Teacher's Guide

Blueprint

5

Contents —

	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
<u>Module 1: About Me</u> pages 6 to 19	B1 I can understand the main points in straightforward factual text on subjects of personal or professional interest well enough to talk about them afterwards. B1 I can understand private letters about events, feelings, and wishes well enough to write back. B1 I can understand the main points of clear standard speech on familiar, everyday, subjects, provided there is an opportunity to get repetition or clarification sometimes. B1 I can give descriptions on a variety of familiar subjects related to my interests. B1 I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions.	In this first module, students will learn how to talk about their personal interests, feelings, and values. They will learn how to describe their hobbies and personality and to give personal recommendations for things they enjoy.	 My Personality My Hobbies My Dreams My Favorite Places My Online Profile 	Personalities Hobbies Careers Recommendations Values
Module 2: My Memories pages 20 to 35	B1 I can understand the main points in short newspaper and magazine articles about current and familiar topics. B1 I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions. B1 I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details. B1 I can talk in detail about my experiences, feelings, and reactions. B1+ I can write letters and emails describing my experiences and feelings.	This module helps students talk about their memories. Students will learn how to talk about things they used to love in the past, including special items, family trips, and special occasions.	What I Miss A Day to Remember Memorable Trips Childhood Favorites Special Occasions	Nostalgia Feelings Vacation experiences Entertainment Special occasions (weddings, birthdays, and anniversaries)
<u>Module 3: Nature</u> Pages 36 to 49	 B1+ I can identify the main conclusions in texts which clearly argue a point of view. B1+ I can explain the main points relating to an idea, problem, or argument with reasonable precision. B1+ I can generally follow the main points of extended discussion around me if people talk clearly. B1+ I can develop an argument well enough to be followed without difficulty most of the time. B1+ I can write about a variety of familiar subjects well enough for others to follow my story or argument. 	This module helps students talk about the environment. They will learn how to talk about climate change, ecosystems, and sustainable technologies that will help create a better, cleaner world.	1 The Changing Climate 2 Heat Wave 3 Nature's Balance 4 Green Homes 5 Creating a SMART Plan	Environment Weather Animals Homes Energy
Module 4: Technology Pages 50 to 65	 B1+ I can identify the main conclusions in texts which clearly argue a point of view. B1+ I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software. B1 I can understand the main points in TV programs on familiar topics when the delivery is relatively slow and clear. B1+ I can give a prepared presentation and answer clear questions. B1+ I can write about familiar topics, comparing and contrasting different opinions. 	This module helps students talk about technology. They will learn how to talk about how they travel, the appliances they have at home, and the devices they carry every day. They will also learn how to talk about promising future technologies.	1 Self-Driving Cars 2 The Sharing Economy 3 Power from the Sun 4 What if? 5 What's next?	Transportation Appliances The energy industry Personal devices Future technology

Gramma	r and Structures	Distening / Deading	@ riting / S peaking
Lesson 2 Lesson 3 Lesson 4	Present tenses; action verbs vs. stative verbs Stative verbs and continuous meanings Collocations with go, do, and play	R: My Personality R: Email: My Hobbies L: My Dreams R: Travel Website R: Dating Profile	 W&S: Who would you like to go traveling with? S: Types of Hobbies W&S: Hobby Guessing Game W&S: Career Aspirations S: Favorite Places S: In the Area W: Writing Guide: An Online Profile
Lesson 2 Lesson 3 Lesson 4	Past perfect and past perfect continuous Defining relative pronouns Phrasal verbs	R: Article: Why the Late 90s Were the Best Time to Grow up R: Blog: My Earliest Memory R: Memorable Moments L: Memorable Trips R&L: Message board: What was your favorite childhood movie, and do you still like it? R: Journal entry: Roberta's Journal	 S: Word Association S: Early Memories S: Memorable Moments W&S: Who's that? W&S: Name That Movie W: Writing Guide: Describing an Important Day
Lesson 3 Lesson 4	Future simple, future continuous, and future time clauses Future perfect and future perfect continuous Modals of advice and opinion	R: The Changing Climate R: Web page: Hot Weekend Expected I: Presentation: Endangered Species R: Online article: Smart Homes R: Web page: SMART Plan	©: Talk About Climates ©: Extreme Weather ©: Expect Bad Weather ©& S: Predictions for the Future ©: Commenting on Homes ©: Environmentally Friendly Housemates ©: Writing Guide: SMART Plan
Lesson 2 Lesson 3 Lesson 4	Zero, first, second, and third conditional Modals of concession; countable and uncountable nouns The unreal past	R: Self-Driving Cars R: Travel Tip: Try Home Sharing with SecondHome 1: Power from the Sun R: Q&A website: What if you had to give up your smartphone for a year? R: Smart Machines	 W&S: High-Tech Transportation S: Helpful Online Services S: Debating pros and cons: Renewable Energy W&S: Addicted S: Tough Choices W: Writing Guide: Informative Article

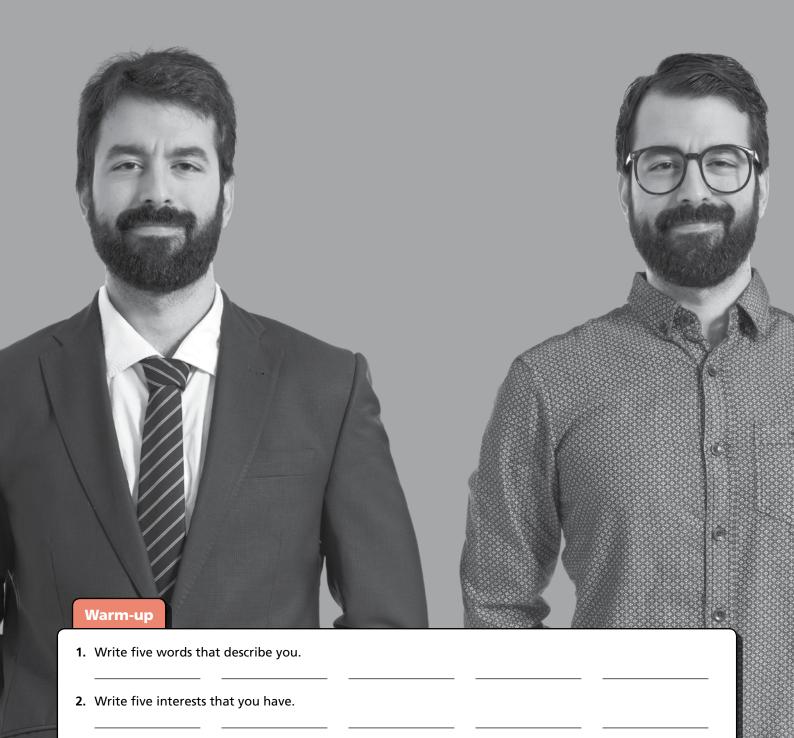
Contents —

	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
Module 5: Entertainment Pages 66 to 79	 B1+ I can describe an incident or an accident, making the main points clear. B1+ I can look quickly through simple, factual text in magazines, brochures, or a website, and identify information that might be of practical use to me. B1+ I can follow TV programs on topics of personal interest when people speak clearly. B1+ I can express my feelings about something that I have experienced and explain why I felt that way. B1+ I can write a detailed description of an experience, dream, or imaginary event, including my feelings and reactions. 	This module helps students talk about what they find entertaining. They will learn how to talk about thrilling activities, a night out, special festivals and celebrations, and other adventures they wish to go on.	1 Thrill-Seekers 2 Nightlife 3 Celebrations 4 Life's an Adventure 5 Someday I'm going to	Extreme sports Nightlife Festivals Adventure Ambitions
<u>Module 6: Media</u> Pages 80 to 95	 B1+ I can look quickly through simple, factual texts in magazines, brochures, or on a website, and identify information that might be of practical use to me. B1+ I can understand information in announcements and other recorded factual texts if they are delivered in clear standard speech. B1+ I can follow clear speech directed at me in everyday conversation in an accent that is familiar to me. B1+ I can express my opinions on abstract topics like films and music, describe my reactions to them, and ask other people what they think. B1+ I can write about familiar topics, comparing and contrasting different opinions. 	This module helps students talk about what they enjoy playing and watching. They will learn to talk about films, TV shows, the news, and video games.	1 What are you watching? 2 Crime Report 3 Did you catch last night's episode? 4 Must-See Movies 5 I recommend it.	Media Crime Television Film Video Games
<u>Module 7: Finances</u> Pages 96 to 109	B1+ I can understand the main points in straightforward texts on subjects of personal or professional interest. B1+ I can understand the main points in short, clear, formal letters relating to my personal and professional interests, provided I can use a dictionary. B1+ I can follow a lecture or talk within my own field if the subject matter is familiar and the presentation clearly structured. B1+ I can compare and contrast alternatives, discuss what to do, where to go, etc. B1+ I can write a detailed description of an experience, dream, or imaginary event, including my feelings and reactions.	This module helps students talk about spending and savings. They will learn to talk about the things they want or need to buy, how they save money, and other financial topics.	 Spending Habits Credit Cards Can money buy happiness? What if you won the lottery? Financial Advice 	Shopping Banking Finances Necessities Savings
Module 8: Health & Safety Pages 110 to 125	 B1+ I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary. B1+ I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software. B1+ I can understand straightforward information about everyday study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent. B1+ I can give practical instructions on how to do something—for example, cooking, buying a ticket from a machine, or using software. B1+ I can write about familiar topics, comparing and contrasting different opinions. 	This module helps students talk about their health. They will learn to talk about common illnesses, doctor visits, good nutrition, and exercise habits.	1 Insomnia 2 Flu Season 3 Fear of Doctors 4 Eating Well 5 Fitness	Sleep Illness Hospital Nutrition Fitness

Gramma	r and Structures	O istening / R eading	@ riting / ⑤ peaking
Lesson 2	to-infinitives vs. gerunds; bare infinitives	R: Thrill-Seekers	₩&S: Celebrity Interview ₩&S: A Night Out
Lesson 3	Passive voice	B: A Night Out in Tokyo	3: Talk About Festivals
Lesson 4	Phrasal verbs with <i>run</i>		S: Brave enough to
Lesson 4	Tillada verbs wai ran	①: Festivals Around the World	₩&S: My Most Adventurous Experience₩: Writing Guide: Top-Ten Bucket List
		Personal essay: Life's an adventure.	
		R: Why Make a Bucket List?	
Lesson 2	Comparative adjectives	R: What are you watching?	S: Talk About Film and TV
	and adverbs; superlative adjectives and adverbs;	R&O: Crime Report	S: Talk About the News
	comparison to a lesser degree; intensifiers	①: Did you catch last night's episode?	₩&S: Interview with a Police Officer
417		R: Must-See Movies	S: Crime Shows
Lesson 3	Tag questions	R: Online review: I recommend it.	W&S: You've got to see it!W: Writing Guide: Giving your Opinion
Lesson 4	Impersonal passive		writing duide. diving your opinion
Lesson 2	each, every, either, neither	R: Spending Habits	3: What do you enjoy buying?
Lesson 3	Subject and object	R: Application: Bank Today Silver Card	③: Comparing Cards
	questions; reported speech	R&O: Studies: Can money buy happiness?	@& ③: What would you do?
Lesson 4	Conjunctive adverbs	R: RSS board: What if you won the lottery?	W: Writing Guide: Giving Financial Advice
		R: Money Tips for Young People	
Lesson 2	too and enough; more	R: Medical information website:	₩&S : Are you a morning person?
	conjunctive adverbs	Insomnia and Young Adults	③: The Flu and You
Lesson 3	Correlative conjunctions; all and none	R: Brochure: Flu Season: What You Need to Know L: Fear of Doctors	W&S: The Right MedicineS: No more excuses!
Lesson 4	Adjective order	Article: Eat Well, Easily	₩&⑤: My Favorite Recipe
		R: Article: Importance of Exercise for Weight Loss	W: Writing Guide: Diet or Exercise?

MODULE

About Me



- 3. What goals and dreams do you have?
- 4. Where are people most likely to find you in your free time?
- 5. What kind of people do you enjoy being around most?

About Me

Module 1 Goals

- I can understand the main points in straightforward factual text on subjects of personal or professional interest well enough to talk about them afterwards.
- I can understand private letters about events, feelings, and wishes well enough to write back.
- I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
- I can give descriptions on a variety of familiar subjects related to my interests.
- I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions.

Warm-up

- Draw students' attention to the title of Module 1. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

Extension Guess who?

- After asking for students' responses to question 1, choose some of the words they used to describe themselves and ask who else in the classroom can be described with those words. For example: honest; smart; handsome; funny; tall Ask: "Whom do these five words describe in this class?"
- Do your best to keep students from being offensive.
 You may give tips such as telling students that (negative) comments about appearance and weight are offensive in Western countries.

Vocabulary

- Read the vocabulary lists aloud and slowly, with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

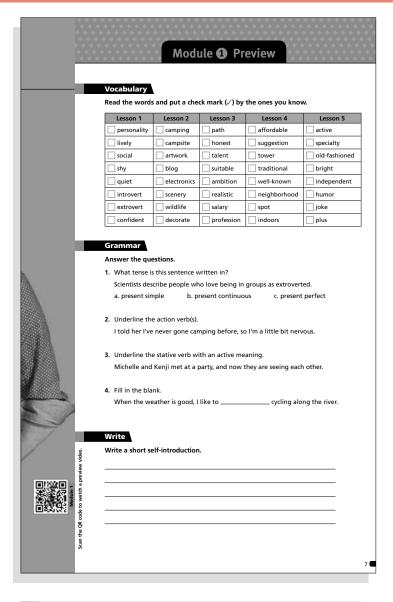
Teacher's Note | Module 1 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

Lesson 2 Present tenses; action verbs vs. stative verbs

Lesson 3 Stative verbs and continuous meanings

Lesson 4 Collocations with go, do, and play



- **1.** a
- 2. I <u>told</u> her I've never gone camping before, so I'm a little bit nervous.
- **3.** Michelle and Kenji met at a party, and now they are <u>seeing</u> each other.
- 4. When the weather is good, I like to go cycling along the river.

Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

Teacher's Note Sample Response
Hello, my name is I am an English teacher
at I have worked here at this school for
months / years. I am / am not married. People
say that I am I think I have a very
personality. Nice to meet you!

Module 1 Overview:

About Me

Lesson 1: My Personality

Aims: - Talk about your personality

- Describe introverts and extroverts

Vocabulary: Personalities

Lesson 2: My Hobbies

Aims: - Talk about your hobbies

- Describe different hobbies

Vocabulary: Hobbies

Grammar: Present tenses; action verbs vs. stative verbs

Lesson 3: My Dreams

Aims: - Talk about your dreams

- Describe your career goals

Vocabulary: Careers

Grammar: Stative verbs and continuous meanings

Lesson 4: My Favorite Places

Aims: - Talk about your favorite places

- Describe your favorite places in your city

Vocabulary: Recommendations

Grammar: Collocations with *go*, *do*, and *play*

Lesson 5: My Online Profile

Aims: - Talk about online profiles

- Write an online profile

Vocabulary: Values

Writing Guide: An Online Profile

Lesson 1 My Personality

Aims

- Talk about your personality
- Describe introverts and extroverts

Vocabulary

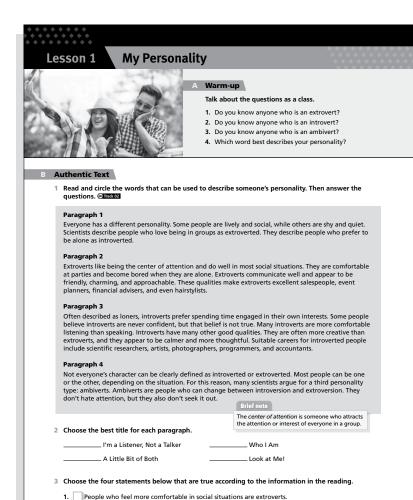
lively social shy quiet charming confident creative calm thoughtful loner

A Warm-up

- Write the title of the lesson on the board: "My Personality."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Can you describe the qualities of an extrovert?"
- Write on the board any new vocabulary and good answers that students come up with.

Extension Cultural Icons

- Name a few celebrities who are well known in your country. Don't rely on just actors and singers. Include famous scientists, writers, painters, etc.
- Ask students if they think that these celebrities are/were extroverted, introverted, or ambiverted. Ask follow-up questions such as "Why do you think _______ is/was extroverted?"



Authentic Text Track 02

Introverts are not very friendly.

Extroverts make good salespeople.
 Introverts are often called loners.
 Introverts do not always lack confidence.

3. Extroverts are not creative.

2.

This text is about introverted, extroverted, and ambiverted people. It talks about what personality traits each group may or may not have and what careers might be suitable for each personality type.

Part 1

- Tell students that they will read/hear about introverted and extroverted people.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as center of attention.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

Part 2

- Ask students to read each title.
- Have students complete this activity by themselves first.
- Have students match each title to one of the paragraphs.
- · Give feedback.

Paragraph 3, I'm a Listener, Not a Talker Paragraph 4, A Little Bit of Both Paragraph 1, Who I am Paragraph 2, Look at Me!

Part 3

- Ask students to read each statement aloud.
- Tell students to complete the activity by themselves first.
- Ask students if each statement is true.
- · Give feedback.

Vocabulary

Put the words in the columns you think they belong in. You can use the words more than once. Discuss your answers as a class.

lively	social	shy	quiet	charming	
confident	creative	calm	thoughtful	loner	
			4		

Introvert	Ambivert	Extrovert
1		

Use the Language

Who would you like to go traveling with?

1 You have won a free trip to one of the following destinations. Pick a location and two friends to take along. Then write a short description of your friends.

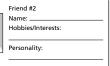






Friend #1
Name:
Hobbies/Interests:
Personality:





2 Answer the questions. Discuss them as a c	lass.
---	-------

- 1. Why would you bring Friend #1?
- 2. Why would you bring Friend #2?
- 3. Why did you choose ______ as your destination?
- 1. Do you think that your friends will like the destination? Why?



True statements: 1, 4, 5, 6

© Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.
- Ask students to complete the activity alone or with a partner.
- Ask students to share their answers with the class.
- Give feedback.

(e)

Answers may vary.

Introvert: shy; quiet; calm; thoughtful; loner Ambivert: lively; social; quiet; thoughtful Extroverted: lively; social; charming; confident

Extension What are you?

- Ask for a student volunteer.
- Ask that person if he or she is an extrovert, ambivert, or introvert.
- Ask the class to give words to help describe that person.
- If the students don't agree, ask them to explain their word choices
- Afterwards, ask the volunteer student to choose another classmate.
- Repeat the steps.

