any more pros and cons for car rental and car sharing?

### B Vocabulary

Write the bold words and phrases from part A next to the correct definitions.

- \_\_\_\_\_ also; in addition
- \_\_\_\_\_ using something together with other people
- \_\_\_\_\_ able to be done without much trouble
- \_\_\_\_\_ good points and bad points; advantages and disadvantages
- \_\_\_\_\_ to give (something to someone) to use for a certain amount of time
- \_\_\_\_\_ before the actual time; early
- \_\_\_\_\_ to go from place to place
- \_\_\_\_\_ to open the lock on something (A lock keeps something, such as a door, closed.)
- \_\_\_\_\_ small pieces of metal that are used to open or gain entry to something
- \_\_\_\_\_ to be good or useful enough for the price; to be a good deal

### C In Your World

In a small group, choose a nearby city you want to visit together for the weekend. Plan your trip by agreeing on answers to the following questions. Explain your answers and reasons to the class.

### TO-DO LIST

1. Will you take a group member's car, rent a car, or use a car-sharing service?
2. Who will drive?
3. Where will you stay?

### D Grammar

- Briefly go over the table and practice the exchanges.
- Read the explanations between *used to* + verb and *be used to* + noun/gerund.
- Have students circle the verbs after *used to*, and have students circle the nouns and gerunds following *be used to*.
- Tell students to check their work with a partner.
- Read the example sentences for the class and have students repeat.

### Grammar Practice

- Do number 1 together as a class.
- Ask students to fill in the blanks individually or in pairs. Remind students that they can look back at the table if they can't remember the information.
- Note that for 5-7, they must rearrange the words to create a sentence.
- Check comprehensions of instructions by asking simple yes/no questions or short answer questions on the instructions.
- Check answers as a class.

Key	1. used to	2. get used to
	3. is used to	4. gotten used to
	5. He's used to getting around by bus.	
	6. We are getting used to very long car trips.	
	7. Shelly won't get used to staying in inexpensive motels.	

## D Grammar

be used to and get used to

used to + verb	be used to + noun/gerund	get used to + noun/gerund
used to describe a past habit or repeated action	to be familiar and comfortable with something	to become familiar and comfortable with something
Marion <b>used to be</b> an accountant. We <b>used to have</b> a hatchback. They <b>didn't use to take</b> vacations. Did he <b>use to work</b> at Quick Cars?	I'm <b>used to</b> riding a crowded bus. Canadians <b>are used to</b> cold winters. My sister <b>isn't used to</b> driving. Is Sammy <b>used to</b> sleeping on the floor?	John's <b>getting used to</b> sharing his car. You'll <b>get used to</b> the new apartment. I never <b>got used to</b> living in Alaska. What was the hardest part to <b>get used to</b> ?

## E Grammar Practice

Circle the correct answers.

1. Zoe ( is used to / used to ) borrow her older sister's car before she got her own.
2. You'll ( used to / get used to ) sharing your office with a coworker.
3. After a month, Antonio ( is used to / used to ) his new school.
4. It's a new car. I haven't ( gotten used to / been used to ) driving it yet.

Put the words in order to make sentences.

5. used / by / around / he's / getting / bus / to  
\_\_\_\_\_
6. getting / to / car / we / long / trips / very / used / are  
\_\_\_\_\_
7. Shelly / used / in / staying / won't / to / motels / get / inexpensive  
\_\_\_\_\_

## F Read to Write

Read the following article giving advice to international student visitors. Fill in the blanks with the correct words and phrases from the box. Then listen and check your answers. © Track 52

in advance    get used to    plus    be used to    get around    worth it

Congratulations on choosing Trent College for your study abroad! Here are some quick tips before you get on the plane.

- Rent an apartment ① \_\_\_\_\_. Don't wait until you come here. It could take a while. ② \_\_\_\_\_, hotels aren't cheap. Go to the housing office website for help.
- Think about how you'll ③ \_\_\_\_\_ the city. You might ④ \_\_\_\_\_ using public transportation at home, but the buses aren't very convenient in Trent. It might be ⑤ \_\_\_\_\_ to buy an inexpensive car or to rent one by the month. If you don't drive, you can also try the college's ride-sharing service.
- Get ready for winter! Many international students say that the cold weather is the hardest thing to ⑥ \_\_\_\_\_. Bring lots of warm clothes or enough money to buy them here.

On a separate sheet of paper, write a few tips for young people visiting your town from abroad. What do they need to know and do in advance? What will they need to get used to? Share your tips with the class.

97

## Extension Best Tips for Visitors

- Have students vote on the best tips announced in the previous activity. Come up with a group list of the ten best travel tips for visitors coming to your city.
- Debate and discuss as a class.

## Teacher's Note American English vs. British English

Note that in #4, the word *gotten* is used as the past participle of the word *get*. This is an American English word and is incorrect in British English. In British English, the past participle of the word *get* is simply *got*. "I haven't got used to driving it yet."

## F Read to Write Track 52

- Explain that this article gives advice to international visitors and that students will be filling in the blanks with words and phrases from the boxes.
- Read the directions and check for understanding.
- Put students in pairs and have them complete the assignment.
- Play the audio so students can listen and check their answers.
- Assign students the follow-up activity at the bottom.
- Have the students complete the writing task individually. *What do people visiting from abroad need to know in advance?*
- Once students have written their answers, discuss these questions in pairs.
- Ask a few pairs to share their answers with the class and give feedback.

Key

1. in advance
2. Plus
3. get around
4. be used to
5. worth it
6. get used to



## Lesson 4 Table for Two

### Aims

- Talk about restaurant options
- Understand the difference between generally trustworthy and less reliable reported speech
- Discuss opinions about different restaurants

### Vocabulary

celebrate	terrific	server	décor
rave	chef	patio	gorgeous

### Grammar

Reported speech with *I heard*

### Warm Up

Ask students to discuss their favorite restaurant in pairs. Why do they like it so much? Ask students to share a few answers with the class.

### A Model Conversation Track 53

- Transition by telling students that the model conversation is between Pierre and his friend Teresa, who are discussing Teresa's birthday plans.
- Play the audio and listen to the conversation as a class.
- Write the following words/phrases on the board, and practice intonation:
  - *Everyone is raving about it!*
  - *On the patio, of course!*

### Teacher's Note Intonation

Emphasize that intonation is very important in English, and people are very expressive in America.

- Put students in pairs. Give students the role of either Pierre or Teresa. Tell students to act out the dialogue with their partner. Encourage them to read as naturally as possible and to alternate roles.
- Ask students to tell their partner what kind of food they will be having for Teresa's birthday. (Thai)
- Ask students to tell their partner when they will celebrate. (Friday at 7 p.m.)

### B Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Ask questions to check understanding. These questions should receive *yes/no* or brief one-word answers, such as: *You will match the word to its what?* (Its definition)
- Give students 5 to 7 minutes to complete the matching assignment.
- Write 1 to 8 on the board and call students up to write the correct answer next to each number.
- Check answers as a class.

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

- Check comprehension by asking questions that will receive either a *yes/no* or one-word answer, such as *Is celebrate a positive or negative word?* (Positive) *Is a patio inside or outside?* (Outside). Have students answer these questions out loud together as a class.

## Lesson 4 Table for Two



### A Model Conversation

Read the conversation. Then listen. 

**Pierre:** Where do you want to go to celebrate your birthday on Friday?  
**Teresa:** Well, I heard there's a terrific new Thai restaurant on Packard Avenue. It's called Sunset Thai.  
**Pierre:** Oh, yeah. It gets really good reviews online. Amazing food. Great service. Beautiful décor.  
**Teresa:** I know. Everyone is raving about it!  
**Pierre:** I heard that the chef at Sunset Thai used to work at The Spice Restaurant.  
**Teresa:** Then the food will be delicious for sure! And I heard the patio is gorgeous.  
**Pierre:** Let's make a reservation right now, in case it gets fully booked.  
**Teresa:** Okay. Table for two for Friday at 7 p.m. On the patio, of course!

### B Vocabulary

Match each word with the correct definition.

- |                |   |
|----------------|---|
| 1. celebrate • | a. to talk about how wonderful something is                                       |
| 2. terrific •  | b. a waiter or waitress   |
| 3. server •    | c. to do something special for an important event                                 |
| 4. décor •     | d. an outdoor area attached to a home or restaurant                               |
| 5. rave •      | e. very good; excellent   |
| 6. chef •      | f. extremely beautiful  |
| 7. patio •     | g. how the inside of a building looks: the furniture, pictures on the walls, etc. |
| 8. gorgeous •  | h. a professional cook  |



### C Vocabulary Comprehension

Circle the correct answers.



1. It's too cold to sit out on the ( décor / patio ) tonight.
2. The menu is completely different. Maybe they hired a new ( server / chef ).
3. The service at that new Italian place is ( gorgeous / terrific ).
4. I love the ( décor / server ) here. It feels like we're actually in a restaurant in Paris.
5. We're here to ( rave / celebrate ) my sister's graduation.
6. We're ready to order. Where is our ( server / chef )?
7. My friend Celine recommends getting the seafood pasta. She just ( raves / celebrates ) about it.

### C Vocabulary Comprehension

- Read directions and check for understanding.
- Do number 1 together as a class.
- Have students complete this activity in pairs. As before, write 1 to 7 on the board and call students up to write the answers next to the numbers.
- Check answers as a class.

Key	1. patio	2. chef	3. terrific	4. décor
	5. celebrate	6. server	7. raves	

### ✓ Check the Workbook

For further practice with the vocabulary words, use Exercise 1 of Unit 7, Lesson 4 in the workbook.

### D Grammar

- Read the explanations between more trustworthy and less trustworthy reported speech.
- Practice the example sentences as a group.
- Read the Brief note and have students come up with additional examples using *I heard (that)*...



## D Grammar

### Reported speech with *I heard*

#### Brief note

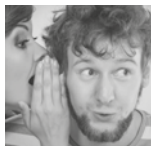
You may use the word *that* after *I heard*. This is optional.

reported speech with <i>I heard</i>	
Reported speech using <i>I heard</i> does not focus on where the information came from, so it is less reliable or trustworthy.	Other reported speech focuses more on where the information came from and is generally more reliable and trustworthy.
I heard that the new Italian restaurant is awful! We heard there's a big sale at the bookstore today. Jason said he heard there's a party at Tatiana's tonight. Did you hear that Maryanne got a new boyfriend?	I read a really bad online review of the new Italian restaurant. We got an ad in the mail about a big sale at the bookstore. Tatiana invited Jason to a party at her apartment tonight. Did Maryanne tell you that she got a new boyfriend?

## E Grammar Practice

Put a check mark next to the correct description of each statement.