D Use the Language

Write the title of the activity on the board: "Who would you like to go traveling with?"

Part 1

- Ask students to read the direction lines for part 1.
- Check for understanding.
- Ask students to pick a location and write it on the board.
- Pick two students to describe and fill out the information. Ask
 if you need to know more about the student, such as his or her
 hobbies and personality.
- Ask students to do the same steps, but with their own location and friends.

Part 2

- Ask the students to read all the questions one at a time.
- Repeat guestion 1: "Why would you bring Friend #1?"
- Describe why Friend #1 is a good person to bring to the location.
- Do the same for question 2
- Ask students to complete the activity.
- When students have finished, ask them to share their answers.
- · Give feedback.

Extension My Dream Vacation

- Ask students to think of different locations they would like to travel to.
- Ask them to think of a travel plan for that location, answering the 5 "Wh" questions: who, what, where, when, and why.
- Give students enough time to prepare a short presentation.
- Have students present their dream vacations to the class.

Lesson 2

My Hobbies

Aims

- Talk about your hobbies
- Describe different hobbies

Vocabulary

decorating camping scenery wildlife campsite blog upload artwork equipment electronics

Grammar

Present tenses; action verbs vs. stative verbs

A Warm-up

- Write the title of the lesson on the board: "My Hobbies."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the pictures at the top of the page.
- Ask students how these photos might relate to the text.

A Authentic Text

This text is an email from Christine to her parents. It talks about her roommate and her hobbies and interests.

- Tell students they will read about Christine and her roommate.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as in exchange.
- Tell students to read the email again. This time, have them underline the present perfect and present perfect continuous verbs
- · Ask students to share their answers with the class.
- · Give feedback.

Hi, Mom and Dad.

How <u>have you been doing?</u> Sorry I <u>haven't written</u> for a few days. <u>I've been decorating</u> my dorm, <u>exploring</u> the campus, and <u>getting</u> to know my roommate. Lucia is really cool—she's into photography. She goes camping a lot in the mountains, where she takes photos of the scenery and wildlife. She also paints. <u>I've seen</u> some of her pictures, and they're beautiful!

We've made plans to go to her favorite campsite this Saturday. Two of her friends are coming, too. I told her that I've never gone camping before, so she'll have to teach me everything. In exchange, I'm going to teach her about computers. Except for cameras, she knows nothing about electronics! I'm going to help her set up a blog so she can upload her nature photos and other artwork.

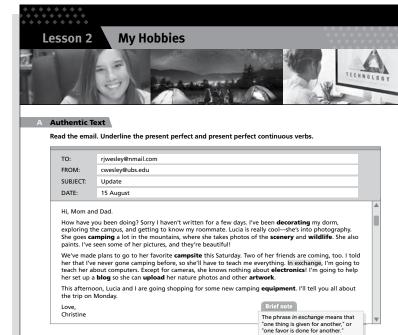
This afternoon, Lucia and I are going shopping for some new camping equipment. I'll tell you all about the trip on Monday.

Love,

Christine

B Vocabulary

- Ask students to look over the vocabulary words. They are bolded in activity A.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction lines for the activity.
- Check for understanding.
- Tell students to complete the activity by themselves
- Ask students to share their answers with the class.
- · Give feedback.



Vocabulary

Write the words in bold from the reading next to the correct definition. Some words will not be used.

- 1. _____ making (something) more attractive by putting something on it
- 2. _____ the activity of sleeping outdoors in a tent, usually for fun
- 3. ______ to move or copy (a file, program, etc.) from a storage device to a larger computer or network
- 4. _____ a website on which a person or group posts new information regularly
- 5. ______ a view of natural surroundings that is pleasing to look at
- 6. _____ supplies or tools needed for a special purpose

In Your World

Types of Hobbies

Look over the categories. Each student will take turns naming a hobby or thing that fits in each category. When students run out of ideas (or when someone repeats an idea), move on to the next category. Take notes on new vocabulary on a separate sheet of paper.

1. The Arts	2. Musical Instruments	3. Nature/The Outdoors	4. Sports/Physical Activities	5. Games
painting,	guitar,	camping,	jogging,	chess,

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- **1.** decorating
- 2. camping
- 3. upload

- **4.** blog
- **5.** scenery
- **6.** equipment

© In Your World

- Write the title of the activity on the board: "Types of Hobbies."
- Ask students to read the direction lines.
- Ask if students need clarification.

Teacher's Note Types of Hobbies

You may have to give examples to help students get started on this activity. Here are a few words that fit in the categories.

The Arts: painting, sculpting, drawing, digital design, etc.

Musical Instruments: piano, guitar, violin, cello, etc.

Nature/The Outdoors: birdwatching, camping, hiking, etc. **Sports/Physical Activities:** jogging, football, hockey,

skateboarding, etc.

Games: chess, video games, mobile games, pool/billiards, etc.

• Choose a student to start the activity. Continue to the next student and so on until students are stuck. Then start the next category.

Grammar

Present tenses

simple present vs. present continuous				
simple present			present continuous	
routine actions or habits	She paints.	actions now	They're sitting in class.	
		temporary facts	I'm living in the dorm this year.	
facts	Electronics are expensive.	future plans	We're going shopping later.	
present perfect				
past states/actions continuing to the present	l've been a teacher since 2015. How long have you worked here?	completed actions	I've finished my homework, so now I can relax.	
experiences	Has he ever gone camping?	recent events; news	We've made plans for the weekend.	
	present pe	rfect continuous		
ongoing actions, not finished		They've been living in	n this building for a year. (They still do.)	
actions that were engoing and have finished		I've been exploring to to bed.)	he campus all day. (I'm tired. I'm going	

1 Match the sentences with their correct tenses and functions

- 1. I've been jogging for an hour. Now •
- 2. There is interesting wildlife in these •
- 3. We're taking a photography class this semester.
- 4. Ellen's been sleeping for a long time. Should we wake her up?
- a. present perfect continuous: finished action
- b. simple present: fact
- c. present continuous; temporary facts
- d. present perfect continuous: not finished

2 Underline the mistake and write the corrections on the line. If the sentence is correct, write OK.

action verbs vs. stative verbs		
Action verbs describe actions and can be used in continuous tenses.	eat, play, watch, drive, work, tell, sleep, shop, write, go, laugh, etc.	
Stative verbs describe states and are not usually used in continuous tenses.	be, seem, remember, understand, know, own, like, love, hate, forget, etc.	

- 1. I'm sorry, but I'm not understanding.
- 2. We're staying in a hotel until July 15.
- 3. Julia has been liking chess since she was a kid
- 4. You've been working too hard lately.

Use the Language

Hobby Guessing Game

1 Fill out the chart. Choose a partner. Take turns guessing each other's hobbies. Do not show you partner your chart.

	My Responses	My Partner's Responses (Guess!)
A hobby I've done for a long time		
A hobby I tried but didn't enjoy		
A hobby I'd like to try in the future		
A hobby I will never try		

2 Share your table with your partner. How good were your guesses? Discuss the reasons for your choices.

D Grammar

Lesson 2 covers the following grammar: present tenses and action verbs vs. stative verbs. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

Part 1

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for part 1.
- Ask if students need clarification. Then have them complete the part.
- · Ask students to share their answers with the class.
- Give feedback.



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

Part 2

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for part 2.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- · Give feedback.

1. I'm sorry, but I don't understand.

2. OK

3. Julia has liked chess since she was a kid.

4. OK

Teacher's Note Which Present Tense?

Explain that the four present tenses found in English are used for different purposes.

Simple present is used for actions that are general truths or habits.

Present continuous is used for actions that are happening now or are temporarily true.

Present perfect is used for actions that took place at an unspecified time in the past and is linked to the present. The focus of the sentence is on the result.

Present perfect continuous is used for actions that started in the past and continue into the present. The focus of the sentence is on the process and result.

✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 1, Lesson 2 of the workbook.

Use the Language

Write the title of the activity on the board: "Hobby Guessing Game."

Part 1

- Ask students to read the direction line of part 1.
- Check for understanding.
- Ask students to fill out their responses first.
- Ask students to get into pairs.
- Tell students to take turns guessing each other's responses and then fill out their charts.

Part 2

11

- Ask students to read the direction line of part 2.
- Check for understanding.
- Ask for a pair to volunteer or choose a pair to share with the class.
- Ask them to answer the question in the directions, "How good were your guesses?"
- Discuss the volunteers' choices.
- Ask if anyone else would like to share with the class and repeat the steps.

Extension Write About Your Hobbies

- Model part 1 of E Use the Language with your own answers
- Write model sentences on the board based on your answers.
 For example: "A hobby I've done for a long time and enjoy is golf." and "A hobby I've tried and didn't enjoy was CrossFit."
- After students complete E, Use the Language, ask them to write a brief paragraph describing their hobbies and interests.
- Help any students who need help and give feedback.

Lesson 3 My Dreams

Aims

- Talk about your dreams
- Describe your career goals

Vocabulary

salary various profession path make a living honest obvious talent suitable ambition realistic plan B

Grammar

Stative verbs and continuous meanings

A Warm-up

- Write the title of the lesson on the board: "My Dreams."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- · Ask individual students to respond to the questions. Ask followup questions such as "Why is _____ a good career choice for you?"
- Write on the board any new vocabulary and good answers that students come up with.

Audio Track 03

This talk is from a career counselor. The speaker talks about making realistic career goals and being open to various career paths.

Part 1

- Tell students they will listen to a talk by a career counselor.
- Play the audio.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.

4. a

5. c

6. c

· Ask students to share their answers with the class.

3. b

· Give feedback.



• Discuss the questions in part 2.

2. b

• Lead an open discussion.

Answers will vary

- 1. high school students
- 2. She uses Joy as an example of people who have changed career paths and lived happier.
- 3. I think that the speaker gives very realistic advice.

Extension Career Paths

- Ask students to name popular careers and write their suggestions on the board.
- Ask students to think about the pros and cons of each
- Lead a discussion about students' ideas and note responses on the board.





- Talk about the questions as a class. 1. What should people consider before choosing a career?
- 2. What considerations are most important to you?
- 3. What career are you considering?

- 1 Listen and answer the questions below. @Track 03
 - 1. What is the main topic of the talk?

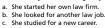
 - a. changing careers
 b. following your dreams
 c. deciding on a profession

 - 3. Which is true about the speaker?

 - a. She no longer sings.b. She used to dream of being a singer.
 - c. She is now a professional singer
 - 5. Why does the speaker say this?
 "Now I'm not saying you shouldn't have big dreams and ambitions—you should."
 - a. to correct a mistake she had made earlier
 - b. to suggest that listeners change their goals c. to express support for listeners' dreams
- 2 Discuss the following questions as a class.
 - 1. Who is probably the audience for the talk? 2. Why does the speaker talk about her friend Joy?
- 3. Do you think that the speaker gives good advice?

- 2. What is the main purpose of the talk?
- a. to persuade listeners to choose a certain career path to advise listeners on career decisions
- c. to inform listeners about the job market
- 4. What does the speaker say about the job

 - a. It is always changing nowadays.
 - It is currently bad for lawyers It is not good for young people.
- 6. What did Joy do after losing her job?

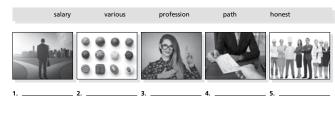






Vocabulary

1 Write the words from the box under the correct pictures



© Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line for part 1.
- Ask if students need clarification. Then have them complete the
- Ask students to share their answers with the class.
- · Give feedback.

1. path

4. salary



- 2. various **5.** profession
- 3. honest

Part 2

- Ask a student to read the direction line for part 2.
- Ask if students need clarification. Then have them complete the
- Ask students to share their answers with the class.
- · Give feedback.



3. q

6. b

2 Match the words and phrases with the correct definitions

1. obvious 2. talent 3. make a living

4. suitable

7. plan B

- . a. having the qualities that are right, needed, or appropriate
- b. able to see things as they actually are; sensible
- . c. a plan to follow if the original one does not work
- d. a special ability that allows someone to do something well
- e. easy to see, notice, or understand ambition 6. realistic
 - f. a desire to be successful: a particular goal or aim
 - g. to earn enough money to pay for your needs

Grammar

Stative verbs and continuous meanings

	stative	continuous
be	That's not a realistic movie. (fact)	You're not being realistic. (current behavior/attitude
feel	I feel that everything will be okay. (belief/opinion)	I'm feeling optimistic. (current feeling /attitude)
have	Brian has two dogs and a cat. (possession)	Brian is having a great time. (current action)
like/love*	I like/love to work with people. (likes/tastes)	I'm liking/loving my new job! (current enjoyment)
see	Do you see someone at the door? (sight)	Have you been seeing anyone? (dating)
think	Irina thinks we should celebrate. (belief/opinion)	Irina is thinking about having a party. (subject of current thoughts)
want**	I always wanted to visit Europe. (past, long-lasting, or permanent wish)	I've been wanting a vacation lately. (recent, temporary wish)

Fill in the blanks with the correct words from the box. Use the present continuous

	feel	love	be	see	think
1. 1		my classes this	semester. They're	really interesting	j .
2. Mich	elle and Kenji met	at a party, and no	w they	e	ach other.
3. You'	ve been quiet for a	while. What		you	about?
4. I was	sick yesterday, bu	t now I	mu	uch better.	
				Ideal of coldina	dimedia da dass
5. Wha	t's the matter with	Adam? He		_ Kind of cold and	d rude today.

Use the Language

Career Aspirations

Think about your interests, talents, and personality. Then fill in the table below. Explain your choices to a partner.

My Dream Job



Other Suitable Jobs for Me (at least 3)

D Grammar

Lesson 3 covers the following grammar: stative verbs and continuous meanings. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- · Ask students to share their answers with the class.
- · Give feedback.

Teacher's Note Stative Verbs and Continuous Meanings

Explain that stative verbs need modification when used in a continuous sentence. Work with students to see how these verbs change in their continuous usages.

2. are seeing 5. is being

3. are, thinking

1. am loving 4. am feeling For further grammar practice, use Activity 2, in Module 1, Lesson 3 of the workbook.

Use the Language

✓ Check the Workbook

- Write the title of the activity on the board: "Career Aspirations."
- Ask students to read the direction line.
- Check for understanding.
- Ask students to fill out their responses first.
- Tell students to work in pairs.
- Tell students to take turns explaining their choices to their partner.

Teacher's Note Future Career Paths

Some in-demand careers, such as nursing, will likely be around for a long time. But rapidly changing technology is making some careers irrelevant while simultaneously creating new career opportunities. For example, being a travel agent is far less common now because it is so easy for people to book and plan their own trips online. However, new technologies such as online data collection have created new opportunities in fields such as search engine optimization.

Talk with students about what careers they think might be less relevant in 50 years and what new careers might develop in that time.

Lesson 4

My Favorite Places

Aims

- Talk about your favorite places
- Describe your favorite places in your city

Vocabulary

traditional suggestion well-known spot golf affordable separate indoors neighborhood tower

Grammar

Collocations with go, do, and play

A Warm-up

- Write the title of the lesson on the board: "My Favorite Places."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- · Ask individual students to respond to the questions. Ask followup questions such as "Why is _____ a popular place?"
- Write on the board any new vocabulary and good answers that students come up with.

Authentic Text Track 04

This text is a post on a travel website. The poster asks the website community for advice on fun, affordable things to do in Seoul, Korea

Part 1

- Tell students they will read/hear about traveling in Seoul, Korea.
- Either ask students to take turns reading or play the audio for students to listen to.
- If you haven't already played the audio for students to listen to. you can play it after they've read to solidify comprehension.

Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

- 1. He is looking for fun, affordable things to do on his business trip
- 2. Answers will vary.
- 3. Answers will vary.

Extension Make a Message Board

- Ask students to form groups of four.
- Provide students with blank sheets of paper.
- Ask one student in each group to write a post asking for information about a place he or she would like to visit.
- Ask the other three students in each group to write responses to the original poster's questions.
- Ask groups to present their message boards to the class by putting them on the board or wall.

- Ask a student to read the direction line for part 3.
- Check for understanding.
- · Ask for volunteers or call on students to read each of the
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

Lesson 4 **My Favorite Places**

Look at the pictures. Describe a similar place near or in your town. Then answer the questions.

- 1. What are some fun group activities that don't cost much money?
- 2. What are some popular places for people your age?

1 Read the posts on a travel website. @Track 04



Ottawa, Canada

I'm going on a business trip to Seoul with a few coworkers. We're looking for fun, affordable things to do in our free time. Any suggestions? (One of my coworkers is asking about golf, especially.) Thanks



Sujin J Seoul, Korea

I don't know much about golf, but I have other suggestions First, visit Namsan (a mountain near the city center). Go strolling around Namsan Park, and then climb to Seoul Tower at the top The tower has an amazing view of the whole city. There are several international restaurants there, as well as traditional Korean restaurants. It's a well-known date spot, but it's great for all sightseers.

I also recommend going to a *noraebang* ("singing room"). In most neighborhoods, you can easily find a karaoke singing room. Each group gets a separate room, so only your friends hear you sing!



Nick E. Sydney, Australia

Playing golf is pretty expensive in Korea, but you can try "screen golf." Screen golf is like a video game. You hit a real ball with a real golf club, but you hit it indoors, at a screen. A computer measures your ball's speed, location, etc. It's amazing—try it!

- - 1. Why is Mike Z. posting on this website?
 - 2. Have you ever done karaoke?
 - "screen golf" sound like fun to
- 3 Circle the five statements below that re true according to the information in the reading.
- 1. Mike is going on a trip for work with
- 2. Mike especially wants to play golf in
- 3. You can get various kinds of food at Namsan Tower.
- 4. Sujin recommends Namsan Tower for both couples and groups 5. You cannot eat or drink in singing
- 6. Nick has been to Korea more than
- 7. It is quite cheap to play golf in Korea. 8. Nick strongly recommends screen golf.

C In Your World

Favorite Places

Answer and discuss the following questions with a partner or in a group.

- 1. What is your favorite restaurant in your city?
- 2. What is your favorite café in your city?
- 3. What is an unusual or fun activity you can do in your city?
- 5. false
- 2. false 6. true
- 3. true 7. false
- 4. true 8. true

In Your World

- Write the title of the activity on the board: "Favorite Places."
- Ask a student to read the direction lines.
- · Check for understanding.
- Have students work in pairs or small groups.
- Tell students to discuss the guestions with their partner/group.

Extension What do you do in your favorite places?

Ask students to write five sentences using collocations to describe the activities they do in their favorite places.

Examples:

I love to play soccer in my neighborhood park. The lake is my favorite place because my dad and I go fishing there every summer.

- 1 Circle the answer that is closest in meaning to the word in bold
 - 1. On our vacation, we learned to dance the hula, a traditional dance in Hawaii.
 - b. popular and fashionable c. old and histo

c. activity

- 2. I asked Ellie about transportation, and her suggestion was to take the train. a. recommendation b. decision c. emotion
- 3. This is the best spot in the city to enjoy the sunset over the ocean. b. idea a. place
- 4. Next to my favorite restaurant is a well-known club that has great live music.
- a. convenient b. famous c. perfect
- 5. They're on a budget, so they're looking for an affordable hotel.
- a. luxurious b. enjoyable c. inexpensive

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

	separate	indoors	golf	tower	neighborhood
1.		isn't very good	exercise, but it	's an excellent w	ray to relax.
2.	I recently moved to a ne	eww	, an	d it's much liveli	er than my old one.
3.	You have to take an ele	vator to the top o	of the		
4.	Did you and your sister	have	b	edrooms, or did	you share a room?
5	When it's extremely col	d outside it's hest	to stay		

Collocations with go, do, and play

	collocations	examples
go	activities and sports ending with -ing	go shopping; go strolling; go skiing; go bowling; go fishing
do	fighting sports; chores	do taekwondo; do the dishes; do exercise; do homework
play	most other sports and games	play golf; play baseball; play soccer; play computer games
Other	rases: do karanke: do voga: do some/a little	shopping: do sport (British English): play sports (American English)

Fill in the blanks with the correct forms of go, do, or play

	tine blanks with the confect forms of go,	ao, o. p.ay.
1.	My brother has I	pasketball since he was six years old.
2.	When the weather is good, I like to	cycling along the river.
3.	We'retennis ton	norrow afternoon if you want to join us.
4.	If you're the lau	ndry, will you please wash these jeans?
5.	People can ice sk	ating on that lake in the winter.
6.	Since we have some free time, why don't v	ve a little shoppii

In the Area

Draw a map of one of the following places on a separate piece of paper. Then describe your favorite places in that area to a partner.

vour neighborhood
 around your campus
 a shopping area you like



D Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

- Ask a student to read the direction line for part 1.
- Ask if students need clarification. Then have them complete the part.
- · Ask students to share their answers with the class.
- · Give feedback.



3. a **4.** b **5.** c **1**. c **2**. a

Part 2

- Ask a student to read the direction line for part 2.
- · Ask if students need clarification. Then have them complete the
- · Ask students to share their answers with the class.
- Give feedback.



1. Golf

2. neighborhood

3. tower

4. separate

5. indoors

🖪 Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.

- · Ask if students need clarification. Then have them complete the
- Ask students to share their answers with the class.
- · Give feedback.

1. played **2.** go 3. playing 4. doing **5.** go **6.** do

✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 1, Lesson 4 of the workbook.

Teacher's Note Collocations

Collocations encompass much more than go, do, and play. A collocation can be any words that often go together in English. Below are a few examples of commonly used collocations:

Examples:

- take risks
- big mistake
- strong argument
- heavy rain
- deep thought
- break the law
- get a haircut
- great joy
- heavy traffic

Use the Language

- Write the title of the activity on the board: "In the Area."
- Ask students to read the direction lines.
- Check for understanding.
- Tell students to create a map of their own.
- Tell students to get into pairs.
- Tell partners to take turns describing their favorite places to each other

Teacher's Note Sample Response

My neighborhood is very lively. There are so many things to do, and people are always outside shopping or going to their favorite restaurants. My favorite place in my neighborhood is the park. My friends and I go there after school. It's a great place for a game of soccer. We have teams, and we enjoy playing because it's a great way to interact while getting exercise. After we play soccer, we usually stop by the convenience store for soda.

Extension Writing Collocations and Vocabulary

Combine the vocabulary and grammar lessons by asking students to write five sentences that incorporate at least one collocation and one vocabulary word.

Examples:

We played board games indoors.

My friends and I do homework at the library every Wednesday. I have always wanted to go shopping in that neighborhood.

Lesson 5 My Online Profile

Aims

- Talk about online profiles
- Write an online profile

Vocabulary

active specialty old-fashioned bright independent humor joke plus traditional athletic thoughtful lazy

Writing Guide

An Online Profile

A Prewriting

- Write the title of the lesson on the board: "My Online Profile."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Ask students what kinds of social media they use.
- Ask students to give examples of what they include on their social media profiles.
- Write some of the responses on the board.
- Tell students to complete the activity by themselves.

B Authentic Text

This text is a dating profile. The writer describes his personality, interests, and career. He also explains the type of person he's looking for.

- Tell students they will read about Robert Moretti.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as when it comes to

Teacher's Note Types of Online Profiles

Online profiles have many purposes. For example, on LinkedIn, people are looking for professional connections and write profiles that highlight their skills and career accomplishments. Facebook profiles are often used for connecting with friends through posts about hobbies and big events. Some dating sites are for people looking for serious romantic relationships while others are for people looking for casual dating, and users often tailor their profiles to each site's purpose.

C Analyze the Text

Part 1

- Ask students to complete part 1.
- Ask students to share their answers with the class.
- Give feedback.



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

Part 2

- Ask students to complete part 2.
- · Ask students to share their answers with the class.
- · Give feedback.

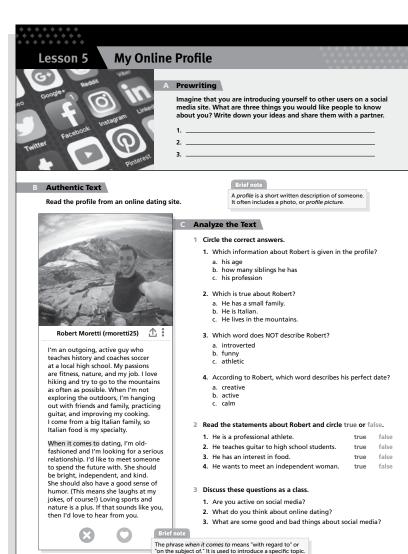


1. false

2. false

3. true

4. true



Part 3

- Discuss the questions in part 3.
- Lead an open discussion.

Teacher's Note Profiles for Purposes

You may have already noted for students that profiles are used for a variety of purposes. It might be helpful to emphasize why certain information would or would not be included in a profile depending upon how the profile will be used. Encourage students to consider how profiles on a job finding site, a dating site, and a social media site would differ.

Extension Rank the Profiles

- Prepare a few fake dating or professional profiles. Provide enough copies for the students.
- Have pairs of students discuss the profiles.
- Ask students to rank the profiles based on certain criteria.
- Have students share their rankings with the class.

Vocabulary

1 Circle the word in each group that does not belong. Use a dictionary if necessary

1.	bright	smart	clever	optimistic
2.	old-fashioned	nature	traditional	past
3.	lazy	plus	positive	benefit
4.	laugh	serious	humor	funny
5.	athletic	fit	exercise	comfortable
6.	thoughtful	beautiful	good-looking	pretty

2 Match the words with the correct definitions

 specialty 	•	 a. something that a person or place is known for making or doing very well
2 inka	_	h not wanting or pooling others to help you or do things for you

2. Joke

b. not wanting or needing others to help you or do things for you

3. active • c. doing a lot of things that take physical energy

4. independent • d. something said or done to cause laughter; a story with a funny ending

Use the Language

An Online Profile

Read the writing guide. Then create an online profile for yourself.

Writing Guide

The purpose of an online profile is to introduce yourself in a brief, interesting way. A simple profile consists of two paragraphs

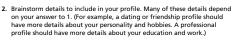
In the first paragraph, describe yourself. Give information that readers will find interesting. Talk about
your personality, interests, hobbies, family, education, work experience, or anything else you'd like to
share. Try to include specific details that make you different from others.

EXPRESSIONS: My passion is... / My passions are... I spend a lot of time ~-ing... I'm a ~ person. My favorite ~ is... ~ is my specialty. Lately, I've been... In my free time, I...

2. In the second paragraph, describe your goal(s) or purpose. Answer these questions: Why are you writing this profile? Whom do you want to communicate with, and for what reason(s)? What do you hope to achieve?

EXPRESSIONS: My goal is to... My dreamlambition is to... I'm hoping to... I like people who...
I'm interested in finding... I'd like to meet... I'd love to hear from...
If wou're - then...

First, choose and circle the type of profile you want to write.
 Dating Friendship Professional





Personality	Hobbies/Interests	Family	Education/Work	Goals

3. Now write a profile of at least 90 words. Use two paragraphs, as described in the writing guide

17

D Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- Ask a student to read the direction line for part 1.
- Ask if students need clarification. Then have them complete the part.
- Ask students to share their answers with the class.
- · Give feedback.

1. optimistic 2. nature 3. lazy 4. serious 5. comfortable 6. thoughtful

Part 2

- Ask a student to read the direction line for part 2.
- Ask if students need clarification. Then have them complete the part.
- Ask students to share their answers with the class.
- Give feedback.



Use the Language

Prepare for the writing assignment before class. Read the information, and prepare your own responses or examples.

- Write the writing assignment on the board: "An Online Profile."
- Explain the guide to students.
- Ask students to brainstorm details to include in their profiles.
- Write their answers on the board.
- · Complete the activity.

Teacher's Note Online Dating Profile Example

I'm an introverted girl, but that does not mean I'm shy. I simply enjoy listening to people and observing people. I can be quite talkative with my closest friends! My hobbies are not what you would expect from my appearance. I am very interested in roller derby, which can be quite physical, aggressive, and even a bit violent.

I'm looking for someone who has a good sense of humor. (This means that he should laugh at my jokes, rather than expect me to always laugh at his jokes.) I want him to be a talker as well as a listener. And, while it's not a requirement, I hope he enjoys sports, especially roller derby.

Extension Who's Who?

- Have students share the profiles they wrote with the class.
- Ask students to write down one fact about one of their classmates that they learned from the classmate's profile.
- Take turns asking students to share the fact that they wrote without sharing the name of the student to whom that fact applies.
- Challenge students to identify the classmate described by the shared fact.

Extension A Disastrous Date or Interview

- Ask students to think about a time when they met someone on a date or job interview and realized that it was not a good match.
- Ask students to write some notes about the incident and to give examples of how they knew it wasn't a good match.
- Encourage students to use the vocabulary from the lesson.
- Have students share their experiences with the class.

Module 1: Active Review

A Listen Track 05

- · Ask a student to read the direction lines.
- · Check for understanding.
- Ask students to read the statements and questions.
- Play the audio and tell students to complete the activity.
- After students have finished, play the audio again.
- Ask students to share their answers with the class.
- · Give feedback.
 - 1. Marisol
- 2. Marisol
- 3. Jared

- **4.** Marisol
- **5.** Jared
- 6. Marisol

- **7.** Jared
- 8. Jared
- 1. Answers will vary.

I'm much more like Jared. I get very nervous when I'm with a group or with new people.

2. Answers will vary.

I would much prefer to spend time with a person like Jared. I find that other introverts respect one another's space and privacy. I think I would be much more comfortable in Jared's company.

B About Me

- Ask a student to read the direction lines.
- Check for understanding.
- Give students time to complete the chart.
- · Give feedback.

C Introduce Yourself

- Ask students to get into pairs.
- Tell students to introduce themselves using the information they recorded in activity B.
- Tell students to record their partner's information in the chart provided.

Share

- Ask students to get into different pairs.
- Tell students to share what they learned about their previous partner with their new partner.

Extension Two Truths and a Lie

- Instruct students how to play "Two Truths and a Lie."
- Explain that this is a game in which someone will say two true statements and one false statement about himself or herself (in any order), and the rest of the group must guess which statement is false.
- Encourage students to make the false statements believable and the truths sound amazing and interesting. The goal is to make it difficult for classmates to recognize the false statement.
- Ask each student to take a turn and ask the class to guess the false statement.

Example:

A student who has had the opportunity to travel, is good at sports, and who has a pet dog might share the following statements:

I have traveled to fifteen different countries.

I won a trophy for being the MVP of my basketball team. I'm terrified of dogs.

Active Review

Listen

Read the questions. Then listen to a man and a woman (Jared and Marisol) introducing themselves to their new classmates. Put a check mark (*/) next to the correct person for each detail below. Listen again and check your answers. Then discuss the questions with a partner. @@@@@@

Which person			
1. is an extrovert?	Jared	Marisol	
1. Is an extrovert?	Jared	IVIATISOI	The second second second
2. has a talent for cooking?	Jared	Marisol	THE CONTRACTOR OF THE PARTY OF
3. has chosen a future profession?	Jared	Marisol	ADA STAR
4. is very physically active?	Jared	Marisol	9 19
5. has one roommate?	Jared	Marisol	STATE OF THE PARTY
6. always tells the truth?	Jared	Marisol	
7. has a musical hobby?	Jared	Marisol	
8. is good with electronics?	Jared	Marisol	

- 1. Which person from activity A is more like you? Why?
- 2. Which person from activity A would you rather spend time with? Why?

About M

Imagine that you are going to give a short talk about yourself, like the people in activity A. Make notes about what you would like to say.

	ME		
Home / Neighborhood	Two Interests	A Goal / Dream	Other
	Home / Neighborhood		

Introduce Yoursel

Find a partner whom you have not worked with before. Use your notes from activity B to introduce yourself to him or her. Listen to his or her introduction and ask follow-up questions. Take notes.

	ı	MY PARTNER		
Best / Worst Qualities	Home / Neighborhood	Two Interests	A Goal / Dream	Other

Share

Find a different partner and tell him or her about your partner from activity C. Use your notes

18

Teacher's Note The Importance of Getting to Know One Another

Getting to know one another in a class is very important because students will be working together for an extended period of time. Activities such as the ones throughout Module 1 can help build friendships that will be a foundation for activities and group work throughout the students' time together. Don't underestimate the importance of these activities and encourage the development of friendships in your class.

Fluency Read the email. Then read the statements and put a check mark (/) next to true or false. E-mail Hi, Stefan. I haven't seen you for a while-I hope you're not studying too hard. Do you remember that I've been wanting to introduce you to my new friend Leanne? She's in my art history class, and I think you'll really get along. She plays lots of sports, she likes silly jokes, and she likes to argue about politics, just like you! .) She also knows a lot about famous paintings, so you'll have plenty to talk about. Do you have any plans for Friday night? If not, I have a suggestion. My boyfriend and I made plans to try the new Greek restaurant in our neighborhood. I'll invite Leanne, so the four of us can have dinner together. I've heard the food is amazing there. If that goes well, then we can go to a club downtown. Leanne loves dancing, and she knows some good spots. How does that sound? Email or text me when you get this. Talk to you soon. Talk to you soon, Brenda 1. Stefan is Brenda's boyfriend false 2. Leanne is athletic true 3. Leanne and Stefan don't have any interests in common. true false 4. Brenda suggests having a meal and then going dancing. false Look at the information from dating profiles. With a partner, use your imagination to fill in the blanks with more details about each person's job, personality, or hobbies/interests. Which person seems most interesting? Do you and your partner agree?

Now Write

Best,

Librarian

Great sense of humor

You want to arrange a blind date for a single friend with one of the four people above. First, choose the person. Then write an email to your friend suggesting the blind date. Include the following:

Music student

Likes parties

Calm and thoughtful

Loves animals; has

three dogs

Office worker

 Enjoys sports and nature

details about the person
 suggestions for where to go / what to do

 why you think he/she and your friend will get along
 why you think he/she and your friend will get along

Fluency

A Read to Write

This text is an email from Brenda to Stefan. It talks about Brenda's new friend Leanne and their plans to go to a restaurant.

- Ask students to read the email on their own.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

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

Extension Assumptions

- Prompt students to continue discussing aspects of themselves.
- Ask about times when someone assumed something about their personality or behavior and was incorrect.
- Use yourself as an example.

Example: Some people assume I spend all my time studying because of my glasses, but I love sports and I try to spend as much time outside as possible!

- Give students an opportunity to prepare their statements.
- Have students get into groups of three or four and share their statements with their group members.
- Allow group members to offer feedback.
- Ask students to share their answers with the class.

Speak to Write

- · Ask students to read the direction lines.
- Ask students to get into pairs.
- Tell students to complete the activity. Then discuss the questions.
- Ask students to share their answers with the class.
- Give feedback

@ Now Write

- Ask students to read the direction lines.
- Check for understanding.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- · Give feedback.

Teacher's Note Sample Response

Hi, Amanda.

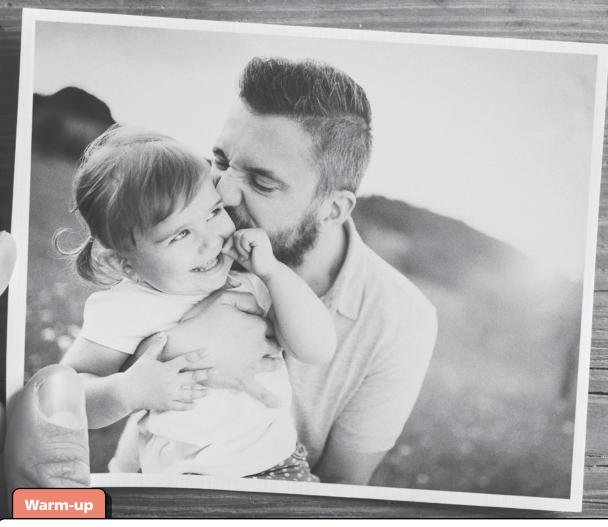
I was hanging out at the library today, and my friend introduced me to his friend Manuel. I thought of you because I know you would absolutely adore this guy! He is a librarian. He loves to read and spends all his free time with his nose in a book. He reminds me of you! He is also hilarious. He had me giggling the entire time we were together. To top it all off, he also loves those weird black-and-white French movies you enjoy for some reason. I suggested that we all go out to see a film at the independent theater downtown. What do you think?

Best, Hilary

Extension Let's Get to Know One Another

- Have students imagine the blind date that they arranged for their friend.
- Ask students to work in pairs.
- Have students work on a dialogue for each of the blind dates.
- Encourage them to consider and discuss how the flow of the conversation would go.
- Walk around the room and offer assistance if necessary.
- · Ask volunteers to share their dialogues with the class.

My Memories



- 1. Describe your childhood in five words.
- 2. Describe an early childhood event.
- 3. Write three places you've gone on vacation.
- **4.** Write five things you liked when you were a child.
- 5. List the following: a happy day, a sad day, a stressful day.