- Fred told me that he is leaving the company. ☐ more reliable ☐ less reliable
- I heard the pizza place on the corner is closing. ☐ more reliable ☐ less reliable
- We heard that going downtown is dangerous. ☐ more reliable ☐ less reliable
- The York Daily* said the celebration is canceled. ☐ more reliable ☐ less reliable
- My professor told me that there's a meeting on Monday. ☐ more reliable ☐ less reliable
- I heard Martin and Hawa are getting a divorce. ☐ more reliable ☐ less reliable



## F Use the Language

### What have you heard about this restaurant?

Think of three restaurants in your town that are known by name to most of your classmates. (You may or may not have eaten at these places yourself.) List them on the left in the table below.

Restaurant	Person #1	Person #2	Person #3
1.			
2.			
3.			

Now ask three classmates about the restaurants. They may give their own opinions or report what they've heard. Make notes of their answers. Report to the class what you found out. Would you recommend any of the restaurants?

99

## F Use the Language: What have you heard about this restaurant?

- Read the directions and check for understanding.
- Be sure that students clearly understand that they are only to fill in the restaurant column with restaurants that are known to their classmates, even if they have never eaten there.
- Have students stand up and walk around the room, asking classmates about the restaurants they had listed in the table.
- Have students fill in the table. Then, create a class chart with the most popular restaurants that were reviewed and fill it in.

## E Grammar Practice

- Do number 1 together as a class.
- Ask students to check the boxes individually or in pairs. Remind them that they should look back at the table if they can't remember the information.
- Check answers as a class.

Key	1. more reliable	2. less reliable
	3. less reliable	4. more reliable
	5. more reliable	6. less reliable

### Extension What did she say?

- Have students cut or rip up a piece of paper into smaller strips. On the strips, students should write a sentence or two about their observations about anything. For example: *The weather is beautiful. This lesson is fun. I am tired.*
- The students should fold up each strip of paper put them into a pile.
- Divide class into groups of 3. The 3 group members may combine their folded strips of paper into a larger pile.
- Each person will have a different role.
  - Person A will take a piece of paper from the pile, read it, and whisper it into Person B's ear.
  - Person B will report what Person A said to Person C. For example, *She told me that the weather was beautiful.*
  - Person C will respond. *I agree with her.*
- Students may continue rotating through the roles until all strips of paper have been read, reported, and responded to.

## Lesson 5 A Night at the Movies

### Aims

- Talk about movie theater experiences
- Use past perfect tense to explain the sequence of a story

### Vocabulary

smoothly	showing	box office	mall
hurry	exactly	embarrassed	cheer up

### Grammar

Past perfect tense

### Warm Up

Direct students to the photograph of two people watching a movie at the movie theater. Explain that Angela is on a date with Rob. Now, Angela is describing her date to Chad. Judging by the photograph, do you think Angela enjoyed her date? Why or why not?

### A Model Conversation

- Play the audio and listen to the conversation as a class.
- Write the following words/phrases on the board, and practice intonation:
  - *Uh, oh.* (Touch on the negative intonation in this phrase)
  - *Didn't he?* (Write an arrow going downwards over *didn't* he. Explain that intonation goes upwards when you don't know the answer, but intonation goes downward when you are assuming what you are saying is the answer.)
- Put students in pairs.
- Give each student the role of either Chad or Angela. Have students practice the conversation with a partner.
- Ask students why Rob didn't show up. (He went to the wrong theater.)
- Ask students why Rob cheered up at the end of the movie. (It was a funny movie.)
- Have students number the conversation summary in the correct order.

Key  
3, 5,  
4, 2, 1

### B Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Ask questions to check understanding. These questions should receive yes/no or brief one-word answers, such as: *You will match the word to its what?* (Its definition)
- Give students 5 to 7 minutes to complete the matching assignment.
- Write 1 to 8 on the board and call students up to write the correct answer next to each number.
- Check answers as a class.


Key  
1. hurry      2. embarrassed      3. smoothly  
4. cheer up      5. mall      6. server  
7. exactly      8. box office

### C About You

- Explain the directions and have students work with a partner to answer the questions.
- Go over a few examples with the class.
- Walk around the room and assist students.
- You may take this opportunity to keep track of errors to correct with class on the board.

## Lesson 5 A Night at the Movies

### A Model Conversation

Read the conversation. Then listen. Complete the exercise below. 

Chad: I heard you had your first date with Rob on Saturday. How did it go?

Angela: Not bad, but it didn't go totally smoothly.

Chad: Uh-oh. What happened? You went to the movies, right?

Angela: Yeah. I booked the tickets online for the 7 o'clock showing at the Sunrise Theater downtown. We agreed to meet there early so we could have coffee first. But by ten to seven, Rob hadn't shown up. And my cell phone had died.

Chad: Oh, no. What did you do?

Angela: The guy at the box office let me charge my phone, and I called Rob. He'd gone to the wrong theater.

Chad: Ah, he went to the Sunrise Theater at the mall, didn't he?

Angela: Exactly. So I told him to hurry and meet me downtown. By the time he arrived, the movie had started. We missed the first ten minutes.

Chad: I bet Rob was upset.

Angela: He was pretty embarrassed. But the movie was funny, so he'd cheered up by the end.

Number these events from 1 to 5 in the order that they happened.

- \_\_\_ Angela called Rob.    \_\_\_ Rob arrived at the right theater.  
\_\_\_ The movie started.    \_\_\_ It was 6:50.    \_\_\_ Angela charged her phone.



### B Vocabulary

Write the words and phrases from the box next to the correct definitions.

smoothly    showing    box office    mall    hurry    exactly    embarrassed    cheer up

- \_\_\_\_\_ to move, go, or act quickly
- \_\_\_\_\_ feeling confused and silly in front of other people
- \_\_\_\_\_ without problems or difficulties
- \_\_\_\_\_ to start to feel happier; to be in a better mood
- \_\_\_\_\_ a large building with many kinds of stores inside
- \_\_\_\_\_ the act of making a movie, TV show, etc., available for people to see
- \_\_\_\_\_ a word used to say that someone is correct or that you agree completely
- \_\_\_\_\_ the place at a theater where people buy tickets

### C About You

Think about the last movie you saw at a movie theater. Discuss the following questions with a partner.

- What kind of movie was it, and what was the title?
- Where did you see it?
- Who did you see it with?
- How did you purchase the tickets to this show?
- Would you recommend this movie to others? Why or why not?



100

### Extension Coming attractions

- Have students create a short advertisement for their favorite movie with their partner and present it to the class.
- Have students vote for the best movie to go see, based on the advertisements.

### D Grammar

- Write *had + past participle* on the board.
- Come up with a list of common past participles as a class, such as *gone, done, been*, etc.
- Explain that this grammar is past perfect, meaning it happened in the past before another past action. A timeline of this concept is very helpful for visual learners.
- An example of this is:  
*I was walking down the street when I realized I had forgotten my keys!*  
←/had forgotten keys/---/was walking/----- X  
Note that the keys were forgotten before I was walking.
- Read more examples together in the grammar table and practice the example sentences as a group.

### ✓ Check the Workbook

For more practice with past perfect tense, use Exercise 3 and 4 of Unit 7, Lesson 5 in the workbook.

## D Grammar

### Past perfect tense

#### Brief note

The past perfect clause can also come first.  
No comma is needed in that case.  
The movie **had started** by the time he arrived.

#### past perfect

The past perfect tense is used to talk about an action that was finished before something else happened in the past. The past perfect has the form **had + past participle**. *Had* is often shortened to *'d* after pronouns.

the action happened before a specific past time (often with *at/by + time*)

He **didn't show up**. It was five to seven (then). → At five to seven, he **hadn't shown up**.

It **stopped** raining before 4:30. → By 4:30, it **had stopped** raining.

the action happened before a specific event (often with a simple past clause using *by the time or when*)

They **went** to bed. Then I **got** home. → When I **got** home, they **had / they'd (already) gone** to bed.

The movie **started**. Then he **arrived**. → By the time he **arrived**, the movie **had (already) started**.

## E Grammar Practice


### Circle the correct answers.

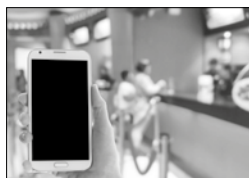
- Josephine still ( didn't call / hadn't called ) by 11 o'clock last night.
- A: Why didn't Max join you for the movie last night?  
B: He'd already ( saw / seen ) it.
- By the time we left the theater, the sun ( came / had come ) out.
- When I ( met / had met ) my friend at the box office, ( she / she'd ) already bought the tickets.

### Combine the sentences using the words in parentheses and the past perfect.

- He spent all his money. Then we left the mall. (by the time)  
\_\_\_\_\_
- We didn't eat all our popcorn. Then the movie ended. (when)  
\_\_\_\_\_
- You started eating. Then I walked into the restaurant. (when, already)  
\_\_\_\_\_

## F Listen to Write

You are at a movie theater box office waiting for a friend. You have already bought tickets. Then you hear an announcement about the film you were going to see. Listen to the announcement and then write a text to your friend explaining the problem.  **Track 55**



101

## F Listen to Write

- Tell students to close their eyes and pretend they are at a movie theater, waiting for you to join them, when suddenly they hear an announcement over the loudspeaker.
- Play the audio.
- Now have your students take out their phones and type a "text" to you, their friend, explaining what they just heard. This can just be done in an empty text box or in their notes.
- Put students in pairs to check each other's texts and share aloud at the end.

### Extension Text them back

- Tell students you are so disappointed to hear that the movie had been cancelled!
- Ask students to write back with an alternative plan for the evening.
- Ask students to share their ideas with the class.

## E Grammar Practice

- Do number **1** and number **5** together as a class. Note that there are different ways number **5** could be done.
- Ask students to circle the correct answers for **2-4** individually or in pairs. Ask students to complete **6** and **7** in pairs. Remind students that they should look back at the table if they can't remember the information.
- Circle the room to check and make sure students are doing this correctly, especially **6** and **7**.
- Check answers as a class.

### Key

- hadn't called
- seen
- had come
- met, she'd
- By the time we left the mall, he had spent all his money. / He had spent all his money by the time we left the mall.
- When the movie ended, we hadn't eaten all our popcorn. / We hadn't eaten all our popcorn when the movie ended.
- When I walked into the restaurant, you had already started eating. / You had already started eating when I walked into the restaurant.

## Unit 7 : Active Review

### Warm Up

Ask the students what is in the email (*flight details*) Ask students where Emily Rose is going. (*Atlanta*)

### A Confirming Your Flight Details

- Put students in pairs.
- Read the directions and check for understanding.
- Have them read the email and answer the questions.
- Check answers as a class.

Key	1. false	2. true	3. false
	4. true	5. false	

### B Canceling Your Flight

- Read the directions and check for understanding.
- Give students pieces of paper, or have them use their own.
- Show the beginning of a conversation between Margaret with her travel agent.
- Put students in pairs.
- Tell them to follow your example, and continue the dialogue.
- Finish by having students fill in the confirmation details in the book.

### C Reminder: Some Module 4 Goals in Unit 7

Read each goal with the class. For each goal, ask students to look over the unit and find where they did these things. Ask students if they can demonstrate some of the goals. Then have students put a check mark next to the goals they have achieved.

## Active Review

### A Confirming Your Flight Details

Below are flight details from your travel agent. Read the statements and put a check mark next to true or false.

Lucky Travels Inc.

#### Flight Confirmation

Name: Margaret Emily Rose Date of Birth: December 2, 1979 Nationality: Canadian  
 Departure: September 12, 9:15 a.m., from Toronto Pearson International Airport (YYZ)  
 Flight AC2045 (Non-stop)  
 Arrival: September 12, 11:30 a.m., Hartsfield-Jackson Atlanta International Airport (ATL)  
 Please arrive at Terminal 1 at least 2.5 hours before your flight. Reserve seats and check in with Air Canada online at [www.pia.ca](http://www.pia.ca). There is a limit of one carry-on and one checked bag per passenger.

1. This is a round-trip ticket confirmation. ☐ true ☐ false
2. The destination is Atlanta, Georgia. ☐ true ☐ false
3. There is a layover during the trip. ☐ true ☐ false
4. The flight is two hours and fifteen minutes long. ☐ true ☐ false
5. The airfare is stated. ☐ true ☐ false



### B Canceling Your Flight

You have decided to cancel your flight and change it to another day. With a partner, role-play a conversation between Margaret and her travel agent. Then write the confirmation details of your new flight below.

Lucky Travels Inc.

#### Flight Confirmation

Name: Margaret Emily Rose  
 Date of Birth: December 2, 1979  
 Nationality: Canadian  
 Departure: \_\_\_\_\_  
 Arrival: \_\_\_\_\_

Please arrive at Terminal 1 at least 2.5 hours before your flight. Reserve seats and check in with Air Canada online at [www.pia.ca](http://www.pia.ca). There is a limit of one carry-on and one checked bag per passenger.



### C Reminder

#### Some Module 4 Goals in Unit 7

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Understand the main points of discussion on familiar topics in everyday situations
- \_\_\_\_\_ Give a short, prepared presentation on a country, a sports team, a band, etc., and answer questions clearly
- \_\_\_\_\_ Understand information in announcements
- \_\_\_\_\_ Make routine phone calls (for example, making or canceling an order, booking, or appointment)

## Fluency

### A Read to Speak

You and your friends are planning a one-week trip to London, England, on the first of next month. Look up some information online about flights, accommodations, and car rental/sharing services. Make brief notes about the best options you find.

Flight	Accommodations	Car
Flight #:	Hotel or motel?	Company Name (if renting):
Departure:	Name:	Cost per day:
Direct or layover?	Area in London:	App name (if car sharing):
Arrival:	Amenities:	Cost per hour:
Airfare:	Type of room:	
	Cost per night:	

### B Write to Speak

Now prepare to explain your choices to your friends. Write why you think that if your group followed your plan, things would work out very well during your trip.

1. If we took this flight...

---



---

2. If we stayed in these accommodations...

---



---

3. If we rented a car from this agency... / If we used this car-sharing service...

---



---

### C Now Speak

In your group, let each person explain their choices and reasons. After each presentation, group members may ask questions and state their opinions about why they agree or disagree. By the end of the discussion, your group should make a final decision about the details of this trip.

Flight	Accommodations	Car

103

## Fluency

### A Read to Speak

Explain the directions of this assignment and ask questions to check for understanding. For example, *Are you looking online for flights and accommodation?* (Yes) *What else are you looking up?* (Car rental or car sharing options)

### B Write to Speak

- Ask students to work individually and fill in the blanks in **B**.
- Circle the classroom to monitor student work and help assist when needed.
- Once this activity has been completed, put students in pairs and have them share responses.
- Walk around the class and assist students.

### C Now Speak

- Tell students that they will be comparing their trip information with a group and deciding on a final one.
- Have students fill in the tables with their information.
- When students are ready, have them take turns presenting their information to their group.
- Finally, have the group decide on the best options for their trip and share each group's decision aloud with the class.



# Unit 8 Overview:

## Shopping Trips

### Lesson 1: The Best Shopping in Town

**Aims:**

- Understand and discuss different areas for shopping
- Use phrasal verbs naturally in conversations
- Describe places to shop and advertisements

**Vocabulary:** Shopping in the city

**Grammar:** Phrasal verbs

### Lesson 2: Let's take the subway.

**Aims:**

- Read, listen to, and compare options for public transportation
- Analyze and design subway maps
- Express conditions for transportation

**Vocabulary:** Taking public transportation

**Grammar:** Ways to express conditions

### Lesson 3: At the Mall

**Aims:**

- Practice speaking casually while out shopping
- Discuss shopping preferences and technology devices
- Use present perfect continuous to express different actions

**Vocabulary:** Shopping at the mall

**Grammar:** Present perfect continuous tense

### Lesson 4: A New Game

**Aims:**

- Talk about buying items such as games
- Discuss video games
- Understand and use causative verbs

**Vocabulary:** Buying a game

**Grammar:** Causative verbs

### Lesson 5: Stay Safe

**Aims:**

- Understand preventative measures for safety in crowds
- Practice leaving out articles for signs and posters

**Vocabulary:** Safety information and emergency procedures

**Grammar:** Leaving out articles for brevity

### Some Module 4 Goals in Unit 8

- Understand instructions expressed in simple language (for example, how to use public telephones or ticket machines, safety information, or directions)
- Write a short, formal email asking for or giving simple information
- Write simple texts about experiences or events (for example, describing your feelings and reactions about a trip)

## Lesson 1 The Best Shopping in Town

### Aims

- Understand and discuss different areas for shopping
- Use phrasal verbs naturally in conversations
- Describe places to shop and advertisements

### Vocabulary

accessory	electronics	get tired of	district
genuine	fashionable	selection	imported
	souvenir	cuisine	

### Grammar

Phrasal verbs

### Warm Up

- Ask if anyone has traveled to San Francisco or wants to travel there. Collect information on the board about things to do and see there. Students may search the Internet for information depending on how familiar they are with the city.

## ★ Unit 8 • Shopping Trips ★

### Lesson 1

### The Best Shopping in Town

#### A Authentic Text: Shopping guide

Read part of a tourist information brochure about shopping in San Francisco. Which of these places would you most like to visit?

#### Brief note

A vendor is a seller. "Street vendors" are people who sell things outside on the street rather than inside a building.



**1 North Beach**  
Don't miss out on San Francisco's well-known Italian district, with an *Italiano* style that you can see and taste! Visit fashionable shops offering clothing, accessories, and home décor. And when you're done, enjoy authentic Italian food at one of the many fine restaurants in the area.

### SAN FRANCISCO SHOPPING GUIDE



**2 Union Square**  
This downtown district is the number-one destination for both local shoppers and tourists. Shop around for men's and women's clothing, accessories, beauty products, electronics, and more. If you ever get tired of shopping, you can check out some of Union Square's many theaters, art galleries, salons, or hotels.

**3 Chinatown**  
Not far from North Beach, there's a little piece of China. You will feel like you're in Shanghai as you explore shops with a huge selection of imports, from furniture to tea. From the area's many street vendors, you can also pick up fun souvenirs and some delicious but inexpensive Chinese cuisine.



#### B Vocabulary

Match the words and phrases with the correct definitions.

- |                 |   |   |
|-----------------|---|---|
| 1. accessory    | • | a. brought from one country to another for sale                             |
| 2. electronics  | • | b. a certain area or neighborhood in a city                                 |
| 3. get tired of | • | c. something you buy to remember a place you visited                        |
| 4. district     | • | d. a number of different choices  |
| 5. genuine      | • | e. products that use electricity, such as TVs, computers, cell phones, etc. |
| 6. fashionable  | • | f. cooking; food  |
| 7. selection    | • | g. something you wear besides clothes, such as a hat, a scarf, a bag, etc.  |
| 8. imported     | • | h. showing taste and style (in clothes, hair, etc.) that is popular now     |
| 9. souvenir     | • | i. real; true; not copied or false  |
| 10. cuisine     | • | j. to become bored or impatient with (something)                            |

#### C About You

Think of the last time you visited a popular shopping area. What was it like? Did you buy anything? Tell a partner, and answer his or her questions. Listen to your partner's experience and ask questions.

- Write "North Beach," "Union Square," and "Chinatown" on the board. Ask if students have heard of these areas and if not, have them discuss with a partner what there might be to do in the areas.
- Explain that in Lesson 1, we will be discussing shopping. Now, we will learn about shopping in North Beach, Union Square, and Chinatown in San Francisco.

#### A Authentic Text: Shopping guide

- Have students skim the three sections and summarize each part of San Francisco to a partner.
- Assign groups of 3-4 and have students have a group discussion about which of the three places they would most like to visit. After a few minutes of students discussing this, take a class vote and see which place is the most popular among your students.
- While students are discussing, go around the room and write down any errors you might hear on vocabulary, grammar, or pronunciation. Any common mistakes that you hear may be written on the board later for clarification with the whole class.
- Discuss the Brief note on "street vendors" and ask if street vendors are common in their hometown or country. Have a class discussion on the variety of different kinds of street vendors seen in different cities and countries across the globe.
- Ask students which place is the best place for tea. (*Chinatown*)
- Ask students where the Italian district is. (*North Beach*)
- Ask students which place has theaters, art galleries, and so on. (*Union Square*)

## D Grammar

### Phrasal verbs

#### Brief note

Inseparable phrasal verbs may be transitive (having a direct object) or intransitive. All separable phrasal verbs are transitive.

phrasal verbs		
Phrasal verbs are made up of a verb plus one or more particles (words that look like prepositions or adverbs): for example, <i>hang out</i> . Phrasal verbs are most common in informal speech and writing. There are two main types: inseparable and separable.		
	examples	sentences
<b>inseparable</b> There is no object between the verb and the particle(s).	<i>hang out, drop by, get around, shop around (for), miss out (on), log in/out, sign in/out</i>	Let's <b>hang out</b> at the mall. Don't <b>miss out</b> on this amazing sale. I want to <b>shop around</b> for phones before I buy one. <b>Drop by</b> our store to get a great deal on shoes.
<b>separable</b> The object may come between the verb and the particle.	<i>turn on/off, pick up, think over, throw away, look up, find out, check out, put on, take off, drop off</i>	Did you <b>pick up</b> some school supplies? Did you <b>pick</b> them <b>up</b> ? We should <b>check</b> Chinatown <b>out</b> before we go. We should <b>check it out</b> before we go.

#### Brief note

When the object is a personal pronoun, it must come between the verb and the particle.  
(✓) *Pick it up.* (X) *Pick up it.*

## E Grammar Practice

Fill in the blanks with one of the phrasal verbs from above. Use a dictionary to help you if necessary.