My Memories

Module 2 Goals

- I can understand the main points in short newspaper and magazine articles about current and familiar topics.
- I can write simple texts about experiences or events—for example about a trip—describing my feelings and reactions.
- I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.
- I can talk in detail about my experiences, feelings, and reactions.
- I can write letters and emails describing my experiences and feelings.

Warm-up

- Draw students' attention to the title of Module 2. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write down new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

Extension Reflect and Write

- Ask students to take a few moments to think back to their earliest memory. Ask them to write words or phrases describing sights, smells, sounds, tastes, and feelings from their first memories.
- Write the five senses (sight, hearing, smell, taste, and touch) on the board in columns and ask students to share their reflections
- Sort the phrases that students share under each column, and ask students to help you sort them.

Vocabulary

- Read the vocabulary lists aloud and slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they do not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

Grammar

- · Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

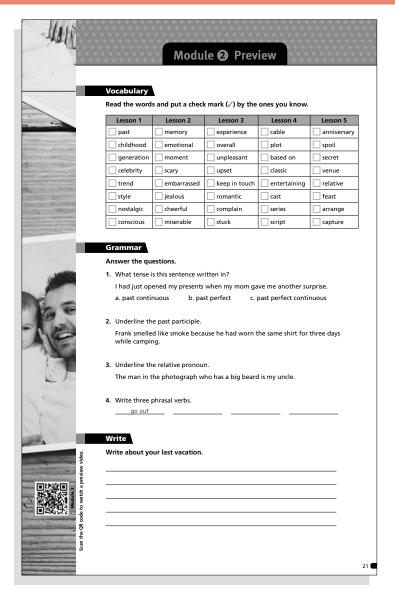
Teacher's Note Module 2 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

Lesson 2 Past perfect and past perfect continuous

Lesson 3 Defining relative pronouns

Lesson 4 Phrasal verbs



- **1.** b
- 2. smelled
- **3.** who
- **4.** Answers will vary. look up, break down, come back

Write

- · Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

Teacher's Note Relative Pronouns: That vs. Who

In sentences with relative clauses, *who* should be used when referring to a person and *that* should be used when referring to an animal or object.

Examples:

It's the most expensive restaurants **that** have the best dishes. Robin is the aunt **who** always makes us laugh. As a child, I was afraid of dogs **that** barked.

Module 2 Overview:

My Memories

Lesson 1: What I Miss

Aims: - Talk about your memories

- Describe what you miss from childhood

Vocabulary:

Lesson 2: A Day to Remember

Aims: - Talk about your earliest memory

- Describe how past events made you feel

Vocabulary: **Feelings**

Grammar: Past perfect and past perfect continuous

Lesson 3: Memorable Trips

Aims: - Talk about a memorable trip

- Describe your travel experiences

Vocabulary: Vacation experiences **Grammar:** Defining relative pronouns

Lesson 4: Childhood Favorites

Aims: - Talk about things you miss from childhood

- Describe your favorite things when you were a

Vocabulary: Entertainment **Grammar:** Phrasal verbs

Lesson 5: Special Occasions

Aims: - Talk about a special occasion you remember well

- Write a journal entry about a special occasion

Vocabulary: Special occasions

Writing Guide: Describing an Important Day

Lesson 1 What I Miss

Aims

- Talk about your memories
- Describe what you miss from childhood

Vocabulary

past	childhood	generation	celebrity	trend
style	nostalgic	conscious	die out	hope

- Write the title of the lesson on the board: "What I Miss."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Do you think TV/food/fashion trends are better now?"
- Write on the board any new vocabulary and good answers that students come up with.

What I Miss



- Talk about the questions as a class. 1. Describe a good childhood memory
- 2. What TV shows do you miss from your childhood?
- 3. What foods do you miss from your childhood?
- 4. What fashion trends do you miss from your childhood?

1 Read the article and underline sentences written in the past tense. Then answer the questions. @Track 00

WHY THE LATE 90S WERE THE BEST TIME TO GROW UP

Can't help but ~ is used to say that someone is unable



Do you know what nostalgia is? Nostalgia is that feeling of both happiness and sadness that you get when thinking about something in your past. Just about anything can cause this feeling: a smell, a sound, or an image. The other day, I was looking through an old yearbook and felt very nostalgic. That made me stop and think about what I miss most about my childhood.

Paragraph 2
Every generation grows up with different celebrities and musicians. When I was a teenager, pop music consisted of boy bands like NSYNC, idol singers like Britney Spears, and hip-hop stars like Jay Z. Of course, there were also many other different types of music. But these artists dominated the charts and radio. Even now, when I hear the start of the song "Still D.R.E," I can't help but dance.

Paragraph 3
Food trends don't change as often as celebrity trends.
But there are a lot of foods from my childhood that I miss. For example. I had a sweet, cookie-flavored cereal every morning while I was watching cartoons.
The company stopped making that cereal years ago. Maybe that's because it wasn't very healthy. Or maybe it died out because people became more conscious of what they and their kids eat. Whatever the reason, I feel a little sad when I realize that I can never have my favorite cereal again

Paragraph 4

Another thing that I miss about my youth is the clothes. Fashion trends always seem to come and go quickly. For example, when I was a teenager people were bleaching their hair tips, wearing popped collars on polo shirts. and buying Starter jackets. Those things stopped being fashionable a while ago, but I smile when I see them in old photos. I'm still holding on to the hope that one day my Chicago Bulls Starter jacket will come back into style



2 Choose the best title for each paragraph.

I Don't Wanna Grow Up	Please Don't Stop the Musi
I Miss that Cereal	Trends Come and Go

Authentic Text Track 06

This text is an article about growing up in the 90s. It talks about what music, foods, and fashion trends the writer misses.

Part 1

- Tell students they will read/hear about growing up in the 90s.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as can't help but ~.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

Part 2

- Ask students to read each title.
- Have students complete this activity by themselves first.
- Then ask students which title is for each paragraph.
- · Give feedback.

Paragraph 1: I Don't Wanna Grow Up

Paragraph 2: Please Don't Stop the Music

Paragraph 3: I Miss that Cereal

Paragraph 4: Trends Come and Go

- · Ask students to read each statement aloud.
- Tell students to complete the activity by themselves first.
- Ask students if each statement is true.
- · Give feedback.

2.	NSYNC was a po	opular boy band.			
3.	Food trends cha	ange rapidly.			
4.					
5.	=		or when the author w		
6.	The author still	has a jacket that wa	s fashionable in the p	ast.	
		-			
	bulary				
III IN	the blanks with the	e correct words troi	n the box.		
	past style	childhood nostalgic	generation conscious	celebrity died out	trend hope
	style	nostalgic	conscious	dica out	Порс
1.	My sister used to we	ear her hair in a pon	ytail on the side of he	head because it w	as a
2.	People have describ	ed my	as sophist	icated because I we	ear lots of sports coats.
3.	My old friends and I	played basketball t	his weekend, which m	ade me feel	
4.	Older people say the	at people in my		are entitled and laz	y, but I disagree.
5.	My professor said th	nat, in the	, resea	rch was more diffic	ult to do because they
	didn't have the Inte				
		,	ar		•
7.	She was a huge		_ when I was younger	, but I don't see he	r on television anymore.
8.		od four or five times	a week, but now I ha	ve to be more	of
	my diet.				
	•		, so have a positive at	,	3,
10.	I'm glad that the ba	ggy clothes trend		I looked terrible	in that stuff!
se '	the Language				
/ord	Association				
tude			er will write a vocab ord and say/write an		board. The first . Continue until you've
xam	ple: Trend > Fashion	n > Hip-hop > Emine	em > 8 Mile > Movies	> Celebrities > Etc	
		ROI	JND 1		
		_			
ь	PENI	00			
ш	REN	9			
		ROI	JND 2		

3 Choose the four statements from below that are true according to the information in the reading

1. Nostalgia is a feeling of regret.

Key

True statements: 2, 5, and 6

Teacher's Note Cultural Note: The Nostalgia Industry

In the United States, products and arts such as clothes, food, film, and music cycle as each generation gets older. For example, movies are remade by Hollywood, or toys that were once trendy are reintroduced so that parents will feel nostalgic and buy products for their children to experience. This is an example of how a powerful emotion such as nostalgia is used for marketing and commercial purposes.

G Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.
- Ask students to complete the activity alone or with a partner.
- Ask students to share their answers with the class.
- Give feedback

Key

- trend
 qeneration
 5.
 - **2.** style **5.** past
- 3. nostalgic6. childhood
- **7.** celebrity **8.** conscious
- 9. hope

10. died out

Extension Write About the Past

- Ask students to write five sentences about what's trendy right now using the present tense.
- Then ask students to rewrite these sentences as if they were talking about trends of the past.

Example:

- 1. I love that new song, "Rock Me Like a Hurricane."
- **2.** I *loved* that old song, "Rock Me Like a Hurricane."

D Use the Language

- Write the title of the activity on the board: "Word Association."
- · Ask students to read the direction lines.
- Check for understanding.
- Tell students to practice by using the given example.
- Put students in order so that they know who will go next.
- Pick a student and ask him or her to give a word to start the first round of the game.
- Write down their responses.
- If someone says a wrong answer or waits too long, the game ends. Have students start at the beginning with a new word.

Extension Vocabulary Matching

- Write each word from the word association exercise on its own piece of paper and fold the papers in half.
- Write the vocabulary words on the board.
- Ask students to take one of the folded papers and match the associated word with its original vocabulary word.

Lesson 2 A Day to Remember

Aims

- Talk about your earliest memory
- Describe how past events made you feel

Vocabulary

memory	emotional	convinced	scary
nevertheless	miserable	moment	encourage
brave	cheerful	realized	

Grammar

Past perfect and past perfect continuous

Warm-up

- Write the title of the lesson on the board: "A Day to Remember."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.

A Authentic Text

This text is an essay about the writer's earliest memory: her first day of school. It talks about her day and her feelings going to kindergarten for the first time.

- Tell students they will read about the writer's first day of school.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as to this day.
- Tell students to read the essay again. This time, have them underline the past perfect and past perfect continuous verbs.
- Ask students to share their answers with the class.
- Give feedback.

My Earliest Memory

My earliest memory from childhood is of my first day of school. I was 5 years old, and I remember it well because it was such an emotional day.

I had not been looking forward to starting kindergarten. My parents had told me not to worry, and that it was going to be fun. "You'll meet new kids and learn a lot," they'd said. I wasn't convinced. School sounded hard and scary, and I preferred playing outside with my friends.

That morning, I put on my favorite jeans and T-shirt, which my mom had washed and ironed the night before. My dad served me my favorite cereal for breakfast, too. Nevertheless, I felt miserable. Mom walked me to school. By the time we got there, I had started crying. (There's a photo of that moment, and it makes me laugh to this day.) As we said goodbye, my mom tried to encourage me. "Be brave," she said. "You can do it."

Of course, my mom was right. My best friend Lena was in my class, and we sat together. Lena and I made some new friends, too. Our teacher taught us games and made funny jokes. At the end of the day, I actually felt cheerful. I realized I'd been enjoying myself!

When it was time to go home, my mom met me outside the school. I asked her, "I can come back here tomorrow, can't I?"

Vocabulary

- Ask students to look over the vocabulary words. They are bolded in A Authentic Text.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- · Ask a student to read the direction lines for the activity.
- Check for understanding

Lesson 2 A Day to Remember

Read the essay about the writer's earliest memory. Underline the past perfect and past perfect continuous

My Earliest Memory

My earliest **memory** from childhood is of my first day of school. I was 5 years old, and I remember it well because it was such an **emotional** day.

I had not been looking forward to starting kindergarten. My parents had told me not to worry and that it was going to be fun. "You'll meet new kids and learn a lot," they'd said. I wasn't **convinced.** School sounded hard and **scary**, and I preferred playing outside with my friends.

That morning, I put on my favorite jean and T-shirt, which my mom had washed and ironed the night before. My dad served me my favorite cereal for breakfast, too. **Nevertheless**, I felt **miserable**. My mom walked me to school. By the time we got there, I had started crying. (There's a photo of that **moment**, and it makes me laugh to this day.) As we said goodbye, my mom tried to **encourage** me. "Be **brave**," she said. "You can do it."

Of course, my mom was right. My best friend Lena was in my class, and we sat together. Lena and I made some new friends, too. Our teacher taught us games and made funny jokes. At the end of the day, I actually felt **cheerful**. I **realized** that I'd been enjoying myself!

When it was time to go home, my mom met me outside the school. I asked her, "I can come back here tomorrow, can't I?"

Brief note

exhausted

B Vocabulary

- 1 Write the words in bold from the reading next to the correct definitions. Some words will not be used.
 - _ something that you remember
 - ___ having or causing a feeling such as happiness or sadness
 - _ completely sure
- __ a specific point in time
- __ became aware of; understood
- ___ likely to make someone feel frightened
- _ to make someone feel more hopeful or confident
- 2 Write the words from the box under the correct pictures. iealous

3.

embarrassed

- 3 Match the underlined descriptions of feelings with the correct words
- 1. Long, cold, gray winters make some people feel extremely unhappy.
- 2. Marco was amazed and could hardly believe it when he saw his friend on TV. •
- 3. We are very eager to find out more about the new student in our class.
- 4. When I didn't get into that university, I was <u>unpleasantly surprised</u>.
- a. disappointed b. miserable
- c. curious
 - · d. shocked

- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

1. memory

7. encourage

- 4. moment
- 2. emotional **5.** realized
- 3. convinced
- 6. scary

Part 2

- Ask a student to read the direction line for the activity.
- Ask if students need clarification. Then have them complete part 2 on their own
- · Ask students to share their answers with the class.
- · Give feedback.

- 1. jealous
- 4. brave
- 2. cheerful 5. embarrassed
- 3. exhausted

Part 3

- Ask a student to read the direction line for the activity.
- · Ask if students need clarification. Then have them complete part 3 on their own.
- Ask students to share their answers with the class.
- · Give feedback.



2. d

3. c **4.** a

Early Memories

Discuss the following questions with a partner

- 1. What is your earliest memory?
- 2. Do you remember your first day of school? How did you feel?

Past perfect and past perfect continue

	talk about an action that was finished before something else happened in the past. It	
formed with had + past participle).	
an action that happened before	I arrived at school at 8:25.→ At/By 8:30, I had (already) arrived at school.	
a specific time	He finished his work Friday morning. → By Friday afternoon, he had (already) finished his work.	
an action that happened before another past action/event	My mom washed and ironed my clothes last night. Then, this morning, I put them on. → This morning, I put on my clothes. My mom had (already) washed and ironed them.	
	past perfect continuous	
	nilar to the present perfect continuous, except that the action both began and ended from when the ongoing action or process is more important than the finished result. It is participle (-ing).	
an ongoing action that began	I'm starting school today. I haven't been looking forward to it. → I started school yesterday. I hadn't been looking forward to it.	
and ended in the past	Now I realize that I've been enjoying myself! → Then I realized that I'd been enjoying	

1 Circle the correct words

- 1. Before his first day of school, my brother had (learned / learning) to read.
- 2. By 9:00 p.m. last night, Haley (has / had) already gone to bed.
 3. We were disappointed because we'd been (hoped / hoping) to see you before you left.
 4. When I got home, my feet hurt because I (have / had) been walking all day.

2 Fill in the blanks with the correct forms of the given verbs. Use the present perfect continuous or the

- 1. I was curious to meet Nicole because I _ so much about her. (hear)
- ____ to another guy for a long time, so he felt a little jealous. (talk) 2. His airlfriend _
- 3. Julia's eyes are red. I think she __ ... (cry)
- 4. Sam sang the song perfectly at the concert last week. She _

To snore means to make noise through your nose and mouth while you're sleeping.

Use the Language

Memorable Moments

1. Read about a person's most embarrassing moment. Put the story in order from 1 to 7

It was the first class of the morning, and I was exhausted.
I realized that I had been sleeping and snoring! Since then, I've never fallen asleep in class again.
"Sorry to wake you," the teacher said, "but you were making a lot of noise." The whole class laughed.
So, even though I was really trying to listen to the lecture, my eyes kept closing. Wy most embarrassing moment happened in high school when I was in history class. That's because I had stayed up late the night before, watching movies.
Then, suddenly, the teacher was calling my name and tapping me on the shoulder. I opened my eyes.

to eight sentences). Share your paragraph with the class.

my most embarrassing moment my bravest moment my happiest day my most miserable day

G About You

- Write the title of the activity on the board: "Early Memories."
- Ask students to read the direction lines.
- · Ask if students need clarification.
- Tell students to get in pairs.
- Tell students to discuss the guestions.
- Ask students to share their answers with the class.
- Give feedback.

D Grammar

Lesson 2 covers the following grammar: past perfect and past perfect continuous. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part 1

- Ask a student to read the directions for part 1.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- · Give feedback.

Part 2

- Ask a student to read the directions for part 2.
- Ask if students need clarification. Then have them complete the
- Ask students to share their answers with the class.
- · Give feedback.

Part 1

1. learned

2. had

3. hoping

4. had

Part 2

1. had heard

2. had been talking

3. had been crying

4. had practiced

✓ Check the Workbook

For further grammar practice, use Activity 4, in Module 2, Lesson 2 of the workbook.

Use the Language

Write the title of the activity on the board: "Memorable Moments."

Part 1

- Ask students to read the direction lines of part 1.
- · Check for understanding.
- Tell students to complete the activity.
- Use the brief notes to explain difficult parts of the text, such as
- Ask students to share their answers with the class.
- · Give feedback.



25

1. 2

3. 6

4. 4

5. 1

7. 5

Part 2

- Ask students to read the direction lines of part 2.
- Check for understanding.

2. 7

- Tell students to complete the activity.
- Ask students to share their paragraph with the class.
- Give feedback.

Teacher's Note Sample Response: My Bravest Moment

My bravest moment was when I had to drive for the first time. For most people, driving a car is not scary, but I drove for the first time when I was 12. I was in the car with my grandpa when he had a heart attack and pulled over on the side of the road. I don't know why, but I told him to move over to the passenger seat and said that I would drive us into town. I had played car-racing video games, so I thought that I could take over and drive. Of course, it was more difficult than that. I drove slowly, and we made it to the hospital safely. Fortunately, my grandpa was okay!

Lesson 3 Memorable Trips

Aims

- Talk about a memorable trip
- Describe your travel experiences

Vocabulary

unpleasant experience culture keep in touch complain overall memorable upset

Grammar

Defining relative pronouns

A Warm-up

- Write the title of the lesson on the board: "Memorable Trips."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up mind map on the board.
- Complete the mind map with students.
- Write on the board any new vocabulary that students come up with

B Audio Track 07

In this recording, three speakers talk about memorable travel experiences they've had.