- My mom used to \_\_\_\_\_ me \_\_\_\_\_ at school every morning.
- I'm going to \_\_\_\_\_ my shoes \_\_\_\_\_ because they're uncomfortable.
- It's getting cold. You should \_\_\_\_\_ your sweater.
- If you don't come to the party, you'll \_\_\_\_\_ a fun evening.

Underline the error and write the correct phrase. If the sentence is correct, write *correct*.

- I didn't know the meaning of this word, so I looked up it. \_\_\_\_\_
- He uses the subway to get town around. \_\_\_\_\_
- No one is watching TV, so please turn off it. \_\_\_\_\_
- My parents are out of town. Want to hang it out? \_\_\_\_\_

## F Use the Language

### Partners in business

Working in pairs or small groups, pick a business, store, or restaurant that you are familiar with. Discuss the details of this business, including the following:

- Its name
- Its location
- The kind of food/products it sells
- Its pricing (expensive or inexpensive)
- Its selling points (how it's different and why people will like it)

Then write a radio advertisement (5–7 sentences) for the business, store, or restaurant you chose. One partner will read your advertisement to the class. Both or all partners should be ready to answer questions from your classmates!

105

## C About You

- Tell students to think of the last time they visited a popular shopping area. Have students describe the answers to the questions in pairs. Go around the room to check on the pair work and give any help if necessary.

### Extension Shopping Role-Play

- Have students choose one store that they discussed in Part C. One student will play the role of the store clerk, and their partner will be the customer. Students can take turns pretending to shop and ask questions to the store clerk.
- Optional: Have students bring in or create props to make this role-play come to life.

## D Grammar

- Go over the information in the chart with the class.
- Before this lesson, create signs that say *hang, out, drop, by, turn, on*, and so on. Be sure that each word (not phrase) has its own card.
- On a different colored paper, create signs that say objects such as *the phone, art supplies*, etc.
- Take turns calling 3–4 students up to the front of the classroom at a time. Give each student a card. Tell them to create phrasal verbs.
- Demonstrate the difference between separable and inseparable phrasal verbs by having the student carrying the “object” signs either walk and stand between the phrasal verbs or not be allowed in the middle.

## E Grammar Practice

- Do number 1 together as a class.
- Then ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

### Key

1. pick up
2. throw away
3. put on
4. miss out on
5. looked up it - looked it up
6. get town around - get around town
7. turn off it - turn it off
8. hang it out - hang out

### ✓ Check the Workbook

For further practice with phrasal verbs, use Exercise 4 in Lesson 1 of the workbook.

## F Use the Language: Partners in business

- Read the instructions aloud to the class. Have students work in pairs or small groups. Tell them to pick a business, store, or restaurant that they are familiar with. Tell them to discuss in detail, the various points listed in the box.
- After discussion, students need to write a radio ad. Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: *Are you writing a TV advertisement?* (No, radio) *Should you include its location?* (Yes), etc.
- Elicit ideas for businesses, stores, and restaurants and write them on the board.
- Go over the definition of “selling points” and be sure that students are clear on what it means.
- Go around the room to check progress and answer questions.
- When students are finished writing their advertisements, they may take turns “performing” the radio advertisements and answering questions from their classmates.

### Teacher's Note Cross-cultural Comparisons

- To build a strong class rapport, try to incorporate discussions where students are given the opportunity to compare and contrast each other's cultures and experiences.
- The discussion suggested above on street vendors, is a good example of a cross-cultural comparison where students can speak freely and enjoy hearing one another's similar experiences.

## B Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: *You will match the word to its what?* (Its definition)
- Give students 5–7 minutes to complete the matching assignment.
- Write 1. \_\_\_ 2. \_\_\_ 3. \_\_\_ 4. \_\_\_ 5. \_\_\_ 6. \_\_\_ 7. \_\_\_ 8. \_\_\_ 9. \_\_\_ 10. \_\_\_ on the board and call students up to write the correct letter next to each number. Check answers.
- Check comprehension by asking questions that will receive either a yes/no or one word answer, such as *Is something that is genuine, fake?* (No) *Is cuisine food?* (Yes). Have students answer these questions out loud together as a class.

### Key

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

## Lesson 2 Let's take the subway.

### Aims

- Read, listen to, and compare options for public transportation
- Analyze and design subway maps
- Express conditions for transportation

### Vocabulary

rush hour	line	transfer	fare
depends on	calculate	stuck	commute

### Grammar

Ways to express conditions

### Warm Up

Ask students to look at the two photographs of Tori and Kevin. *What is Tori carrying?* (a phone and a map). *What is Kevin wearing around his neck?* (a camera). Using this information, what do you think they might be doing? Have students discuss the answer to this question in pairs, and then a few may share their answers with the whole class.

### A Model Conversation Track 56

- Explain that Kevin and Tori might go to Union Square before their flight. Have students scan the bold words and try to predict what their discussion will be about.
- Play the audio and listen to the conversation as a class, stopping after each sentence and having students repeat the audio, mimicking the intonation.
- Write the following words/phrases on the board:
  - *Should we drive?*
  - *How much is the fare?*
- Underline the words *drive* and *fare* and explain that sometimes in questions, the last word is the strongest as the intonation goes upwards.
- Have students practice the phrases after you until they sound natural.
- Assign pairs. Give each student the role of either Kevin or Tori. If time allows, have students read the conversation three times: the first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible and alternate roles.
- Ask students to tell their partner what Tori and Kevin decided to use for transportation (*the BART*) and go over the Brief note.

### B Vocabulary

- Read each bold word from the conversation and have the students repeat.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: "Where will you find the words to fill in the blank?" (In the conversation)
- Give students 5-7 minutes to complete the fill-in-the-blank activity with a partner.
- Write 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ on the board and call students up to write the correct answers next to their numbers.
- Check comprehension by asking questions that will receive either a yes/no or one word answer, such as *When are many people going to or from work?* (During rush hour) *What do you call the cost of taking a bus or train?* (fare). Have students answer these questions out loud together as a class.

## Lesson 2 Let's take the subway.

### A Model Conversation

Read the conversation. Then listen.  Track 56

Kevin: We have a few hours before our flight. Why don't we do some shopping? We haven't spent much time in Union Square yet.

Tori: Well, okay, as long as you're sure we have enough time. We still need to pick up our luggage at the hotel and drop the rental car off.

Kevin: Don't worry, there's plenty of time. I need to get some souvenirs for my family. Otherwise, I know they'll be upset with me. Should we drive?

Tori: No, it's almost **rush hour**. Plus, I heard it's really hard to find parking. What about a streetcar?

Kevin: Too slow. Let's take the BART. Here, I found the map online. We can get on at the station across the street and take the **yellow line** to Powell Street. Then, we can walk to Union Square. We don't even need to **transfer**.

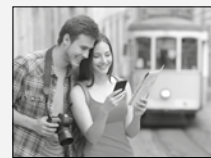
Tori: Great. How much is the **fare**?

Kevin: That **depends on** the distance. The ticket machine will **calculate** that for us.

Tori: All right, let's get going. Unless we leave right now, we'll be **stuck** in a crowded train with all the **commuters**!

#### Brief note

The Bay Area Rapid Transit or "BART" is a light rail public transportation that operates in San Francisco.




### B Vocabulary

Read the conversation again. With a partner, match the bold words in the conversation to the correct definitions.

- \_\_\_\_\_ in a difficult situation that is hard to get out of
- \_\_\_\_\_ to find a number using math
- \_\_\_\_\_ is determined by (something)
- \_\_\_\_\_ people traveling to or from work
- \_\_\_\_\_ to change from one bus, train, etc., to another
- \_\_\_\_\_ the time of day when many people are going to or from work
- \_\_\_\_\_ a part of a subway or bus system; a certain train or bus route
- \_\_\_\_\_ the cost of taking a bus, train, etc.

### C Vocabulary Comprehension

Look at the map and fill in the blanks in the conversation below. Then listen and check your answers.  Track 57

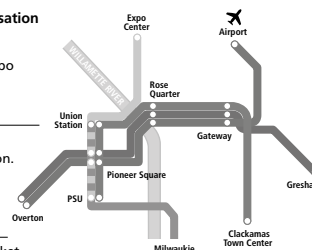
Man: Excuse me. Can I take the subway from the Expo Center to the airport?

Woman: Sure. The ① \_\_\_\_\_ line goes to Union Station. There, you can ② \_\_\_\_\_ to the ③ \_\_\_\_\_ line. Then go ④ \_\_\_\_\_ stops to Gateway Station.

Transfer to the ⑤ \_\_\_\_\_ line and go one more stop.

Man: Thanks. What's the ⑥ \_\_\_\_\_?

Woman: That ⑦ \_\_\_\_\_ whether you want a one-way or round-trip ticket.



With a partner, practice the conversation. Then take turns choosing two stations on the map and asking your partner for directions from one station to the other.

106

### Key

- |               |              |
|---------------|--------------|
| 1. stuck      | 2. calculate |
| 3. depends on | 4. commuters |
| 5. transfer   | 6. rush hour |
| 7. line       | 8. fare      |

### ✓ Check the Workbook

For further practice with vocabulary, direct students to Exercise 2 in lesson 2 in the workbook.

### C Vocabulary Comprehension Track 57

- Tell students to take a look at the illustration of the subway map and have students discuss what they see with a partner.
- Explain that they are going to be listening to a dialogue between a man and a woman who are discussing the map, and that they will fill in the blanks with the words that they hear.
- Play the audio and have students complete the task individually and then share answers with a partner.
- Have students take turns practicing the dialogue together.
- Finally, have them take turns choosing two stations on the map and asking for directions from one to the other. Go around the room to help as they do this.

### Key

- |               |             |          |
|---------------|-------------|----------|
| 1. yellow     | 2. transfer | 3. green |
| 4. two        | 5. red      | 6. fare  |
| 7. depends on |             |          |

## D Grammar

### Ways to express conditions

#### Brief note

As with other subordinating conjunctions, the two clauses can come in either order.  
*As long as you're sure we have enough time, we can go shopping.*  
*We'll be stuck with all the commuters unless we leave right now!*

#### ways to express conditions

Besides the word *if*, there are several ways to talk about conditions in English.

expression	meaning	example
<i>as long as / so long as</i> (conjunctions)	(only) if	We can go shopping <b>as long as</b> you're sure we have enough time. (= ... if you're sure we have enough time.)
<i>unless</i> (conjunction)	if not ... then	<b>Unless</b> we leave right now, we'll be stuck with all the commuters! (= If we don't leave right now, ...)
<i>otherwise</i> (sentence adverb)	if not	I have to get souvenirs for my family. <b>Otherwise</b> , they'll be upset. (= ... If not, they'll be upset.)

## E Grammar Practice

Fill in the blanks with the correct expressions from above.