Part 1

- Tell students that they will listen to three different speakers.
- Play the audio.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- Give feedback.

Speaker 1: Jeremy

Where: Oahu and Maui, Hawaii Who: Jeremy went with his family.

What: They went snorkeling in Molokini Crater.

What he liked/disliked: He liked snorkeling and disliked the

seasickness.

Speaker 1: Robert Where: Kyoto, Japan Who: Robert traveled alone.

What: He explored the culture of Japan and befriended other

visitors.

What he liked/disliked: He liked the beautiful city and temples.

Speaker 1: Alexa Where: San Francisco

Who: Alexa went with her boyfriend.

What she liked disliked. Alexa disliked the trip has

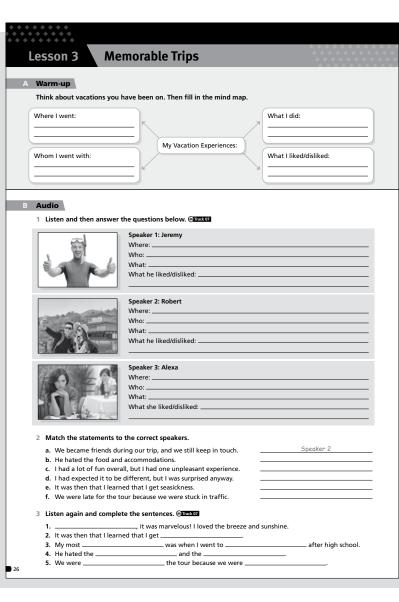
What she liked/disliked: Alexa disliked the trip because her boyfriend was always complaining. They were late to the winery

tour because of bad traffic.

Part 2

- Ask a student to read the direction line for part 2.
- Ask students to complete part 2.
- Ask students to share their answers with the class.
- Give feedback.

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



Part 3

- Play the audio again.
- Ask students to complete part 3.
- Ask students to share their answers with the class.
- · Give feedback.

(e)

- 1. At first
- 2. seasickness
- 3. memorable vacation, Kyoto, Japan
- **4.** food, accommodations
- **5.** late for, stuck in traffic

Teacher's Note Relative Pronouns: who vs. that

The primary difference between *who* and *that* is that *who* refers to a person and *that* refers to an object or animal. Remind students of this difference.

Extension My Vacation Experience

- Ask students to expand on the Warm-up exercise by using their ideas to write a paragraph about their vacations.
- Ask students to pair up with a partner and talk about their vacations.
- Instruct the listening partner to record the important details of his or her partner's vacation (Where, Who, What, What he or she liked/disliked).
- Ask partners to switch roles.

Vocabulary

Fill in the blanks with words from the box. Some words will not be used.

	unpleasant	experience	culture	keep in touch	complain	overall	memorable	upset
1. M	1. My mom told me to, so I call her every other day.							
2. D	2. Dad always used to to me about keeping my room clean.							
3. M	3. My trip to Toronto was fun, but I wish I could have stayed longer.							
4. 10	1. I don't have a lot of work, so I want to have an internship before I graduate.				graduate.			
5. M	5. My sister was to hear that her best friend was moving to Italy.							

Grammar

Defining relative pronouns

	subject	object	possessive
, ,	who that	whom/who that	whose of whom
for people	The tourists who spoke English were friendly.	ho spoke English The tour guide that I met recommended I come here. The traveler whose luggag	
	which that	which that	whose of which
for things	This is the movie that everyone is talking about.	The car that I bought broke down.	The room whose walls are painted blue is hers.

Hea a valative aveneus to combine the absence into a complete contents

	She went to the school (the school used to be on Cherry Lane).
2.	The man gave me directions here (I met the man by the subway station).
3.	The tour package is expensive (the tour package includes a wine tour).

Use the Language

Who's that?

Prepare photographs showing groups of people. Take five minutes to get into groups and take turns describing the people in the photos. Use defining relative pronouns in your descriptions. Write sentence as a group. Then share your photos and sentences with the class. Ask if they know whom you are describing.

1	0.00
2	70.10
3	
	27

© Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

1. keep in touch 2. complain 3. overall 4. experience 5. upset	
--	--

Teacher's Note Relative Pronouns: that vs. which

That introduces an essential clause, while *which* introduces a nonessential clause. Both refer only to objects, not people.

Examples:

The hotel room, which I recently booked, has all the amenities.

The hotel room that I recently booked has all the amenities.

D Grammar

Lesson 3 covers the following grammar: defining relative pronouns. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- · Give feedback.
 - 1. She went to the school that used to be on Cherry Lane.
 - **2.** The man, whom I met by the subway station, gave me directions here.
 - **3.** The tour package, which includes a wine tour, is expensive.

✓ Check the Workbook

For further grammar practice, use Activity 3, in Module 2, Lesson 3 of the workbook.

Extension Relative Pronouns

• Write the following sentences on the board:

While I was on vacation in New York, I ate at the deli **that** is famous for pastrami sandwiches.

I have two forms of currency, only one of **which** is accepted at the airport.

The woman **who** drove the tour bus gave me great tips about the city.

 Ask the students to identify the relative pronoun in each sentence.

Use the Language

- Prepare photographs of different groups of people. They can be people you know, found on the Internet, or cut out of magazines.
- Write the title of the activity on the board: "Who's that?"
- Ask students to read the direction lines.
- Model the activity for students using the photographs that you prepared.
- Check for understanding.
- Tell students to get into groups.
- Tell students to find photographs showing groups of people. Then ask them to use defining relative pronouns to compose descriptions.
- Ask students to share their answers with the class.
- · Give feedback.

Childhood Favorites Lesson 4

Aims

- Talk about things you miss from childhood
- Describe your favorite things when you were a child

Vocabula	ry			
series cable	hero script	cast entertaining	plot classics	based on ending

Grammar

Phrasal verbs

A Warm-up

- Write the title of the lesson on the board: "Childhood Favorites."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions on the board.
- Ask individual students to respond to the guestions. Ask followup questions such as "Why is that movie so easy to watch over and over again?"
- Write on the board any new vocabulary and good answers that students come up with.

Authentic Text Track 08

This text consists of posts on a message board. The posters talk about their favorite childhood movies and why they like them.

Part 1

- Tell students they will read/hear about favorite childhood movies.
- Either ask students to take turns reading or play the audio for students to listen to.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.
- Tell students to read the posts again. This time, have them underline the phrasal verbs.
- Ask students to share their answers with the class.
- · Give feedback.

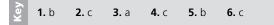
Underlined phrasal verbs:: gotten into grew up gave up came out give away

Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Part 3

- Ask a student to read the direction line for part 3.
- Check for understanding.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.



Childhood Favorites



Talk about the questions as a class

- 2. What movies have you seen five times or more? Why?

Read the message board posts and underline the phrasal verbs. @Track 08

Q: What was your favorite childhood movie, and do you still like it? (2 responses)



When I was 10, instead of a traditional birthday party, I asked my parents to take me and my friends to see *Iron Man*. I had recently gotten into comic books, and *Iron Man* was one of my favorite series. The **hero**, a rich businessman, makes an iron suit that gives him incredible strength and allows him to fly as he fights bad guys. Everything about the movie is terrific: the cast, the plot, the special effects... As I grew up, I slowly gave up comic books. But I still love *Iron Man*. I've seen a million movies that were **based on** comic books, but this one's the best. I always watch it when it's on **cable**.

This is an easy question—*Toy Story 3*! This movie came out in 2010, when I was 9. I loved it then, and I still love it now. Even though it's a "children's movie," it has an excellent, smart script. So it's entertaining for adults, too. It's the third movie in a series about a boy's toys that are alive and can talk. (All three movies are classics, actually.) I won't give away the ending since some of you may not have seen it yet. But you should! And if you do, prepare to get emotional. I watched it again recently, and I cried like a baby at the end.

- 1. Have you seen the movies described by Derek and Camila? If so, do you agree with their opinions?
- 2. Do you like movies that are based on comic books? Why or why not?

3 Answer the questions below.

- 1. Why did Derek go to see Iron Man?
- a. His parents suggested it.b. He liked the *Iron Man* comic books.
- c. He received tickets as a gift.
- 3. Which is true about Derek?
- a. He no longer reads comic books.
 b. He doesn't enjoy *Iron Man* anymore.
 c. He has seen *Iron Man* only once.
- 5. Which of the following does Camila state about Toy Story 3?
 - She has not seen it since childhood. She thinks it is well written.
- c. It is better than the other movies in the series.
- c. the director 4. Who should see Toy Story 3, according to Camila?

a. the cast

a. children

2. Which of the following does Derek NOT mention

- c. both children and adults
- 6. What can you guess about Toy Story 3 from Camila's post?
 - a It made a lot of money
- b. It includes famous actors.
 c. It has a sad ending.

Teacher's Note The Movies

Iron Man is one of the many blockbuster superhero movies, a genre that gained popularity in the mid-2000s and is still popular today. Superhero movies such as Iron Man portray traditional battles of good versus evil, enhanced by new technology and special effects. *Toy Story 3* is one of the many popular computer-animated movies from the animation studio Pixar. Today, computer-animated children's movies have almost completely replaced hand-drawn animated movies.

Vocabulary

- Ask students to look over the vocabulary words. They are bolded in B Authentic Text.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction line for the activity.
- Ask if students need clarification. Then have them complete the
- Ask students to share their answers with the class.
- Give feedback.

Key	 ending classic series script 	2. plot5. entertaining8. hero	3. based on6. cast9. cable
-----	---	---	--

Vocabulary

Write the words in bold from activity B next to the correct definitions

1	_ the last part of a story, movie, etc.
2	_ the things that happen in a story
3	using the facts or ideas of (something)
4	_ a book, movie, etc. that is considered very good and has remained popular a long time
5	_ interesting and enjoyable
6	the actors and actresses in a movie, play, or TV show
7	several things of the same type that come one after the other
8	the main male character in a book, movie, etc., who is usually good
9	_ the system of sending TV programs along wires

_ the words in a movie, play, etc.

Grammar

. . .

phrasal verbs				
	examples	sentences		
Inseparable: The object does not come between the verb and the particle. Some are intransitive (do not have objects).	come out, eat out, get away, grow up, get into, log inlout, look into, run out (of)	That movie came out last year. I've gotten into comic books lately We loved animated movies when we were growing up.		
Separable: The object may come between the verb and the particle.* All are sometimes transitive (have objects).	ask out, bring up, call back, find out, give away, give up, look up, point out, put off, turn on/off	You gave away the ending! You gave the ending away! You gave it away!		

Fill in the blanks below with the correct phrasal verb. Use a dictionary if necessary.

1.	1. Do you mind it i the IV ?	rnere's a snow i want to watch.
2.	2. I don't know what movies are playing this weekend, but I'll	it.
3.	3. When you're done checking your email, don't forget to	
4.	4. At the end of the movie, you	who the killer was, and it's a big surpris
5.	5. Sorry, I can't talk right now. Can I you	in about ten minutes?
6.	6. Martina plans to comput	er games because she's been spending too

Use the Language

Name That Movie

1 Work alone. For each category, write the title of at least one movie that you like

A classic movie that's at least 20 years old	A movie with a surprise ending	A movie that came out recently	A movie based on a true story	A kids' movie

2 Work with a partner. Your partner names a category. Describe the movie you chose for that category (the plot, the cast, etc.) <u>without saying the title</u>. Your partner must try to guess what the movie is. When he/ she guesses correctly, switch roles. Continue until you have guessed all of each other's titles.

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Teacher's Note Phrasal verbs

Phrasal verbs are idiomatic, which means that they are natural to a native speaker but do not necessarily match their literal meaning. More examples of phrasal verbs include: *ache for* (to miss a loved one's presence), *act out* (have a tantrum), *answer for* (take responsibility), and *dig in* (eat greedily).

Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for the activity.
- Ask if students need clarification. Then have them complete the activity.
- Ask students to share their answers with the class.
- · Give feedback.

Key

- 1. turn, on
- 2. look into
- 3. log out

- 4. find out
- 5. call, back
- 6. give up

✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 2, Lesson 4 of the workbook.

Use the Language

Part '

- Write the title of the activity on the board: "Name That Movie."
- Ask students to read the direction lines.
- Check for understanding.
- Tell students to fill out their responses first.

Part 2

- Tell students to get into pairs.
- Tell students to take turns choosing a category and describing their movie.
- Continue until you have described all your movies.
- The partner who guesses the most movies correctly wins.

Teacher's Note Sample Response

Category: Children's movies

Description: This is an animated movie about a young dinosaur named Little Foot who loses his parents in a terrible catastrophe. He joins other lost young dinosaurs to search for the safe place his mother told him about, called The Great Valley. After facing many obstacles, Little Foot and his friends find The Great Valley and their loved ones. This movie was directed by Steven Spielberg, and it was very heartwarming! Answer: *The Land Before Time*

Extension Childhood Heroes

- Ask students to write a short script featuring a hero from one of their favorite childhood movies.
- Ask students to work in groups of four and practice acting out each other's scripts.
- After students have practiced, ask each group to choose one scene to act out for the class.

Lesson 5 Special Occasions

Aims

- Talk about a special occasion you remember well
- Write a journal entry about a special occasion

Vocabulary

feast secret relatives grateful anniversary venue spoil capture manage arrange

Writing Guide

Describing an Important Day

A Warm-up

- Write the title of the lesson on the board: "Special Occasions."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Do you enjoy celebrations?"
- Write on the board any new vocabulary and good answers that students come up with.

Prewriting

- Tell students to look at the Prewriting timeline about Roberta's life
- Ask students to read the timeline information aloud.
- Ask students to create a timeline of important life events for themselves on the line below Roberta's.
- Tell students to get into pairs.
- Tell pairs to take turns sharing their timeline information with each other.

G Authentic Text

This text is a journal entry. Roberta explains that she is preparing for her parents' anniversary.

Part 1

- Tell students they will read about Roberta's plans.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as went off without a hitch.

Teacher's Note Teacher's Timeline

Help students participate by writing your own timeline on the board. Ask students to add their own events to the timeline to create a history of important events and memories.

Part 2

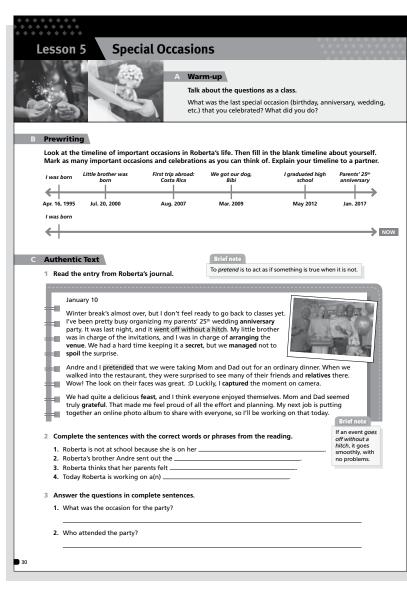
- Ask students to complete part 2.
- Ask students to share their answers with the class.
- · Give feedback.



- 1. winter break
- 2. invitations
- **3.** surprised
- 4. online photo album

Part 3

- Ask students to complete part 3.
- Ask students to share their answers with the class.
- Give feedback.





- The occasion for the party was Roberta's parents' 25th wedding anniversary.
- 2. Roberta's parents' friends and relatives attended the party.

Part 4

- Ask students to complete part 4.
- Ask students to share their answers with the class.
- Give feedback.



1. false

2. true

3. false

4. false

D Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- Ask a student to read the direction line for the activity.
- Ask if students need clarification. Then have them complete the part.
- Ask students to share their answers with the class.
- · Give feedback.



- 1. grateful
- 2. secret
- **3.** feast
- 4. relatives

4 Read the statements and circle true or false.

1. Roberta is looking forward to going back to school.	true	false
2. Roberta chose the location for the party.	true	false
3. Roberta and Andre's parents helped plan the event.	true	false
4. Roberta is worried that some people did not have a good time.	true	false

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



1		2	3	4		
Match the wo	rds with th	e correct definitions.				
1. anniversary	•	a. to show or descri	ribe something successfully u	sing words or pictures		
2. venue	•	b. a place where a	special event is held			
3. spoil	•	c. to make the necessary plans and preparations for something to happen				
4. capture	•	 d. a day to remember date in a previous 	ber or celebrate something to us year	hat happened on the same		
5. manage	•	 e. to stop something 	ng from being enjoyable or s	uccessful		
6. arrange	•	 f. to do something 	or deal with something succ	cessfully		

Read the writing guide. Then write a journal entry about a special occasion

Keeping a journal, or diary, is a good way to record important events and special days in your life. When writing about a special occasion, you can follow the outline below and use the questions to guide you.

First paragraph: Introduction

What was the occasion? Why was it important? What had you or others done to prepare for it? Expressions: I'll never forget the day I met... One of my best memories is the day when... I had been looking forward to...

Second paragraph: Description of the day

What happened first, next, etc. on that day? Who did what? How did everything go? Were there any

problems or surprises? Expressions. First,... Then... It all went smoothly... It went off without a hitch. But then, something went wrong.

Third paragraph: Description of feelings

How did you feel during and after the event? How did others feel? Did you take photos or keep any mementos (things that you keep in order to remember a day, a place, etc.)? How do you feel when looking at them?

It was the --est day of my life. I was amazed/proud/grateful/thrilled/disappointed. I know that ~ felt wonderful/terrible.

I'm glad I captured - with my camera.

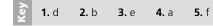
- 1. Choose one of the events that you recorded on the timeline from the previous page
- 2. Use the writing guide to write a journal entry about it on a separate sheet of pa
- 3. Share your entry with the class.

Part 2

- Ask a student to read the direction line for the activity.
- · Ask if students need clarification. Then have them complete the part.

6. c

- · Ask students to share their answers with the class.
- · Give feedback.



Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before

- Write the writing assignment on the board: "Describing an Important Day."
- Explain the guide to students. Give sample sentences using the expressions in the guide.
- Ask students to write their own journal entries about a special
- · Ask students to share their entries with the class.

Teacher's Note Sample Response

I worked very hard to prepare for my grandmother's 100th birthday. Not many people live until they are 100 years old, and my grandmother is still very sharp. She loves to knit and take long walks. My family and I ordered a gigantic cake and put 100 birthday candles on it. We also bought her 100 different colors of yarn.

We surprised her at my aunt's house. She was so excited. She even cried with happiness as we all hugged her and wished her a happy birthday. The entire extended family came together to make her birthday special. There was enough cake for everyone.