- \_\_\_\_\_ we remember to take an umbrella, we should be okay!
- You should try to leave by four. \_\_\_\_\_, you'll get stuck in rush-hour traffic.
- \_\_\_\_\_ the subway is on time, we'll make it to the movie.
- \_\_\_\_\_ you study harder, you won't pass your final exam.
- You can borrow my car \_\_\_\_\_ you return it by midnight.
- We'll have to cancel the trip \_\_\_\_\_ the weather improves.
- She has to take a taxi, not the bus. \_\_\_\_\_, she'll be late.
- \_\_\_\_\_ it all goes smoothly, the show will be a success.

Rewrite the sentences using the given expression.

- The bus is free if you have a student ID. (as long as)  
 \_\_\_\_\_
- If I don't find my keys, I won't be able to give you a ride. (unless)  
 \_\_\_\_\_

## F Use the Language

### Subway systems

- Go online and find a map of a subway, tube, or metro system in another city or country. Describe where it is and give your opinion of it. Does it seem convenient? Does it seem difficult to use? How does it compare to the subway system in your city or country?
- With a partner, design a subway map for your city or make suggestions to improve your city's subway system. If you could design a whole new subway system to make travel more convenient in your city, what would you do? What would it look like? Draw it and present it to another pair of students. Explain the reasons for your decisions.



107

## Key

1. As long as / So long as
2. Otherwise
3. As long as / So long as
4. Unless
5. as long as
6. unless
7. Otherwise
8. As long as / So long as
9. The bus is free as long as you have a student ID.
10. Unless I find my keys, I won't be able to give you a ride.

## F Use the Language: Subway systems

- Put students into pairs and go through numbers **1** and **2** as a class. Have students choose which one they would like to complete together.
- Ask instruction-check questions to ensure that students understand the details of each task being assigned.
- Have the students present their work to other pairs.
- If time permits, have some pairs give presentations of their work to the whole class.

### Extension Assignment #3

- Have students come up with a third task to add to part F that has to do with subways, maps, and so on. They may do this individually or with a partner. Go around the room to help.
- When they have finished writing their questions, pair them up with another partner or group to swap questions to answer.

### Extension Subway or Train Directions

Have students use the Internet to search a subway or train map from a large city. Have them choose a starting point and end point in the city, and then explain how to get there to a partner via subway or train. Then, they may switch roles with the partner.

## D Grammar

- Write the word "if" on the board. Tell them it is used to express conditions. Ask if any students can think of other ways to say the word "if." Write down any ideas on the board.
- Briefly go over the table, practicing the example sentences. Write "as long as" "so long as" "unless" and "otherwise" around the word "if", with short explanations taken from the table.

## E Grammar Practice

- Read the instructions aloud to the class. Do number **1** together as a class.
- Ask students to fill in the blanks individually or in pairs.
- Write 1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ on the board and call students up to write the correct answers in. Check answers.



## Lesson 3 At the Mall

### Aims

- Practice speaking casually while out shopping
- Discuss shopping preferences and technology devices
- Use present perfect continuous to express different actions

### Vocabulary

run out of	enormous	purchase	remind
encourage	appreciate	device	keep an eye on

### Grammar

Present perfect continuous tense

### Warm Up

Have students read the Brief note and look at the photograph. Ask them to turn to a partner to make predictions about the model conversation.

### A Model Conversation Track 58

- Explain that Anna and Eric are out shopping at the mall. Let them know that you are going to play the audio and at this time they should check if their predictions were correct or not.
- Play the audio and listen to the conversation as a class, stopping after each sentence and having students repeat the audio, mimicking the intonation.
- Write the following phrase on the board:
  - Twenty minutes
- Explain that when Americans speak quickly or naturally, often the 't' at the end of the word is lost. Sometimes, it can sound like "twenny minutes" and some people even pronounce it "twunny minutes." Have them repeat the words after you. Let them know how you prefer to say it.
- Assign pairs. Give each student the role of either Anna or Eric. If time allows, have students read the conversation three times: the first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible and exchange roles.
- Ask students to ask each other a couple questions to check their comprehension.
- Then as a class, have students discuss whether they believe a fitness tracker would help make Anna's dad enjoy taking long walks or not. Also have them discuss any advantages of having a fitness tracker in general. *Would Anna's dad enjoy getting the fitness tracker? Is it a good gift? Why or why not?* etc.

### Teacher's Note American English vs. British English

Note that British English is more formal and will often pronounce the /t/ sound at the end of the word *twenty* in comparison to the American English pronunciation as described above. Let students know about the difference in pronunciation when it comes to English words spoken in American and British English.

### B Vocabulary Track 59

- Listen to each word and have the students repeat. Check and correct pronunciation.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: *You will match the word to its what?* (Its definition)

## Lesson 3 At the Mall

### Brief note

A "fitness tracker" is an electronic device that you wear on the wrist or ankle and that you can connect to your computer or phone. It records information about your physical activity, heart rate, etc.

### A Model Conversation

Read the conversation. Then listen. Track 58

Anna: So, are you done with your shopping?

Eric: Yep, I am, and that's good because I've run out of money. Did you get to see the whole mall? This place is enormous. I'd love it if we had a mall like this back home.

Anna: No, I couldn't. And I knew you would love this place, especially with all the cool electronics stores. That reminds me—I have one more purchase to make. I've been planning to get a fitness tracker for my dad.

Eric: Really? Is he into fitness?

Anna: Well, a month ago his doctor told him to exercise more and lose weight. So he's been taking long walks every day. But he doesn't really enjoy it.

Eric: So you think that if he could see how many steps he's taking, it might encourage him to keep going?

Anna: Exactly. And I think he'd appreciate it. He's like you—he loves all electronic devices. They're like toys for him.

Eric: Okay, then let's hurry and pick one out. I've been keeping an eye on the time, and the mall closes in twenty minutes.



### B Vocabulary

Listen to each word or phrase. Then write each word next to the correct definition. Track 59

run out of enormous purchase remind encourage appreciate device keep an eye on

- \_\_\_\_\_ something bought
- \_\_\_\_\_ a machine or piece of equipment designed for a specific purpose
- \_\_\_\_\_ to use up something so that you no longer have any
- \_\_\_\_\_ to check regularly; to watch carefully
- \_\_\_\_\_ to cause someone to remember something
- \_\_\_\_\_ to be thankful for something and understand its importance or value
- \_\_\_\_\_ extremely big
- \_\_\_\_\_ to make someone more likely to do something

### C In Your World

Ask a partner the following questions. Discuss the answers and share the most interesting things with another pair of students.

- Do you enjoy shopping for electronic devices? When did you last purchase one? What was it?
- Do you shop at a mall? What is your favorite store there?
- Do you prefer shopping in stores or online? Why?
- If you were very rich, how would your shopping habits change?

108

- Give students 5-7 minutes to complete the matching assignment.
- Write 1. \_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7. \_\_ 8. \_\_ on the board and call students up to write the correct letter next to each number. Check answers.
- Check comprehension of new vocabulary by asking questions that will receive either a yes/no or one word answer, such as *Is enormous big or little?* (Big) *Is remind a noun or a verb?* (Verb). Have students answer these questions out loud together as a class.

Key

- |               |                   |
|---------------|-------------------|
| 1. purchase   | 2. device         |
| 3. run out of | 4. keep an eye on |
| 5. remind     | 6. appreciate     |
| 7. enormous   | 8. encourage      |

### ✓ Check the Workbook

For additional practice with vocabulary, have students do Exercise 3 in Lesson 3 of the workbook.

### C In Your World

#### ► Setup / Demo

- Tell students that they will be discussing their opinions and shopping habits. Read the instructions and read each set of questions aloud with your class.

#### ► Activity

- Have students complete this activity in pairs. Ask volunteers to describe their partner's responses to the class. Go around the classroom to check that students are on task and assist when needed.



## D Grammar

### Present perfect continuous tense

present perfect continuous	
The present perfect continuous is similar to the present perfect. Both tenses are used to talk about actions that began at some time in the past and are connected to the present. With the present perfect continuous, the focus is on the process. The action is or was ongoing, and either is not finished or has recently finished. This tense has the form <i>have/has + been + present participle</i> .	
the action has been ongoing and is not finished	I've <b>been planning</b> to get my dad a fitness tracker. (I still am.) It's <b>been raining</b> since early this morning. (It still is.) They <b>haven't been keeping</b> an eye on the time. (They still aren't.) How long <b>have you been living</b> here? (You still are.)
the action has been ongoing and has recently finished	It's nice to finally sit down. I've <b>been shopping</b> all day. Her eyes are red. I think she's <b>been crying</b> . You're covered with sweat. <b>Have you been exercising</b> ? The kitchen smells wonderful. <b>Someone's been cooking</b> .

## E Grammar Practice

Circle the correct answers. Then read your answers out loud to your partner.

1. ( We've / We're ) been having a great time on this vacation!
2. He ( haven't / hasn't ) been learning English for very long.
3. I've been ( waiting / wait ) for you for the last five hours!
4. Have ( been you and Doug / you and Doug been ) dating this past year?

Fill in the blanks with the correct forms of the given verbs in the present perfect continuous.

5. I'm healthier because I \_\_\_\_\_ (use) a fitness tracker for a while.
6. He \_\_\_\_\_ (remind) me about his birthday for two weeks!
7. How long \_\_\_\_\_ you \_\_\_\_\_ (work) at the mall?

## F Use the Language

### Talking about your devices

Interview a partner about technology that they use. It could be a phone, a computer, a tablet, an MP3 player, etc. Ask them 5–10 questions about the device, including where they purchased it, how long they have been using it, and whether they'd recommend that you buy one. When you think you have enough information, write about what your partner said. Do not use the name of the device. Choose another partner, and read your description out loud. Your new partner must try and guess what the device is.

109

- Optional: Have students take notes on their partner's responses as their partners talk.

### ► Feedback

- Have students share their partner's responses with the class after all the paired discussions have been completed.

### Extension Write an Email

- Have students choose a question from part **C** to write about in detail.
- Collect key words and phrases to write on the board.
- Go over the characteristics of an informal email with the class.
- Have students write an email answering their question of choice to send to a partner or to the teacher via email.
- Optional: Have the email's recipient respond to the email and send it back.

## D Grammar

- Read the explanations and emphasize that the difference between present perfect simple and present perfect continuous is that the focus is on the *process*. Write the word "process" on the board.
- Briefly go over the table. Make students understand the structure of the present perfect continuous tense. Have students circle the word *have/has/ve/s*, underline the word *been*, and put a box around the *-ing* form of each verb.
- Practice the example sentences as a group.

## E Grammar Practice

- Do number **1** together as a class.
- Ask students to fill in the blanks individually or in pairs. Remind them that they should look back at the table if they can't remember the information.
- Check comprehensions of instructions by asking simple yes/no questions or short answer questions on the instructions.
- When ready, check answers as a whole class.