I took lots of pictures during my grandma's birthday party. My happiest moment is when we all sang her the "Happy Birthday" song and she blew out the candles. I still look back on those photos fondly. We'll have to do an even better job for my grandma's 101st birthday!

Extension Plan a Special Occasion

Expand on the prewriting and reading by asking students about other special occasions. How would they plan to celebrate a friend's birthday? How would they plan to celebrate a friend's graduation?

- Ask students to work in pairs. Have them organize and plan an event for a classmate.
- Ask students to share their plans with the class.

Module 2: Active Review

Memories Track 09

- Ask a student to read the direction lines.
- · Check for understanding.
- Ask students to complete the activity by themselves.
- Play the audio and have students check their answers.
- After students have finished, play the audio again if needed.
- Ask students to share their answers with the class.
- Give feedback

1. managed 2. hero 3. classic 4. unpleasant 5. disappointed 6. overall 7. memorable 8. complaining 9. jealous 10. grateful	
--	--

Teacher's Note Charlie and the Chocolate Factory

Charlie and the Chocolate Factory, by Roald Dahl, is a very popular children's book that has also been used as the basis for two popular movies. This book is considered a classic of children's literature because it teaches lessons without moralizing. It depicts a world that is fantastical and yet grounded in the everyday problems of young Charlie, a hero to whom most children can relate.

The Value of Working with Different People

When it's time for group work, students often choose to work with friends or other students they feel comfortable with. While this is fine and understandable, working with new people is a way for students to advance their social skills and experience new ideas. In these activities, students will work with different people. Be sure that they understand that each activity depends on working with a classmate who was not involved in the previous activity.

B My Life

Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Ask a student to read each statement.
- Tell students to complete the activity as they listen to the statements.
- Ask students to share their answers with the class.
- · Give feedback.

Part 2

- Ask students to get into pairs.
- · Ask a student to read the direction lines.
- Tell students to take turns sharing and asking follow-up questions.

	unpleasant	jealous	managed	memorable	hero
	grateful	complaining	overall	classic	disappointed
		a kid was Charlie and			
		d many novels before		•	
-		to read the w			
	ght me that readi		isual carray factory	y. 103 d(11) @	, dild it
"TI	ne trip that I remer	mber best was a(n) @	,	_ experience. I had b	een studying
		d during college, and			
		. Well, during my firs oth embarrassed and			
		, it was			
the	n my mom and sis	It ① ter came home, and I still very close, and I'	saw Lucy for the	first time. She was so	cute, I couldn't
/ly Li	fe				
Rea	_		rk (√) next to the	e ones that are true	for you. Write another
_	I've been to a	place that is well kn	own around the v	vorld.	
	I've arranged	a party for a friend	or relative.		
		npleasant experience	_		
		ook that a famous mo		1	
_	I've had an in I've	teresting experience	with another cult	ure.	The state of the s
_					WESTER SE
_	1 ve			Col	

G Share

- Ask students to get into different pairs from activity B.
- Tell students to tell their new partners the story they heard in activity B.
- Tell students to take turns asking and answering questions for clarification.
- · Ask students to share their answers with the class.
- · Give feedback.
- After students have worked together, invite volunteers to share their thoughts with the class.

Extension My Favorite Memory

- Have students consider a memory that they enjoy more than any other.
- Ask students to briefly write about this memory. Make sure that they consider *when*, *where*, *who*, *what*, and *why* questions.
- Invite students to share their memories with the class.
- Encourage listeners to ask questions to explore the speaker's memory further.
- Encourage the speaker to answer several of the questions (as long as the speaker is comfortable answering them).
- Make sure that all students have the opportunity to speak.

Communication

A Warm-up

Work in groups of 4-5 people. Choose a category below. Take turns filling in the chart. Keep going until you can't think of any more. How many words were you able to list? Move on to another category.

Word describing emotions	Words related to movies	Words related to special occasions	Words related to travel

Discuss

Look at the photos showing memorable moments from people's lives. With a partner, imagine the story behind each photo. What happened? Where and when? How did the person/people feel? Discuss it and make notes.









Gustavo

My notes:

Write

With a partner, choose one photo from activity B. Write a story for your chosen person(s) in at least five sentences. Share your story with the class.

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Communication

A Warm-up

- Ask students to get into groups of four or five.
- Ask a student to read the direction lines.
- Check for understanding.
- Tell groups to choose a category and start brainstorming.
- Have groups record their answers.
- After they finish one category, tell students to move on to the next one.
- Ask students to share their answers with the class.
- · Give feedback.

B Discuss

- Keep students in the same group.
- Ask a student to read the direction lines.
- Check for understanding.
- Tell groups to start discussing the photos.
- Tell groups to record their answers.

G Write

- Ask students to choose a partner in their group.
- Ask a student to read the direction lines.
- Check for understanding.
- Ask pairs to write a story about one of the people in activity B.
- Have students share with the class.
- Give feedback.

Teacher's Note Sample Response

Daniel had been so excited for his eighth birthday. He made invitations and gave them to all the students in his class. His mom said that she was going to hire a magician. When the day came, there was a terrible snowstorm outside. None of the students from Daniel's class showed up, and the magician cancelled. Daniel's mom tried to comfort him, but he was very disappointed.

Extension A Memorable Moment

- Have students bring a photo of a memorable moment from their past.
- Shuffle the photos and have each student pick a photo. Make sure that students don't pick their own photos.
- Ask students to imagine and describe the story behind the photo. They should also guess who the person is.
- Make sure that they consider *when*, *where*, *who*, *what*, and *why* questions.
- After each student has presented his or her story, ask the student whose picture was discussed to clarify and tell the true story behind it.
- Invite students to share their thoughts with the class.

Quarter Test 1

A Vocabulary

- Ask a student to read the direction line.
- Check for understanding.
- Have students complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

>	1. b 6. b	2. c	3. c	4. a	5. c
¥	6. b	7. a	8. c	9. b	10. b

B Grammar

- Ask a student to read the direction line.
- · Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

ı		1. Have	2. is staying	3. seems
ı	Key	4. aren't being	5. do	6. wanted
ı		7. had already gone	8. it off	9. that
ı		10. whom		

Social media sites, such as Facebook, Snapchat, and Instagram, allow users to get back in touch with old friends. Ask students if they have ever reconnected with old friends and whether it was difficult to reconnect. In some cases, students may have always had social media and always kept in touch with friends even if they move away. Ask whether it becomes more difficult to talk to these friends even though you can see major events in their lives on social media.

Extension Grammar Review

- Write a sentence on the board.
- Ask students to identify one of the grammar elements reviewed in the sentence.

Examples:

I went to the park to meet my friends, but no one showed up. "Show up" is a phrasal verb.

My friend, who has the greatest music collection, recommended that I listen to this band.

"Who" is a relative pronoun.

Teacher's Note Vocabulary Review

Help students review this module's vocabulary by creating vocabulary cards with the word on one side of the card and the definition on the other side. If time allows, have each student make his or her own vocabulary cards. You can use the cards in matching games, such as saying the definition of the word and having students select the word that matches the definition.

Quarter Test 1

A Vocabulary

Choose the correct answers.

1.	The of this film is creating. classic	ve and has lots of surprises. b. plot	c.	series
2.	These photos are from the 1930s a. suitable	s, so the people are wearing b. obvious		othes. old-fashione
3.	That bar isn't very at the a. traditional	e moment, but on Saturday nights i b. separate		usy and loud. lively
4.	Kelly chose the same careera. path	as her father and became a law b. hope	•	salary
5.	I'm—how did you and y a. miserable	our boyfriend first meet? b. charming	c.	curious
6.	For the anniversary party, we ne a. trend	ed a that's cheap and has lo b. venue		of space. tower
7.	If there is a fire, stay an a. calm	d take the stairs as you leave the bu b. upset		ng. disappointed
8.	Our grandparents' had a. ambition	very different experiences from our b. culture		generation
9.	Some students are that a. spoiling	the test was too difficult. b. complaining	c.	arranging

R Grammai

a. cable

Circle the correct words.

- 1. (Do / Have) you ever played golf indoors?
- 2. Kris (stays / is staying) at a nice hotel while he's in town
- 3. To me, camping (seems / is seeming) pretty boring and uncomfortable

10. Since I love to laugh, I usually choose TV shows with plenty of ___

4. You (don't be / aren't being) very friendly to the new student. Introduce yourself!

b. humor

- 6. I've always (wanted / been wanting) to meet a celebrity!
- 7. By 9:30 last night, the kids (already went / had already gone) to sleep.
- 8. If you don't like the music, I'll turn (off it / it off).
- 9. I've never had a teacher (which / that) told a lot of jokes in class
- 10. The man (whom / whose) you were asking about is Mr. O'Brien.

34

C Reading Comprehension

Read the online message from Carlos to his high-school friend. Then read the statements and circle true or false.

Hi, Zoey.

How've you been? It's been a long time since we last talked! I was happy to find your profile on this site because I've been thinking about our high-school days lately. I guess I've been feeling nostalgic. One of my favorite memories is being in the cast of our school play together. Do you remember when I forgot my lines? You managed to remember them and say them for me. I was so embarrassed, but also grateful to you. I always smile when I think about that. I'm attaching a picture of us practicing for the play. It captures our personalities well. I look so shy, like always, and you look so confident. ©

I'm a senior in college now, studying history. What have you been doing? I remember that you had lots of writing talent and that in high school you had already decided to become a journalist. Is that still your plan? Where are you living now? My parents are still in the same neighborhood, and I visit them a few times a year. Maybe we can meet sometime!

Carlos

1. Carlos has been remembering his past recently.	true	false
2. He and Zoey have not kept in touch.	true	false
3. The school play is an unpleasant memory for him.	true	false
4. He describes himself as an extrovert.	true	false
5. Zoey chose a future profession in high school.	true	false
6 Carlos is surrouth, living in his shildhood home	ture.	folco

D Write

Imagine that you are sending a message to a childhood friend whom you haven't seen or spoken to for a while. Write at least five sentences and include the information below.

ні,	

© Reading Comprehension

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- · Ask students to share their answers with the class.
- Give feedback.

e	1. true	2. true	3. false	
¥	4. false	5. true	6. false	

D Write

- · Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Teacher's Note Sample Response

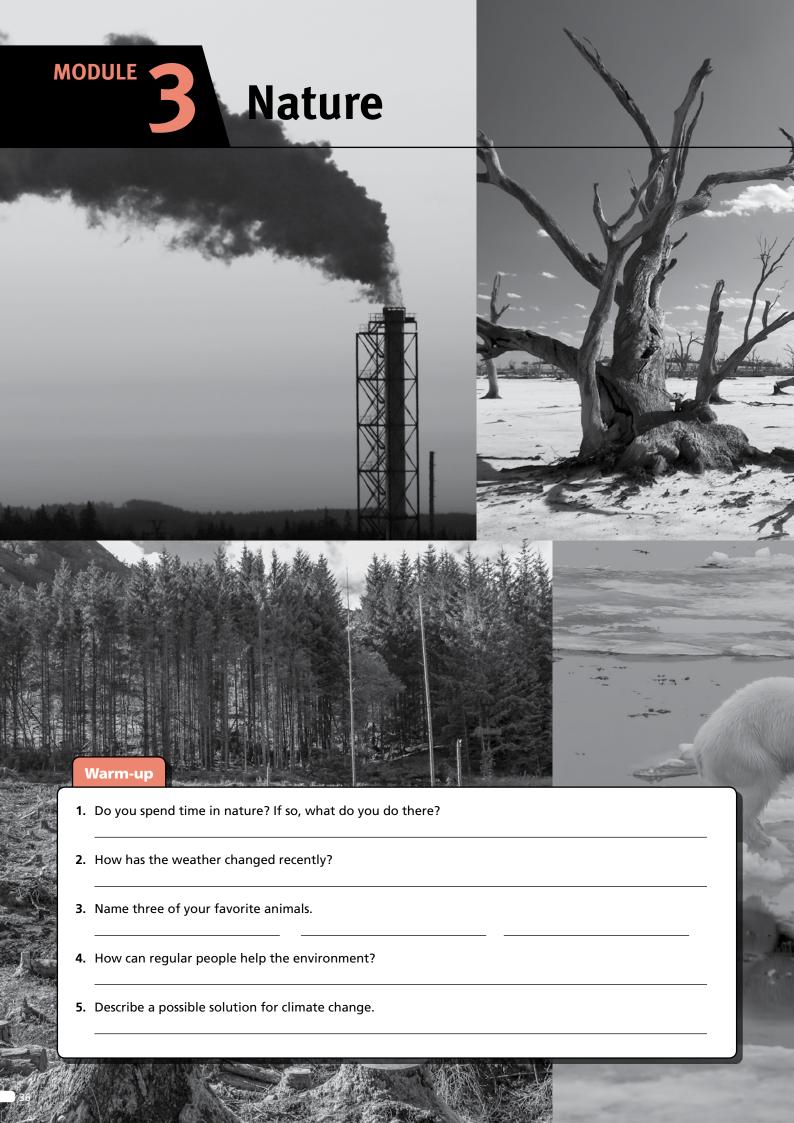
Hi, Wanda.

I hope you have been well. I have been pretty happy since moving to New York City. It has been quite crowded and expensive, but there are so many opportunities to go to plays and pursue my acting career. How are the plays going back home? I heard from our friend Marie that you got a big part in *Romeo and Juliet*. I hope you will come to visit soon. I'll show you around the city.

Ferdinand

Extension Reply from My Childhood Friend

- Ask students to write a second message.
- Ask students to write an imaginary reply from the friend.
- Ask students to share their second message.



Nature

Module 3 Goals

- I can identify the main conclusions in text which clearly argue a point of view.
- I can explain the main points relating to an idea, problem, or argument with reasonable precision.
- I can generally follow the main points of extended discussion around me if people talk clearly.
- I can develop an argument well enough to be followed without difficulty most of the time.
- I can write about a variety of familiar subjects well enough for others to follow my story or argument.

Warm-up

- Draw students' attention to the title of Module 3. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

Extension Why is the environment important?

Students are often told that the environment is important, but they're not as often told why.

- In small groups, have students make a list of the reasons why they feel the environment is important.
- Ask them to share their lists with the class.
- As students make suggestions, write them on the board to create a master list.

Vocabulary

- Read the vocabulary lists aloud and slowly, with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

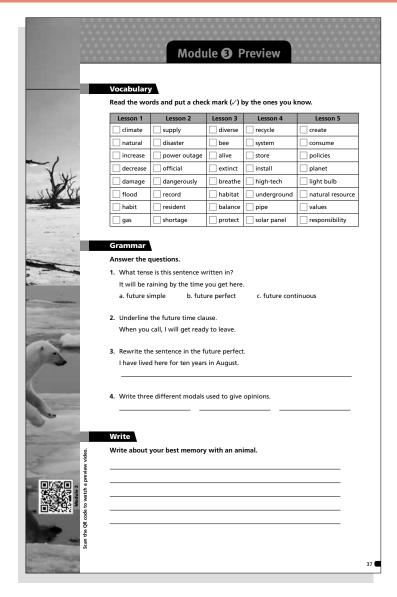
Teacher's Note Module 3 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

Lesson 2 Future tenses and future time clauses

Lesson 3 Future perfect and future perfect continuous

Lesson 4 Modals of advice and opinion



- 1. (
- 2. When you call, I will get ready to leave.
- **3.** I'll have been living here for ten years in August.
- 4. Answers will vary. should; ought to; must; have to/have got to; need to; had better; etc.

Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

Teacher's Note Sample Response

When I was at summer camp, I was walking through the woods with my friends. We were hoping to see a deer. Our counselor told us that we ought to be really quiet so we wouldn't scare the deer away. When we turned a corner, a small deer was right on the path. We looked at each other for a few minutes before the deer leapt into the forest.

Module 3 Overview:

Nature

Lesson 1: The Changing Climate

Aims: - Talk about climate change

- Describe the climate in your area

Vocabulary: Environment

Lesson 2: Heat Wave

Aims: - Talk about the weather

- Describe extreme weather conditions

Vocabulary: Weather

Grammar: Future tenses and future time clauses

Lesson 3: Nature's Balance

Aims: - Talk about wildlife conservation

- Describe the future of the environment

Vocabulary: Animals

Grammar: Future perfect and future perfect continuous

Lesson 4: Green Homes

Aims: - Talk about smart homes

- Describe ways to reduce your energy and water

use

Vocabulary: Homes

Grammar: Modals of advice and opinion

Lesson 5: Creating a SMART Plan

Aims: - Talk about SMART plans

- Write a SMART plan to be more environmentally

friendly

Vocabulary: Energy

Writing Guide: Creating a SMART Plan

Lesson 1 The Changing Climate

Aims

- Talk about climate change
- Describe the climate in your area

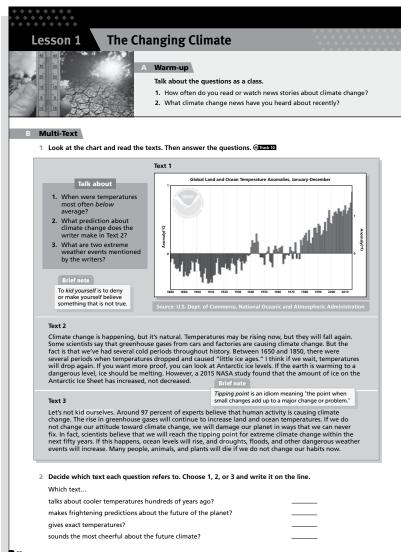
Vocabulary

flood increase climate gas damage decrease natural period proof habit

△ Warm-up

- Write the title of the lesson on the board: "The Changing Climate."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Do you think the news is doing a good job of reporting climate issues?" and "What question would you ask about climate change?"
- Write any new vocabulary and good answers that students come up with on the board.

Clarify the difference between climate and weather with your students. Make sure that they understand that weather refers to the conditions in the air in a particular place and at a certain time. Climate refers to the usual weather conditions in a particular place and over a period of time.



Multi-Text Track 10

This activity features three different texts. Text 1 is a chart of global land and ocean temperatures. Text 2 and Text 3 are online comments regarding climate change.

Part 1

- Tell students that they will read/hear about climate change in three separate texts.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as the term *tipping point*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.
- Answer and discuss the questions as a class.

Key

- **1.** before 1940
- 2. The writer thinks that if we wait, the temperatures will drop again.
- **3.** droughts and floods

Part 2

- Ask a student to read the direction lines.
- · Check for understanding.
- Have students complete this activity by themselves first.
- Then ask students which text matches each statement.

4. 2

· Give feedback.



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

1. 2

3 Complete these statements with exact information from the texts. 1. Ice in the Antarctic has grown, according to research from the year . ___ years to fight climate change before the problem 2. We might only have becomes too big.

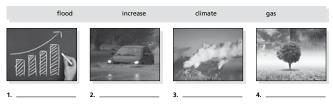
3. There were "little ice ages" between _

4. From the 1940s to the _ ____, temperatures both rose and fell.

5. People are causing the climate to change, according to almost percent of experts.

Vocabulary

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



2 Match the words with the correct definitions

 b. to exist or happen because of nature, not because of people 1. damage • 3. natural • · d. something that you do regularly, often without thinking about it 4. period • · e. a fact or piece of information that shows something is true 5. proof

· g. to become less or to make something become less

6. habit

Talk About Climates

Discuss these questions with a partner. If necessary, go online and research some of the facts given in the

- 1. Describe the climate of your country. What damaging weather events are most common there? When was the last one? What happened?
- 2. Look back at texts 2 and 3 from activity B. Which opinion do you agree with more? Why?
- 3. Do you think that governments are responsible for stopping climate change? What can they do?
- 4. Do you think that you have any habits that damage the environment? What are they? What could you do differently?

Part 3

Ask a student to read the direction line.

- Check for understanding.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

1. 2015

2. fifty

- 3. 1650 and 1850.
- **4.** 1970s
- **5.** 97

© Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- · Ask a student to read the direction line.
- Ask students to complete the part by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

1. increase

- 2. flood
- **3.** gas
- 4. climate

Part 2

- Ask students to complete the part by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

1. e

2. f

In Your World

• Write the title of the activity on the board: "Talk About Climates."

4. b

5. d

6. c

· Ask students to read the direction lines.

3. a

- Check for understanding.
- Tell students to get into pairs.
- Tell students to do some research on the climate in their country.
- Give students time to discuss the guestions.
- Ask students to share their answers with the class.
- Give feedback.

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Answers may vary.

- 1. I live in a tropical country. We have dangerous monsoons that blow through every summer. Last summer, a typhoon blew down a big billboard near my home.
- **2.** I believe that climate change is natural. I learned that when the dinosaurs were alive, the Earth was much warmer. I think we just need to learn to live with the changing climate.
- 3. I don't think governments should be put in charge of trying to stop climate change. I think they have the potential to just mess things up even more.
- **4.** I sometimes forget to turn the lights off. I know this causes more electricity to be generated, and that costs everyone money. I'll make an effort to turn the lights off more often.

Extension Your Ideal Climate

Have students consider the different climates found on our planet. Ask them which climate most appeals to them and why. Give them time to consider either on their own or in pairs. Then have students describe their ideal climate and what living in this climate would be like to the class.

Aims

- Talk about the weather
- Describe extreme weather conditions

Vocabulary

record	dangerously	expect	resident
official	power outage	supply	reduce
shortage	fine	pollution	disaster
environmental	worldwide	hurricane	wildfire

Grammar

Future tenses and future time clauses

Warm-up

- Write the title of the lesson on the board: "Heat Wave."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the picture at the top of the page.
- Ask students how this photo might relate to the text.

A Authentic Text

This text is an announcement on a local news website. It describes an upcoming heat wave.

- Tell students that they will read about a weather announcement on a local news website.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as
- Tell students to now go through the announcement again. This time, have them underline the verbs in future tenses.
- · Ask students to share their answers with the class.
- · Give feedback.

HOT WEEKEND EXPECTED

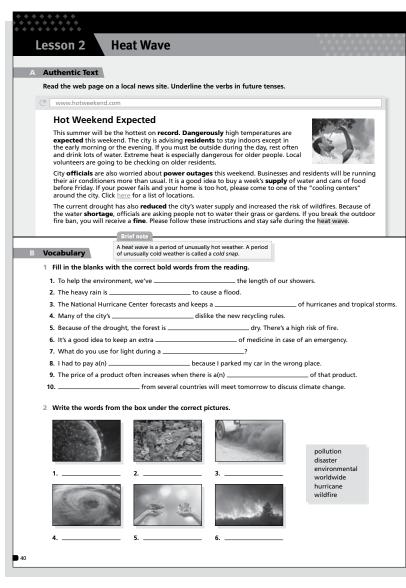
This summer will be the hottest on record. Dangerously high temperatures are expected this weekend. The city is advising residents to stay indoors except in the early morning or the evening. If you must be outside during the day, rest often and drink lots of water. Extreme heat is especially dangerous for older people. Local volunteers are going to be checking on older residents.

City officials are also worried about power outages this weekend. Businesses and residents will be running their air conditioners more than usual. It is a good idea to buy a week's supply of water and cans of food before Friday. If your power fails and your home is too hot, please come to one of the "cooling centers" around the city. Click here for a list of locations.

The current drought has also reduced the city's water supply and increased the risk of wildfires. Because of the water shortage, officials are asking people not to water their grass or gardens. If you break the outdoor fire ban, you will receive a fine. Please follow these instructions and stay safe during the heat wave.

3 Vocabulary

- Ask students to look over the vocabulary words. They are bolded in the Authentic Text activity.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction line for the activity.
- · Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



- 1. reduced
- 3. record
- **5.** dangerously
- 7. power outage
- 9. shortage
- 2. expected
- 4. residents 6. supply
- 8. fine
- 10. Officials

Part 2

- Ask a student to read the direction line for the activity.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.



- 1. worldwide
- 2. disaster
- **3.** pollution

- 4. hurricane
- 5. environmental
- **6.** wildfire

G In Your World

- Write the title of the activity on the board: "Extreme Weather."
- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to get in pairs.
- Tell students to discuss the questions.
- Ask students to share their answers with the class.
- · Give feedback.

In Your World

Extreme Weather

Think about a time when you experienced extreme weather. What kind of weather event was it? Where were you, and what did you do? What problems did it cause? Tell a partner.



• Grammar

Future simple, future continuous, and future time clauses

future simple			
In the future simple tense, both will and be going to are us followed by the base form of the verb.	ed to state future facts and to make predictions. Both are		
will be going to			
This winter we will go to Australia. This summer will be the hottest on record. Temperatures are going to increase.			
future continuous			
The future continuous tense is used to talk about future actions that will continue for a period of time, or that will be happening at a specific time. It is formed with will I be going to + present participle (-ing).			
will be going to			
At 3:00 p.m. tomorrow, I'll be sitting on a plane. It'll be raining all weekend.	She's going to be waiting for you when you leave class. Officials are going to be checking on older residents.		

1 Circle the correct words.

- 1. We're going (learn / to learn) more about environmental issues.
- 2. The wildfire will probably (continue / be continue) to burn for days.
- 3. Tomorrow afternoon, I'll (helping / be helping) to clean up a park

future time clauses				
Future time clauses are subordinate clauses about the future. They start with <i>if, when, once, as soon as, before, after,</i> etc. Although future time clause have a future meaning, they use the present simple tense. The main clause of the sentence usually uses a future tense. It may also use an imperative. The two clauses may be used in either order.				
If you break the outdoor fire ban, you will receive a fine. If you break the outdoor fire ban, you will receive a fine if you break the outdoor fire ban. Come to a cooling center if your power fails. I'll call you when I run out of water.				

2 Circle the correct words

- 1. If there (is / will be) a drought, we'll have to save water.
- 2. I will give you more information about the storm as soon as I (get / will get) it.
- 3. Please turn off the lights before you (will leave / leave).

Use the Language

Expect Bad Weather

 There are many types of extreme weather events and natural disasters. Do online research about the following weather events if necessary.

drought hurricane wildfire heat wave flood cold snap

- 2. With a partner, imagine that you are going to write a local news report about an extreme weather event that is expected to happen. Choose one of the events above. Discuss the following and make notes: What will happen? What problems will there be? What will officials be doing about it? How can people stay safe? What can people do to help others?
- 3. On a separate sheet of paper, write your news report. Share it with the class

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Extension Helping in a Weather Emergency

- Have students think about a destructive weather event they've seen on the news. It could be an event such as a drought, typhoon, or even a forest fire.
- Ask students to consider how people were impacted by the event.
- Then ask them how other people helped those people to recover.
- Ask them what kinds of things they could do if a similar weather event were to occur in the future.

Grammar

Lesson 2 covers the following grammar: future simple, future continuous, and future time clauses. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part 1

- Ask a student to read the directions for part 1.
- · Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.



1. to learn

2. continue

3. be helping

Part 2

- Ask a student to read the directions for part 2.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

1. is 2. get 3. leave

✓ Check the Workbook

For further grammar practice, use Activities 3 and 4, in Module 3, Lesson 2 of the workbook.

Use the Language

Write the title of the activity on the board: "Expect Bad Weather."

Part 1

- Ask a student to read the direction line for part 1.
- Check for understanding.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Part 2

- Ask students to read the direction line for part 2.
- Check for understanding.
- Tell students to get in pairs.
- Tell students to complete the part.
- Walk around and give feedback.

Part 3

- Ask a student to read the direction line for part 3.
- Tell students to complete the part.
- Ask students to share their reports with the class.
- · Give feedback.

Teacher's Note Online Research

Some students will not have experienced extreme weather. Encourage these students to use online research to complete the activity. Encourage them to use news sites as well as weather sites such as www.accuweather.com, www.intellicast.com, and www.weather.gov for their reports.

Lesson 3 Nature's Balance

Aims

- Talk about wildlife conservation
- Describe the future of the environment

Vocabulary			
diverse	bee	oxygen	alive
extinct role	breathe balance	habitat species	conservation protect
Grammar			

Future perfect and future perfect continuous

⚠ Warm-up

- Write the title of the lesson on the board: "Nature's Balance."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What kinds of animals have become extinct?" and "What happens to the environment when an animal becomes extinct?"
- Write any new vocabulary and good answers that students come up with on the board.

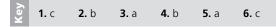
Teacher's Note Extinction Throughout Time

Some students may feel a sense of guilt regarding extinction. Remind these students that although extinction is problematic, especially as a direct result of human activity, it also occurs when environments change naturally. When a plant or animal becomes extinct, it gives other animals a chance to grow and become more successful. Remind students that if the dinosaurs had not become extinct, mammals would never have had the opportunity to grow and thrive.

Audio Track 11

This talk is from a conservationist. The speaker talks about the importance of maintaining Earth's environment and habitats.

- Tell students that they will listen to a talk by a conservationist.
- Play the audio.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- · Give feedback.

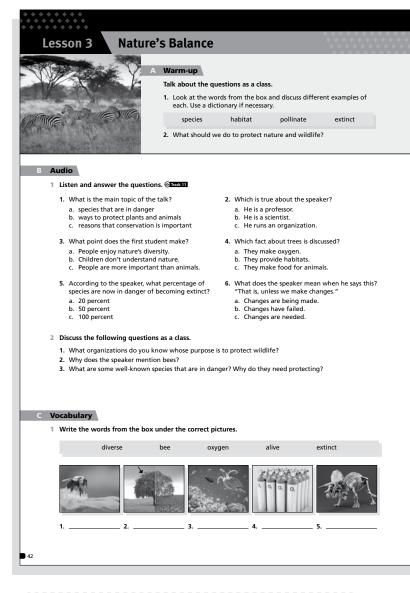


Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Answers may vary.

- 1. World Wildlife Fund, Greenpeace, Sierra Club, and Natural Resources Defense Council.
- 2. He mentions them as an example of nature's balance and how different species need each other. Plants need bees to pollinate
- 3. Polar bears, whales, elephants, pandas, and sea turtles are some well-known species that are in danger. Endangered species need protection because they indicate that the ecosystems that the animals live in are damaged.



Extension Protecting Your Environment

Encourage students to consider their local environment as one in need of protecting. Ask them what natural environments exist close to them. Some students may live near areas of obvious environmental importance such as the ocean or a national park, but every student lives near an environment of some kind. Ask students to consider what wild animals they see in their area. Then ask them about the wild areas those animals consider home. What can be done to protect or improve those wild areas? In groups, have students consider ways to protect their environment. Finally, have students share their thoughts with the class.

Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line.
- · Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.



2 Match the words with the correct definitions a. a specific kind of plant or animal 1. breathe b. a situation in which different things happen in the right at that the whole is successful 2. habitat 3. conservation • • c. a part that someone or something plays in an activity or situation 4. role d. to keep (someone or something) from being harmed, lost, etc. 5. balance e. to move air into and out of the lungs 6. species • f. protecting plants, animals, and natural resources

· g. the place or type of place where a plant or animal naturally lives

7. protect

ruture perrect and ruture perrect continuous				
future perfect				
The future perfect tense is used to talk about actions that will be complete at or before some point in the future. It is formed with will have + past participle. Future perfect verbs are often used with time expressions such as next week! month/year, by 20251 next year, in 2100, and by the time + clause.				
Next month, I'll have worked here for ten years. By 2030, I hope we will have invented cleaner energy. By the time you finish this course, you'll have learned a lot. Will lions have become extinct by 2100?				
Fill in the blanks with the correct words from the box. Use the future perfect.				

1 Fill in the blanks with the correct words from the box. Use the future perfect.				
graduate	be	find	grow	
1. Next month, he		a member of this organizat	tion for five years.	
2. I hope wesolutions to our environmental problems by the time I have kids.				
3. By 2050, the world's population to 9.8 billion.				
4. You from college by the time I see you again.				
future perfect continuous				
fu	uture per	fect continuous		
future perfect continuous tense describes a formed with will have been + present participle how long something will have been happening	ctions tha (-ing). Th	t have been continuing up to sis tense is not very common. It		
The future perfect continuous tense describes a formed with will have been + present participle	ctions tha (-ing). The by a certain	t have been continuing up to s is tense is not very common. It iin point.		
The future perfect continuous tense describes a formed with will have been + present participle how long something will have been happening	ctions that (-ing). The by a certa nours.	t have been continuing up to s is tense is not very common. It iin point. Next month, I'll have been re	is usually used to talk about	
The future perfect continuous tense describes a formed with <i>will have been</i> + present participle how long something will have been happening By 12:00 p.m., she'll have been sleeping for ten by	ctions that (-ing). The by a certain hours.	t have been continuing up to is tense is not very common. It in point. Next month, I'll have been return perfect continuous.	is usually used to talk about searching this topic for five years.	

Predictions for the Future

Work in groups of three. Think about the year 2100. Make at least three predictions about the natural world. For example, will the environment have gotten cleaner or dirtier? Will people have succeeded in

	 200

Part 2

- Ask a student to read the direction line.
- · Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



Grammar

Lesson 3 covers the following grammar: future perfect and future perfect continuous. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the part by themselves.
- · Ask students to share their answers with the class.
- · Give feedback.

- 1. 'll/will have been
- 2. 'll/will have found
- 3. will have grown
- 4. 'II/will have graduated

Part 2

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



- 1. will have been living
- 2. will have been exploring

✓ Check the Workbook

For further grammar practice, use Activity 4, in Module 3, Lesson 3 of the workbook.

Use the Language

- · Ask a student to read the direction lines.
- Check for understanding.
- Put students in groups of three.
- Model a prediction by answering one of the example sentences in the activity.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- Give feedback.

Answers may vary.

- 1. The world will get cleaner.
- 2. People will have a new source of power.
- 3. Trees will get gigantic.

Extension Predictions for the Future II

- Have students work in pairs or small groups.
- Ask students to create an informational poster or pamphlet that includes their predictions for the year 2100.
- Give the students enough time to work together.
- Have students share their posters/pamphlets with the class.

Lesson 4

Green Homes

Aims

- Talk about smart homes
- Describe ways to reduce your energy and water use

Vocabulary

throughout	recycle	system	be aware
store	install	high-tech	underground
solar panel	pipe		

<u>Gr</u>ammar

Modals of advice and opinion

A Warm-up

- Write the title of the lesson on the board: "Green Homes."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Why is it important to save energy and water?" and "What can you do at home to use less energy and water?"
- Write any new vocabulary and good answers that students come up with on the board.

B Authentic Text

This text is an online article. The writer talks about special kinds of houses called "green homes."

Part 1

- Tell students that they will read/hear about green homes.
- Either ask students to take turns reading or play the audio for students to listen to.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

Part 2

- Discuss the questions in part 2.
- Lead an open discussion.



- **1.** It is pumped to provide them with a heating and cooling system.
- 2. Answers will vary.
 - 3. I recycle glass, plastics, and paper.

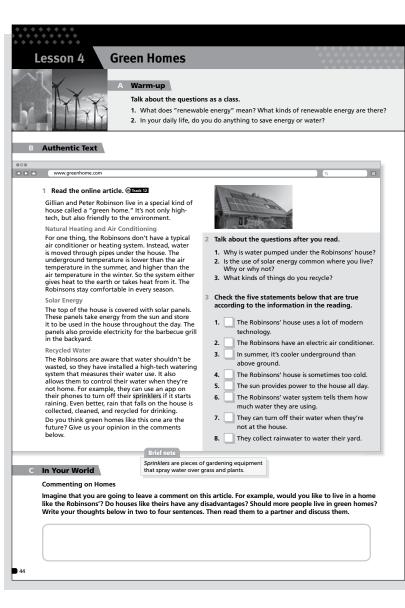
Part 3

- Ask a student to read the direction line for part 3.
- Check for understanding.
- Ask for volunteers or call on students to read each of the statements
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback

Key	1. true 5. true	2. false 6. true		

Extension Green Energy Around You

Have students consider where they see green energy in their world. In groups, have students discuss places in which they see the forms of green energy discussed in the article. Have students create a list in their group. Then, facilitate a conversation in which students discuss as a class the forms of green energy they identified. As students share the green energy used in their world, take notes on the board to create a master list.



C In Your World

- Write the title of the activity on the board: "Commenting on Homes."
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to get into pairs or put them into groups.
- Tell students to discuss the questions with their partner/group.

Extension Your Green Home

Inform students that there are many things they can do to make their own homes greener. For example, they can install high-efficiency light bulbs or more efficient water taps. They can also change their behavior by taking shorter showers or running heating and cooling systems less.

Have student pairs think of six things they can do to make their lives greener. Ask them to share their lists with the class. As students make suggestions, write them on the board to create a master list. Encourage students to enact some of these plans.