Key

- |                            |                       |
|----------------------------|-----------------------|
| 1. We've                   | 2. hasn't             |
| 3. waiting                 | 4. you and Doug been  |
| 5. have been using         | 6. has been reminding |
| 7. have (you) been working |                       |

## F Use the Language: Talking about your devices

- Explain that this task is a sort of 'guessing game' and ask a volunteer to read the instructions aloud to the class.
- Have students choose one piece of technology to discuss and write the name of it down or draw it on a sheet of paper. Be sure they do not share this with their partner yet!
- Check comprehension of instructions by asking simple Yes/No questions to ensure that students understand the task being assigned. For example: *Should you write 5-10 questions about a device your partner has chosen?* (Yes) *Should you tell your partner which device you have chosen?* (No)
- Have students complete the assignment together in pairs. Go around the room to check comprehension and answer questions when necessary.
- Students may 'reveal' their word or drawing to their partner once their partner has asked 5-10 questions about it. Have students share with the class whether they properly guessed the item or not.
- Have the students repeat this exercise with other classmates.

### Extension Technology Recommendations

- Using the information exchanged from part **F**, have students create a social media 'recommendation' of the product of choice.
- Tell students that they should only use the information exchanged in part **F** and then give the product 0-5 stars depending on their review.
- Collect reviews and display them around the room for the students to walk around and read through.

## Lesson 4 A New Game

### Aims

- Talk about buying items such as games
- Discuss video games
- Understand and use causative verbs

### Vocabulary

pre-order	trade in	space	point of view
customize	character	weapon	level
cash	store credit		

### Grammar

Causative verbs

### Warm Up

Ask students to discuss in pairs the title of this lesson, *A New Game*. Without letting students read the conversation or look at the picture, ask them to predict what kind of game they think the conversation will be about.

### A Model Conversation

- Direct students to look at the photograph and take 30 seconds to scan the conversation to see if they can find out what kind of game is being discussed. Have students share their responses aloud.
- Play the audio and listen to the conversation as a class, stopping after each sentence and having students repeat the audio, mimicking the intonation.
- Assign pairs. Give each student the role of either Brent or Clerk. If time allows, have students read the conversation three times: the first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible and exchange roles.
- Ask students questions to check for comprehension. *What game did Brent want to pre-order?* (Call of Duty) *What did Brent get for trading-in his games?* (\$40 store credit)

### B Vocabulary

- Listen to each word and have the students repeat. Check and correct pronunciation.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: *You will match the word to its what?* (Its definition)
- Give students 5-7 minutes to complete the matching assignment.
- Write 1. \_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7. \_\_ 8. \_\_ 9. \_\_ 10. \_\_ on the board and call students up to write the correct letter next to each number. Check answers.
- Check comprehension by asking questions that will receive either a yes/no or one word answer, such as *Do you pre-order before or after something is available to be bought?* (Before) *Can you use store credit to buy something within a store or outside of it?* (Within a store). Have students answer these questions out loud together as a class.

Key

- |                  |              |
|------------------|--------------|
| 1. customize     | 2. trade in  |
| 3. point of view | 4. weapon    |
| 5. space         | 6. cash      |
| 7. store credit  | 8. character |
| 9. pre-order     | 10. level    |

## Lesson 4 A New Game

### A Model Conversation

Read the conversation. Then listen. 

- Brent:** Hi. I'm looking for a game, but I don't know the title. I also wanted to pre-order a game and trade in a few, too.
- Clerk:** No problem. Let's start with the game you're looking for.
- Brent:** It's a new space shooting game. My brother made me play it with him during the holiday. Then he got me to promise to buy it. Sorry, I'm not much of a gamer.
- Clerk:** No. It's okay. One second. Here are all the newest shooting games. I think this is the one you're talking about. You can switch from first-person point of view to third-person point of view. You can also customize your character and weapons to your level.
- Brent:** Yeah, that's the one.
- Clerk:** What else can I help you with?
- Brent:** Right, I want to pre-order the new *Call of Duty* game.
- Clerk:** Okay. Just fill in this form. You also wanted to do a trade-in? Can I see the games? Hmm. Okay, well, I can give you about \$30 cash for all of these or \$40 of credit.
- Brent:** I'll take the store credit then.



### B Vocabulary

Listen to each word or phrase. Then write each word next to the correct definition. 

pre-order character	trade in weapon	space level	point of view cash	customize store credit
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____

### C In Your World

Do you like to play video games? Why or why not? Who do you know that likes to play video games? Do you think playing video games is a good thing? Why or why not? Discuss with a partner and then with the class.



### C In Your World

#### ► Setup / Demo

- Read through the instructions of this activity with the class. Make sure the students understand the questions they are supposed to answer.

#### ► Activity

- Have students complete this activity in pairs. Ask volunteers to describe their answers to a partner.
- Go around the classroom to check that students are working together and assist when needed.
- Have students take notes as their partner speaks so that they can share their responses with the class after the conversations are completed.

#### ► Feedback

- Have students share their information with the class after discussing with their partners, referring to their notes if necessary.

### D Grammar

- Read the descriptions of causative verbs out loud with the class, along with the example sentences. Have students underline *causing someone to do something* and *causing something to happen* in the table.
- Choose a few students to read through the examples in the table.
- See if students can come up with additional examples of *make/ have + object + base verb* and *get + object + infinitive* with a partner. Have students share ideas aloud with the class and write down the best examples on the board for later reference.

## D Grammar

### Causative verbs

causative verbs	
The verbs <i>make</i> , <i>get</i> , and <i>have</i> can be used as causative verbs. This means you use them to talk about causing someone to do something, or causing something to happen. Causative verb phrases have the form <i>make/have</i> + object + base verb, or <i>get</i> + object + infinitive.	
<i>make/have</i> + object + base verb	My brother <b>made me play</b> that game. (I didn't want to play it, but my brother caused me to play it.) I'll <b>have the salesperson show</b> me something else. (I'll ask the salesperson to show me something else.)
<i>get</i> + object + infinitive	To <b>get the characters to switch</b> point of view, press here. (You can cause the characters to switch point of view by pressing here.)
<b>Brief note</b> <i>Make</i> is the strongest in meaning: it usually means someone was given an order. <i>Have</i> can be used for an order or polite request. <i>Get</i> often means that a person was persuaded (talked into) doing something. It's also used for non-human objects: <i>I can't get my hair to stay straight.</i>	

## E Grammar Practice

### Underline the error and rewrite each sentence correctly.

- He made me to wash my hands again. \_\_\_\_\_
- I can't get my daughter go to sleep! \_\_\_\_\_
- Can you get the car starting? \_\_\_\_\_
- I'll has the delivery guy leave it at the door. \_\_\_\_\_
- Can you have her to call me when she comes in? \_\_\_\_\_
- My teacher makes us to practice new words every day. \_\_\_\_\_
- I got my brother cleaned my room the other day. \_\_\_\_\_
- She always makes us to feel bad about not calling her. \_\_\_\_\_

## F Use the Language

### Writing a formal email

You recently purchased a game application for your phone. You thought all the in-game items were free, but you were charged for them unexpectedly. Write a short formal email to the company asking for an explanation and refund.

New Message

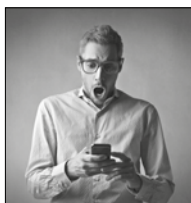
To

CC Bcc

Subject

Dear Access Games,

Send



Now share your email with a partner. Write a response to your partner's email.

## F Use the Language: Writing a formal email

- Read through the instructions. Be sure that students clearly understand that they are to write a formal email.
- Teach students some rules for a formal email:
  - Start with *Dear Sir or Madam* unless you know the name of the person you are addressing. If you know the name of the person you are addressing, use *Mr./Mrs./Ms.* and not the first name.
  - Do not use conjunctions such as *don't* but rather write the full words *do not*.
  - Avoid using slang
  - Be mindful of using proper grammar and punctuation
  - End with *Sincerely*,
  - (Add on any other points that you would like to emphasize to your students.)
- Have students complete this task independently and then have them trade letters with a classmate to compare and provide feedback.
- Have students continue trading work with other classmates until they have at least three different students providing feedback on their work. Once three students have provided feedback, they may re-write their letter and submit it to you for formal assessment.

### Extension A Reply from the Manager

- Have students respond either positively or negatively to the letter of complaint regarding the purchased game app.
- They may choose to be humorous, or they may choose to continue practicing formal letter writing and be professional and fair. Either way, allow the students to be creative and respond to the letter of complaint as they wish.

## E Grammar Practice

- Read the instructions together with the class. Ask instruction-check questions to ensure that students are clear on what they are supposed to do, such as: *Are you underlining the errors in the sentences?* (Yes)
- Do number **1** together as a class.
- Ask students to complete this activity individually or in pairs. Remind them that they should look back at the table if they can't remember the information.
- When ready, check answers as a whole class.

Key

- He made me wash my hands again.
- I can't get my daughter to go to sleep!
- Can you get the car to start?
- I'll have the delivery guy leave it at the door.
- Can you have her call me when she comes in?
- My teacher makes us practice new words every day.
- I got my brother to clean my room the other day.
- She always makes us feel bad about not calling her.

### ✓ Check the Workbook

For additional practice with the grammar, direct students to complete Exercise 2 of Lesson 4 in the workbook.

## Lesson 5 Stay Safe

### Aims

- Understand preventative measures for safety in crowds
- Practice leaving out articles for signs and posters

### Vocabulary

aware	cautious	belongings	collect
receipt	valuable	emergency	proceed
exchange	duty-free		

### Grammar

Leaving out articles for brevity

### Warm Up

Write *Black Friday* on the board. Ask them if they know what it is. Have students discuss what *Black Friday* is and see if they have it in their countries.

### A Authentic Text: Safety poster

- Read through the poster. Stop after each sentence so that the students can repeat after you in unison using proper intonation and pronunciation.
- Assign pairs. Have students take turns reading each point aloud to one another.
- Ask students if they can come up with any additional safety tips for shopping during Black Friday. Have them discuss this in pairs and then share their responses aloud to the class.

### B Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: *You will match the word to its what?* (Its definition)
- Give students 5-7 minutes to complete the matching assignment.
- Write 1. \_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7. \_\_ 8. \_\_ 9. \_\_ 10. \_\_ on the board and call students up to write the correct letter next to each number. Check answers

**Key** 1. i 2. d 3. g 4. a 5. h 6. b 7. j 8. e 9. c 10. f

### ✓ Check the Workbook

For additional practice with this vocabulary set, direct students to the word search in Exercise 1 in Lesson 5 of the workbook.

### C In Your World

- Explain that students will be coming up with safety tips, similar to the poster presented in part A. This list should be specific to the city they are living in. Some examples may be to not walk alone at night, or if they carry a purse, to use a longer strap to wear across the shoulder and under the arm.
- Assign each student a partner to create a list with.
- Go around the room to help answer questions and check students.
- Go over a few examples with the class.
- You may take this opportunity to keep track of errors to correct with class on the board if you feel it is an appropriate activity for your group of students.

## Lesson 5 Stay Safe

### A Authentic Text: Safety poster

Read the safety poster.

This year's Black Friday Sale will start at 9 a.m. For your safety, please read the following tips:

1. Watch your surroundings. Last year's sale brought in a record number of shoppers. Be aware and cautious while shopping.
2. Do not leave your belongings unattended. Lost items can be collected at the Lost & Found. But the mall is not responsible for stolen items.
3. Keep your money, wallet, and other valuables in a safe place.
4. Know where your nearest exit is. In case of emergency, calmly proceed to exit.
5. For tourists, the duty-free exchange is located on the 2nd floor. Please bring all your receipts and items after shopping to collect your tax refund.

Thank you for shopping at Sheffield Mall. We wish you safe and happy holidays.

#### Brief note

"Black Friday" is the biggest shopping day of the year in the US. It marks the start of holiday shopping, and it takes place after the Thanksgiving Day holiday.

Attention, holiday shoppers.

### B Vocabulary

Match each word with the correct definition.

- |               |   |   |
|---------------|---|---|
| 1. aware      | • | a. to go and get; to pick up                        |
| 2. cautious   | • | b. an important or expensive item that someone owns |
| 3. belongings | • | c. a place where things are traded                  |
| 4. collect    | • | d. careful; avoiding danger                         |
| 5. receipt    | • | e. to move in a specific direction                  |
| 6. valuable   | • | f. not taxed when taken out of the country          |
| 7. emergency  | • | g. things a person owns                             |
| 8. proceed    | • | h. a paper that shows what was purchased            |
| 9. exchange   | • | i. paying attention to what is happening around you |
| 10. duty-free | • | j. an unexpected problem or dangerous situation     |

### C In Your World

With a partner, make a list of safety tips for people visiting your city. Share your list with another pair of students. Then show it to your teacher.



### Extension Safety Poster

- Have students design a safety poster like the example in Part A, using the information they came up with in Part C
- Collect each poster and make copies. Staple them together like a brochure and allow each student to take it home with them.

### D Grammar

- Write the word *article* on the board. Ask students what an article is in terms of grammar and elicit examples: *a, the, an*.
- Briefly explain how sometimes in signs and posters, articles are left out because signs can only have a certain amount of words on them.
- Explain that this grammar is not used for traditional writing and speaking. Read examples together with the class.

### E Grammar Practice

- Read the instructions together with the class. Ask instruction-check questions to ensure that students are clear on what they are supposed to do, such as: *Are you rewriting the sentences without articles?* (No, with them)
- Do number 1 together as a class.
- Ask students to complete this activity individually or in pairs.
- When ready, check answers as a whole class.

## D Grammar

### Leaving out articles for brevity

leaving out articles for brevity	
Sometimes, there is a need to leave out articles ( <i>a, an, the</i> ) to make sentences short and easy to read. On signs and posters, articles are often left out to make room for more important information. Articles are also left out in news headlines to make room for more words on the page.	
Do not use the elevator. → Do not use elevator.	Proceed to the nearest exit. → Proceed to nearest exit.
A local man finds a wallet with \$1,000. → Local Man Finds Wallet with \$1,000 The city announces a new football stadium. → City Announces New Football Stadium	

## E Grammar Practice

Read the safety instructions for a new laptop. Rewrite the instructions, adding articles where they have been removed.

1. Shut down laptop when not using it.  
\_\_\_\_\_
2. Turn off computer before placing into carrying bag.  
\_\_\_\_\_
3. Do not put computer directly on legs. It can burn skin. Use table or other hard surface.  
\_\_\_\_\_
4. Check fan frequently to avoid overheating.  
\_\_\_\_\_
5. Clean air vents regularly, and never put anything into air vents.  
\_\_\_\_\_
6. Do not try to clean inside of computer screen.  
\_\_\_\_\_



## F Quick Review

Look back at the brief notes in this module.

1. What is another word for *economy class*? \_\_\_\_\_
2. What device measures your heart rate and physical activity? \_\_\_\_\_
3. Which of the following is correct, *pick it up* or *pick up it*? \_\_\_\_\_

## G Use the Language

### Emergency poster

1. With a partner, think of an emergency situation. Design an emergency poster for it. Be sure to include specific instructions on what to do. Make the poster as clear and concise as possible. Include images and colors that are appropriate. Go online and look at some examples to help you. Make the poster and present it to the class.
2. When you are finished, imagine that an emergency like the one described in your poster has actually happened. Write a short news article about the emergency. Include a catchy headline. Present your article to the class.

113

## Use the Language: Emergency poster

- Choose two students to read through the directions for this activity aloud to the class. Briefly pause after each sentence to ask comprehension questions and make clarifications.
- Assign pairs to work together. They may choose to do **1** or **2**. Have them create a poster or write an article based on the task they choose. If time permits, have students work on both tasks.
- When students have completed their work, have them share their posters and articles with the rest of the class.

### Key

1. Shut down the laptop when not using it.
2. Turn off the computer before placing it into the carrying bag.
3. Do not put the computer directly on the legs. It can burn the skin. Use a table or other hard surface.
4. Check the fan frequently to avoid overheating.
5. Clean the air vents regularly, and never put anything into the air vents.
6. Do not try to clean the inside of the computer screen.

## Quick Review

- Remind students that they learned a lot of new words and phrases that were found in the 'brief notes' throughout this module.
- Ask if they can remember Brief notes without looking through the book or their notebook. Write a few words that you have elicited on the board for reference.
- Read through numbers **1-3** together as a class. Assign partners and have students look through the book to answer the questions.
- When complete, write 1. \_\_ 2. \_\_ 3. \_\_ on the board and call up volunteers to write each answer. Check together as a class.

### Key

1. coach
2. fitness tracker
3. pick it up



## Unit 8 : Active Review

### A Welcome to New York!

Ask students to skim through the tourist information poster. Tell them to repeat the vocabulary words presented in the box. Assign students to pairs. Have them fill in the blanks with the correct words and phrases. Check answers as a class.

People come from around the world to visit New York City. As long as you are cautious, you will have a safe and enjoyable time here.

The subway is a great way to get around. But always keep an eye on your belongings, especially on crowded trains.

In subway and train stations, people may try to get you to give them the fare for a ticket home. This is a common scam.

For your safety, be aware of your transportation options at all times. Always find out where the nearest subway station is, so that you can catch a train quickly in an emergency.

Fifth Avenue, with its fashionable department stores, is the most famous shopping street in New York. But be sure to check out Canal Street and Chinatown, too. Locals appreciate these areas for their interesting smaller shops.

There are many street vendors in busy shopping districts. Some will tell you they're selling real brand-name clothes, shoes, and accessories, but the items may not be genuine. If the price seems too good to be true, you should probably purchase the item in a store instead.

### B Create a Poster

Have students complete a poster about a city they know well. Tell them to work in small groups. They should include tips about getting around, safety, shopping, and other important information for visitors. Have students present their posters to the class.

### C Reminder: Some Module 4 Goals in Unit 8

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

## Active Review

### A Welcome to New York!

Read the tourist information poster. With a partner, fill in the blanks with the correct words and phrases from the box.

districts    fashionable    genuine    fare    purchase    keep an eye on  
aware    cautious    get    emergency    street vendors    as long as

### Welcome to New York: Tips for Tourists

People come from around the world to visit New York City. \_\_\_\_\_ you are \_\_\_\_\_, you will

have a safe and enjoyable time here.



#### Stay Safe!

- ★ The subway is a great way to get around. But always \_\_\_\_\_ your belongings, especially on crowded trains.
- ★ In subway and train stations, people may try to \_\_\_\_\_ you to give them the \_\_\_\_\_ for a ticket home. This is a common scam.
- ★ For your safety, be \_\_\_\_\_ of your transportation options at all times. Always find out where the nearest subway station is, so that you can catch a train quickly in an \_\_\_\_\_.

#### Shop Smart!

- ★ Fifth Avenue, with its \_\_\_\_\_ department stores, is the most famous shopping street in New York. But be sure to check out Canal Street and Chinatown, too. Locals appreciate these areas for their interesting smaller shops.
- ★ There are many \_\_\_\_\_ in busy shopping \_\_\_\_\_.
- Some will tell you they're selling real brand-name clothes, shoes, and accessories, but the items may not be \_\_\_\_\_. If the price seems too good to be true, you should probably \_\_\_\_\_ the item in a store instead.

### B Create a Poster

In a small group, create a similar poster about your city (or another city you all know well). Include tips about getting around, safety, shopping, and any other important information for visitors. Present your poster to the class.

### C Reminder

Some Module 4 Goals in Unit 8

Put a check mark (✓) next to the things you can do.

- \_\_\_\_\_ Understand instructions expressed in simple language (for example, how to use public telephones or ticket machines, safety information, or directions)
- \_\_\_\_\_ Write a short, formal email asking for or giving simple information
- \_\_\_\_\_ Write simple texts about experiences or events (for example, describing your feelings and reactions about a trip)

## Communication

### A Warm Up

With a partner, put the words and phrases from the box into the correct categories. Some words can be put in more than one category.

turn on log in	transfer device	character cash	rush hour exchange	receipt commuter
Transportation	Shopping	Electronics/Games		


### B Brainstorm

You and your partner have just arrived at your favorite shopping mall. Discuss ideas for spending the day there. Consider what you will do, what you'd like to buy or need to buy, where you will eat, and how you will fill the day. You need to stay at the mall from the morning to the evening.



### C Role-play

Now, using your ideas from part B, create a detailed plan for the day with your partner and write a conversation. Perform your conversation for the class.

<p>Plan</p>  <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>Conversation</p> <p>A: _____</p> <p>B: _____</p> <p>A: _____</p> <p>B: _____</p> <p>A: _____</p> <p>B: _____</p> <p>A: _____</p> <p>B: _____</p>
--	---

115

Key

Answers will vary.

Plan:

1. Have breakfast at the food court
2. Shop for new shoes... etc.

Conversation:

A: Let's have breakfast when we get there.

B: Okay, that's a good idea. We can eat at the food court.

A: Cool. I need new shoes, too.

B: Sure. Let's get the shoes after we have breakfast, and then... etc.

## Communication

### A Warm Up

Have students read the words and phrases in the box. With a partner, instruct them to categorize the words and phrases from the box into the table. Check as a class when complete.

Key

Transportation: transfer, rush hour, commuter

Shopping: receipt, exchange, cash

Electronics/Games: turn on, character, device, log in

### B Interview Classmates

Ask students to plan a day at a shopping mall with a partner and discuss ideas. Be sure to emphasize that the students are going to be at the mall from the morning until the evening, so they should plan a lot of activities to fill the day. Go around the room to monitor as they brainstorm ideas for their day at the shopping mall.

### C Role-play

Tell students that they will be creating a conversation between two people based on the day they planned in Part B. First, have them create a detailed plan for the day and list up the activities they would like to do. Then have students create their conversations with a partner. Tell them to practice 2-3 times, before they finally perform the conversation for the class.

## Module 4 : Review

### A Vocabulary

Assign students to pairs, making sure that all the students fill in the blanks. Ask students to fill in the blanks from memory. They may write vocabulary words that were added to the lesson when it was covered. Check answers as a class.

**Answers will vary for numbers 1 and 2.**

- Key**
1. chef, server, patio, rave
  2. depend on, get around, drop by, hang out, pick up
  3. b      4. a      5. c      6. a      7. b

### B Grammar

Assign students to new pairs, or continue as a whole class. Write answers on the board and make sure that all the students fill in the blanks. Tell students to try working on the sentences without looking back in their books. If they have trouble solving the sentences, then they should look back through the book to help them. Go over the answers as a class.

- Key**
- |            |           |          |              |
|------------|-----------|----------|--------------|
| 1. would   | 2. to     | 3. have  | 4. If        |
| 5. If      | 6. around | 7. used  | 8. wear, can |
| 9. or else | 10. been  | 11. had  | 12. would    |
| 13. on     | 14. used  | 15. hear | 16. get, to  |

#### Teacher's Note Additional Review through Games

If you feel your students need additional practice with the vocabulary and grammar, provide the students with some more activities using the words and structures they have learned in Module 4. For example, divide the class in two and have the students play a game of charades, competing against the other team. The team that guesses all the words in the set the fastest is the winning team. Make sure to prepare two sets of vocabulary flashcards before class.

## Module 4 Review

### A Vocabulary

Write the words, and choose the correct answers to complete the sentences.

1. Write four words related to restaurants.  
\_\_\_\_\_
2. Write five phrasal verbs from the module.  
\_\_\_\_\_
3. It isn't a \_\_\_\_\_ flight—there's a short \_\_\_\_\_ in Mexico City. But the \_\_\_\_\_ is cheap.  
a. connection, layover, economy class  
b. direct, layover, airfare  
c. non-stop, round-trip, connection
4. I booked a(n) \_\_\_\_\_ motel, so there's no \_\_\_\_\_ or other \_\_\_\_\_.  
a. inexpensive, room service, amenities  
b. comfortable, suite, amenities  
c. overnight, room service, décor
5. This store has a great \_\_\_\_\_ of clothes, but it's not \_\_\_\_\_ to drive to, especially during \_\_\_\_\_.  
a. selection, terrific, showings      b. level, convenient, purchase      c. selection, convenient, rush hour
6. As long as you have your \_\_\_\_\_, you can return an item for \_\_\_\_\_ or for \_\_\_\_\_.  
a. receipt, cash, store credit      b. belongings, exchange, cash      c. store credit, duty-free, trade in
7. The North Hills \_\_\_\_\_ thanks you for your business, and we \_\_\_\_\_ you to stop by our food court to try some delicious \_\_\_\_\_.  
a. Motel, appreciate, room service      b. Mall, encourage, cuisines      c. Mall, proceed, souvenirs

### B Grammar

Look back at the module. Fill in the blanks.

1. When I was young, we \_\_\_\_\_ always stay in motels on family trips.
2. She's a student with a job, so she's used \_\_\_\_\_ working hard.
3. How long \_\_\_\_\_ you been living there?
4. \_\_\_\_\_ we book the tickets now, we won't get good seats.
5. \_\_\_\_\_ the exams weren't next week, we could stay on vacation longer.
6. Don't buy the first laptop you see. You should shop \_\_\_\_\_ first.
7. Her hair \_\_\_\_\_ to be blonde, but then she dyed it red.
8. If we \_\_\_\_\_ a fitness tracker, we \_\_\_\_\_ know the distance.
9. We need to make a reservation a few days in advance. \_\_\_\_\_, we won't get a table.
10. He has \_\_\_\_\_ waiting for over an hour!
11. When I woke up, Mom \_\_\_\_\_ already cooked breakfast.
12. You seem stressed. If I were you, I \_\_\_\_\_ take a vacation.
13. It's cold! Put your hat and gloves \_\_\_\_\_.  
14. At first it was hard to exercise every day, but I got \_\_\_\_\_ to it.
15. Did you \_\_\_\_\_ that Beth got a new boyfriend?
16. To \_\_\_\_\_ the characters \_\_\_\_\_ move, press here.

### C Best Way to Travel?

Imagine you are planning a long-distance trip. Would you rather drive, take a train, or fly? Why? Discuss your reasons with a partner.

### D How to Play

Think of a game that you know (a video game or board game). Describe it to a partner, including how to play it. Your partner should take notes to help him or her remember.

Notes

What does your partner think of the game? Does he or she want to play it? Why or why not? Tell the class.

### E Dream Trip

1. Imagine that you are planning a surprise trip for a married couple you're close to for their wedding anniversary. You and a partner are both friends of the couple. First, look at the images below and choose which destination you would like to send the couple to.



Italy



Morocco



Austria

2. Either you or your partner would make the travel arrangements and plan two activities in the destination. The other person would make the accommodation arrangements as well as the restaurant bookings. Working separately, write a detailed summary of your plan for the couple.

---

---

---

---

---

3. Then, together, create a detailed itinerary of the trip that you can present to the couple as a surprise. Present it to the class as though you were presenting it to the couple as their anniversary gift.

117

### E Dream Trip

- Briefly go over all the directions for numbers **1**, **2**, and **3**, making sure that students understand what it is that they are supposed to do.
- Tell students they are going to plan a surprise trip for a married couple that they are friends with. If this concept is too hard to relate to, tell students that they are planning a trip for their parents as an anniversary gift.
- Have the students work in pairs. First, they need to choose the destination for the trip. Refer to the three pictures in the book.
- After they have selected their destination, one student should make the travel arrangements and plan two activities. The other student should make the accommodation arrangements as well as the restaurant bookings.
- Have the students access the Internet to help them plan their arrangements.
- After their planning, the pairs should create a detailed itinerary of the trip that should be presented to the couple as a surprise. They will present it to the class as though they were presenting it to the couple as their anniversary gift.
- After all the presentations, ask students to vote on their favorite trip. Ask them why they liked it the most.

### C Best Way to Travel?

- Tell students to imagine that they are planning a long-distance trip. Ask them to decide on their preferred mode of transportation. Would they rather drive, take a train, or fly? Tell them to give reasons for their preference.
- Have students work in pairs. Tell them to discuss their plans with a partner.

### D How to Play

- Ask students to think of a game that they know (a video game, a board game, or an app).
- Tell them to think about how to describe the game, including how to play it.
- Have students work in pairs. They should describe their game to their partner while the partner takes notes.
- After the students discuss their games with each other, have students share their partners' opinions about the games with the class.



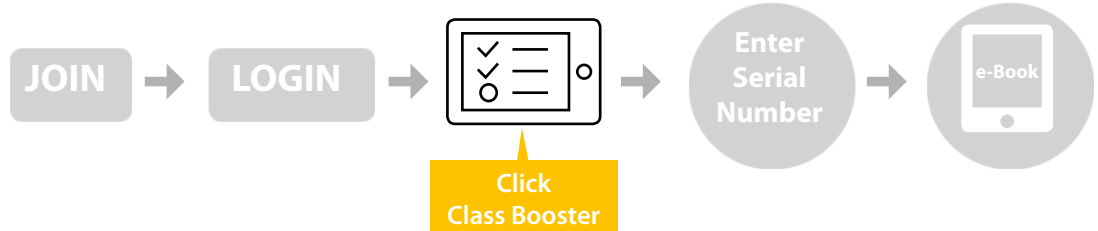




## Teacher's Class Kit

The **Teacher's Class Kit** includes interactive e-book versions of *Blueprint Student Book* and *Blueprint Workbook* that can be used in the classroom to facilitate teaching. The e-books are accessible through the Compass homepage. The *Blueprint Teacher's Guide* grants access to this tool through a serial number, which allows for one year of access to the *Teacher's Class Kit*.

### How to access the Teacher's Class Kit



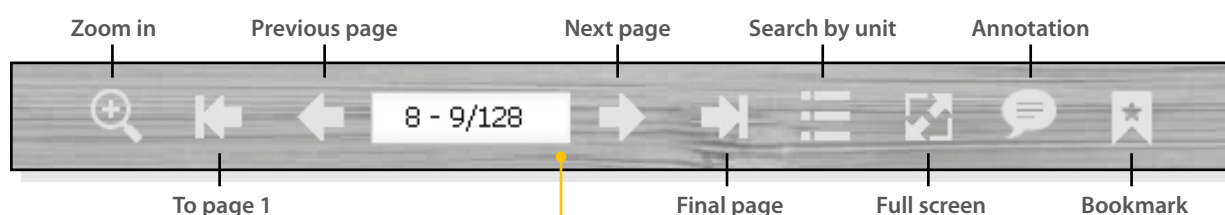
- 1 Go to the Compass homepage at **www.compasspub.com** and sign in. Click **LOGIN** if you are already a member or **JOIN** if you need to sign up.
- 2 Click the **Class Booster** icon.
- 3 Click the **Enter Serial Number** button.
- 4 Enter the serial number for the Student Book or Workbook. (See next page.)

Anytime you want to use the e-books, simply return to the Teacher's Class Kit by repeating steps 1 and 2, above.

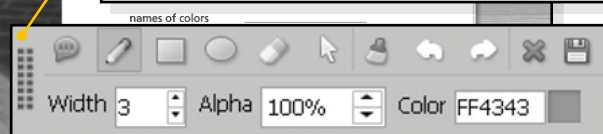
## Teacher's Class Kit features

- Interactive whiteboard
- Full-color page view of student books and workbooks
- Embedded audio and video files
- Simple tool bar with page finder, zoom in and zoom out, annotation, and bookmark tools

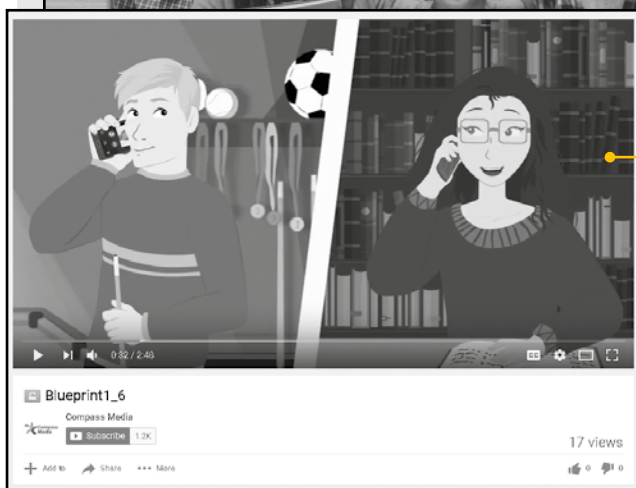
### ☒ Intuitive navigation tools



### ☒ Easy-to-use annotation tools



### ☒ Embedded video-play function that links to the Compass YouTube channel



## How to get your serial number

To get your serial number for the *Teacher's Class Kit*, contact your local distributor. You can also email [info@compasspub.com](mailto:info@compasspub.com) to get your serial number.