1. It's so hot that I have to use my air conditioner throughout the summer. b. all the time during 2. Don't throw that paper in the garbage—we can recycle it. b. clean a. reuse c. improve 3. The heating system in this building doesn't work very well because it's old. a. a set of laws or rules b. connected pieces of equipment c. locations in a building 4. These days, almost everyone is aware that the earth is getting warmer. . argues 5. The battery is the part of your phone that stores energy. b. makes c. wastes Write the words from the box under the correct pictures. install high-tech underground solar panel pipe Had better expresses a warning. Sentences with had better often mention something bad that might happen if the advice is not taken. Modals of advice and opinion We'd better start using renewable energy, or pollution will get worse The modal verbs should, ought to, must, have (got) to, and had better are used to express advice and opinions about obligations (things people should or must do). They are all followed by the base form of the verb. I think that more people should live in green homes. You ought to install some solar panels on your house. People must study the environment so that they know We have to / have got to stop wasting so much water! Someone needs to clean up this mess. You detere throw those papers away. should, ought to* must, have (got) to, need to, had better** *Ought to and have got to are rarely used in the negative form. *Must not and don't have/need to have different meanings: You must not wait. (= Don't wait.) *You don't have I need to wait. (= It isn't necessary to wait.) Complete each sentence with one of the modals above. Do not use the same modal more than once. Read your sentences to a partner and explain your choices _____ decrease my use of water and electricity. 2. People _ ___ give up their cars and use public transportation. 3. In my opinion, governments . Use the Language **Environmentally Friendly Housemates** Work in groups of three. Imagine that you are going to be housemates and you want your house to be environmentally friendly. Together, agree on <u>at least</u> four rules or pieces of advice that could help you achieve this goal. Explain them to the class. Rule 1: Rule 2: Rule 3:

1 Circle the answer that is closest in meaning to the word(s) in bold

Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

Key	1. b	2. a	3. b	4. c	5. a
_					

Part 2

- · Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- Give feedback.
- 1. solar panel
 2. underground
 3. install
 4. pipe
 5. high-tech

Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to provide example sentences of their own using the grammar.
- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Answers will vary.

1. must
2. have to
3. ought to

Use the Language

- Write the title of the activity on the board: "Environmentally Friendly Housemates."
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to get into groups of three.
- Tell students to discuss house rules between them and their "roommates."
- Ask them to agree on four house rules.
- Ask students to share their answers with the class.
- · Give feedback.

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Teacher's Note Working as a Group

Encourage students to consider how working together to achieve a goal is different from working on your own to achieve a goal. This will help students differentiate this activity from the earlier extension. Ask them to consider what things they can do as a group that they wouldn't be able to do on their own. Conversely, ask them what additional challenges working as a group presents that would not be encountered on one's own.

Lesson 5

Create a SMART Plan

Aims

- Talk about SMART plans
- Write a SMART plan to be more environmentally friendly

Vocabulary

create	consume	eco-friendly	policies
planet	light bulb	natural resource	cardboard
values	responsibility		

Writing Guide

Creating a SMART Plan

- Write the title of the lesson on the board: "Creating a SMART Plan."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the guestion. Ask followup questions such as "Do you make thorough plans before starting something?"
- Write any new vocabulary and good answers that students come up with on the board.

Prewriting

- Tell students to look at the Prewriting activity.
- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the chart with their own ideas.
- · Ask students to share their answers with the class.
- · Give feedback.

C Authentic Text

This text is a company web page. It explains a company's SMART plan to become more environmentally friendly.

- Tell students they will read the SMART plan.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as the term carbon footprint.

Teacher's Note Everyone's Responsibility

Point out that individuals and organizations such as companies and corporations influence the environment in different ways. Companies use the environment in ways that have the potential to be far more damaging than the usage by individuals. Remind students to keep this in mind as they work through this lesson.

Lesson 5 **Creating a SMART Plan**

You can use a SMART plan to set goals for your education, work, or personal life Research SMART plans. What does each letter stand for?



Three words can help people remember how to be environmentally friendly: reduce (de (use again), and recycle. Look at the table below. Complete it with your own ideas.

Reduce	Reuse	Recycle
Electricity—turn lights off	Buy used furniture Get re-usable shopping bags	• Newspapers •

 Authentic Text Read the company web page about becoming more environmentally friendly Brief note Your carbon footprint is the amount of carbon dioxide (CO₂) and other greenhouse gases that go into the air as a result of your activities.

At Revotech Electronics, we believe that protecting the planet is everyone's responsibility. That's why we have made a SMART plan to reduce our carbon footprint and build a more eco-friendly business.

Specific
Starting next year, all Revotech offices must create recycling programs for paper,
cardboard, and plastic. They must also change their light bulbs to LEDs and reduce
their electricity usage during non-office hours. (Office hours are 8 a.m. to 6 p.m.)

LED bulbs use less energy and last
longer than other kinds of light bulbs.

Our new recycling programs are expected to decrease paper use by 35 percent. Since LED bulbs consume less electricity, we plan to cut electricity use from lighting by 75 percent.

Achievable

We will train all employees on recycling and energy-saving policies at the start of the year. Also, every three months, each department will have to submit a report on recycling and energy use. This will help us make sure that everyone is following the rules.

This plan is based on Revotech's company values. By reducing waste, we will help save the planet's natural resources. And, we will make the same great products at a lower cost, saving our customers money. Time-bound

By following this plan, we plan to reduce our carbon footprint by 15 percent in the next year and by 30 percent in the next five years.



false

false

Analyze the Text

- 1 Read the statements and circle true or false.
- 1. Revotech Electronics will be using only LED light bulbs by next year. false $\begin{tabular}{ll} \bf 2. & The company is going to save electricity by having shorter of fice hours. \end{tabular}$ true false false true
- 3. Employees will have to recycle plastic.
- 4. Everyone is going to get training on the new rules. 5. Revotech will need to raise prices on its products.
- 2 Complete each sentence with the correct number.
- 1. The company plans to use _ ___ percent less paper.

3. In five years, the company will have decreased its carbon footprint by

D Analyze the Text

Part 1

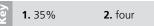
- · Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the part by themselves.
- Ask students to share their answers with the class.
- Give feedback.

1. true 2. false 5 false 3. false 4. true

3. 30%

Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



- 1 Choose the answer that is closest in meaning to the word in bold
 - 1. Your job is to create a plan for decreasing our water use.

2. This car consumes less energy, so it's better for the environment.

b. produces

c. holds

c. explair

c. jobs

3. We built our new green home using eco-friendly materials.

a. used by many people

b. able to be understood

c. not harmful to the environment

4. What are your store's policies on returning or exchanging items?

a. rules b. products

2 Match the words with the correct definitions.

- . a. something that exists in nature and is used by people,
- b. beliefs about what is important 2. light bulb
- 3. natural resource c. a large, round object in space that moves around the sun
- 4. cardboard • d. what you should do because it is right or required
- · e. thick paper that is used for making boxes 6. responsibility • · f. a glass object that makes light from electricity

Read the writing guide. Then, on a separate sheet of paper, write a SMART plan to make your household more environmentally friendly. (Your household includes you and everyone who lives with you roommates, family, etc.)

Writing Guide

Use the five SMART words as headings in your plan. Under each word, try to answer the given questions.

Specific (What specific thing or things do you want to change?) I want to reduce my use of... I want to recycle more... I wa household to use ~ in a more environmentally-friendly way.

Measurable (How much will you do, spend, use, reduce, etc., to reach your goal? Try to use exact numbers or percentages.) Our electricity bill will be ~ percent lower. I'll recycle 100% of...
I'll spend ~ less on...
We'll consume ~ percent less...

Achievable (How will you make sure that you reach your goal? What can you do to make it easier or more likely?)

I'll turn off... We'll keep track of... I'll ask my family to...
We'll buyleat less... Relevant (Why are you setting this goal? How does it relate to your values?)

I want to take responsibility for... I want a future that is... I'd like the planet to be... because I care about... I think it's important to... Time-bound (When will you reach your goal? Try to choose an exact date or dates.) We'll follow these rules for ~ weeks/months. I'll have a greener household by

REACH GOAL STICK TO IT GET TO WORK

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Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- · Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



1. b

2. a

3. c

4. a

- · Ask a student to read the direction line.
- · Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback

Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "Write a SMART plan."
- Explain the guide to students.
- · Ask students to try to use the expressions from the guide in their writing.
- Complete the activity.

Teacher's Note Sample Response

My SMART Plan

Specific: I want to reduce my use of water.

Measurable: My shower uses two gallons of water per minute. **Achievable:** I can easily shorten my shower by two minutes

Relevant:

I think it's important to help people in need, and by conserving water, people in areas with drought or other problems will benefit.

Time-bound: In a year, I can save 1,460 gallons of water.

My SMART plan is to save water by reducing the amount of time I spend in the shower each morning. I usually spend about eight minutes in the shower. Since my shower uses two gallons of water each minute, that means I'm using sixteen gallons of water every day! If I can shorten my shower by two minutes, I can save four gallons of water every day. That's 1,460 gallons a year!

Teacher's Note SMART as a Graphic Organizer

SMART is an easy way to help organize thoughts. Help students easily visualize this by creating a graphic organizer on the board using the SMART headings. Encourage students to copy this graphic organizer for their own work.

Extension Your Environmentally-Friendly School

Like a company, a school's environmental impact is different from an individual's. Have groups of students use the five SMART words to develop a plan to make their school more environmentally friendly. Ask them to share their plans with the class. As students make suggestions, write them on the board to create a master list. Encourage students to help their school to enact some of these plans.

Module 3: Active Review

An Environmental Science Course Track 13

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Play the audio and tell students to check their answers.
- After students have finished, play the audio again if needed.
- Ask students to share their answers with the class.
- Give feedback

Key	 planet natural habitats habits 	2. climate5. gases8. policies11. throughout	 dangerously resources reduce aware
	10. nabits	11. throughout	12. aware

B Research Topics

- Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to think of an additional topic and write it down.
- Tell students to complete the activity by themselves.

Climate change: more frequent heat waves, air pollution from cars, rising sea levels Wildlife biology: what pandas eat, killing elephants, cutting down trees in the Amazon Possible solutions: taking shorter showers, recycling plastic, flying less

C You Research Project

- Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to get in pairs.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- · Give feedback.

Teacher's Note Fact and Fiction

Remind students that many sources on the Internet are not reliable. It's important that students know how to sort fact from fiction. This requires searching for numerous sources and carefully considering the information you locate. Tell them to rely on official and well-known sites that are more factual and reliable, rather than personal blogs and sites.

Active Review

habitats

policies dangerously

Read a professor's introduction to the content of a course on the first day of class. Fill in the blanks with the words from the box. Then listen and check your answers. © ITEMENT

gases

aware

more frequent heat waves

planet

		has been chang		100
faster than ever. In this		•		
changes to our environr				TONG
2 cha				1888
are increasing 3				
the rise in temperatures				
by human beings. Specit	fically, we'll be looki	ing at the role of green	nouse 5	_
in climate change.				
In the second part of the	e course, we'll be di	scussing wildlife biology	. I'll talk about our use	of
6 an				
	a now people are a	recting various species		
Finally, in the last part, v	we'll be studying sor	me possible answers for	these problems. What	should
governments do to prot	ect the environmen	t? What eco-friendly 🕄	cou	ld help
0 the	e damage? And wha	at is your responsibility?	What everyday @	
must we change to decr	ease waste?			
Now, ①	the semester, I'll	expect you to take part	in class discussions. Yo	u'll also be
		veryone will present the		
working on a group rese				

what pandas eat

In the box are some possible topics for research projects in this course. Write the topics under the correct categories. Try to think of one more topic for each category. taking shorter showers

an polition from cars	Killing elephants	recycling plastic
Climate change	Wildlife biology	Possible solutions

Work with a partner. Imagine that you are students in this professor's class. Choose a topic that interests you for a research project. In a few sentences, describe your topic and what you hope to learn about it. Explain it to the class.

Fluency

A Read to Speak

Read the article on the pros and cons of some actions people take to help the environment. Then discuss the questions with a partner.

Installing LED light bulbs

LED bulbs have some definite benefits. These high-tech bulbs last longer than other light bulbs, and they consume less energy. On the other hand, these bulbs are more expensive than other types. Despite this, you will have lower electric bills, so you will save money over time. However, another problem with LED bulbs is that they sometimes fail in hot weather.



Recycling paper

Of course, by recycling paper you can save trees. But recycling paper takes a lot of energy and creates air and water pollution. Plus, being able to recycle paper encourages people to use more of it. According to some experts, we should try to use less paper rather than recycling it more often.

Giving up meat

There is some proof that all-vegetable diets are healthier and eco-friendlier. Raising animals for meat consumes a lot of fossil fuels and produces a lot of waste, so giving up meat reduces your carbon footprint. However, it's harder to eat a balanced diet without animal products. You have to be careful to make sure that you are getting enough protein.

- 1. Which of the above actions have you taken, or would consider taking? Explain
- 2. Can you think of any other pros (benefits) and cons (negative effects) for each of the actions above?

Write to Speak

Do Internet research on the actions below and make notes on their pros and cons

Installing solar panels on your home	Driving an electric car	Recycling plastic
Pros	Pros	Pros
Cons	Cons	Cons

Now Speal

Work in groups of three. Choose one of the actions above and explain its pros and cons to the group. Overall, do you recommend taking this action? Why or why not?

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Fluency

A Read to Speak

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to get into pairs.
- Tell students to read the article on the pros and cons of some actions taken to help the environment.
- Tell students to complete the activity.
- Then go over the questions as a class.
- Give feedback.

B Write to Speak

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to start researching the actions by themselves.
- Tell students to record their answers in the chart.

Extension Meatless Meals

Remind students that they just read about the benefits of a vegetarian diet on the environment. Inform them that even having a couple of vegetarian meals each week will make a difference to the environment.

Have groups of students propose meals that they enjoy that do not contain meat or animal products. Ask them to share their lists with the class. As students make suggestions, write them on the board to create a master list. Encourage students to add some of these meals to their weekly menus.

© Now Speak

- Tell students to get into groups of three.
- Have students choose one of the actions in Activity B and explain its pros and cons to the group.
- Tell students to discuss the questions in the activity.
- Ask students to share with the class.
- Give feedback.

MODULE Technology

Thermal Mor Stator 1 Stator 2 Stator 5 Warm-up 1. How has transportation changed in your lifetime? 2. Would you ever rent your house, apartment, or room to a stranger? 3. What are some energy sources besides gasoline? 4. What is the most important piece of technology you own? 5. What are some interesting technologies being developed right now?

Technology

Module 4 Goals

- I can identify the main conclusions in texts which clearly argue a point of view.
- I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software.
- I can understand the main points in TV programs on familiar topics when the delivery is relatively slow and clear.
- I can give a prepared presentation and answer clear questions.
- I can write about familiar topics, comparing and contrasting different opinions.

Warm-up

- Draw students' attention to the title of Module 4. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

Extension Your Parents at Your Age

Remind students that technological advances have changed the world significantly in the past few decades. Ask students to think about the lives their parents were living when they were their age. Have them consider the differences between their parents' lives and their own.

Have small groups of students identify several ways in which their lives differ from their parents' lives when they were younger. Ask them to identify the three most significant differences. Have groups share their responses with the class.

Vocabulary

- Read the vocabulary lists aloud and slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- · Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

Teacher's Note For the Better?

Some students may not consider the recent technological advances made by humans to be positive changes. They might think that a simpler, less technological life would be superior to the lives we currently live. Encourage these students to explore this belief further. Ask them to explain specific ways in which they feel that the world would be better.

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with partners.
- Go over the activity as a class. Ask students to give their answers and give feedback.

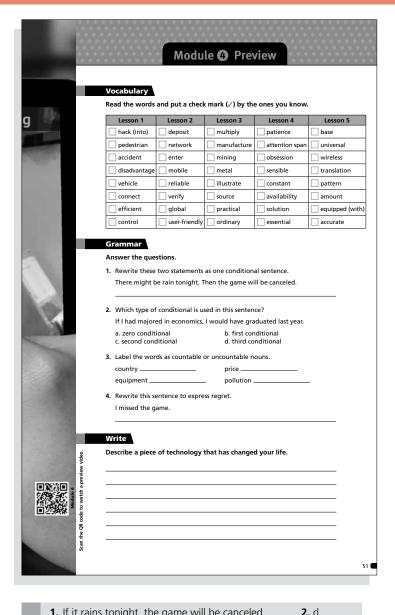
Teacher's Note Module 4 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity

Lesson 2 Conditional sentences

Lesson 3 Modals of concessions; countable and uncountable nouns

Lesson 4 The unreal past



1. If it rains tonight, the game will be canceled.

3. countable; countable; uncountable; uncountable

4. I wish I hadn't missed the game.

Write

- · Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

Teacher's Note Sample Response

My smartphone has changed my life. Before I got my smartphone, I had an older-style flip phone. I could call or text people, but that was all. With my smartphone, I can access the Internet. This means I can look things up on the move. I can order products from online marketplaces, and I can answer my email. I am no longer restricted to doing these things from my home computer.

Module 4 Overview:

Technology

Lesson 1: Self-Driving Cars

Aims: - Talk about self-driving cars

- Describe future transportation

Vocabulary: Transportation

Lesson 2: The Sharing Economy

Aims: - Talk about the sharing economy

- Describe helpful online services

Vocabulary: Appliances

Grammar: Zero, first, second, and third conditional

Lesson 3: Power from the Sun

Aims: - Talk about alternative energy sources

- Describe new energy technologies

Vocabulary: Energy industry

Grammar: Modals of concession; countable and

uncountable nouns

Lesson 4: What if...

Aims: - Talk about life without certain technologies

- Describe the role technology plays in your life

Vocabulary: Personal devices **Grammar:** The unreal past

Lesson 5: What's next?

Aims: - Talk about future technologies

- Write an informative article

Vocabulary: Future technology **Writing Guide:** Informative Article

Lesson 1 Self-Driving Cars

Aims

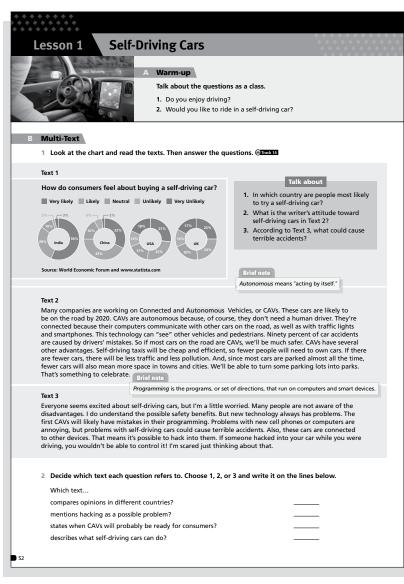
- Talk about self-driving cars
- Describe future transportation

Vocabulary

hack (into) pedestrian accident consumer vehicle connected advantage efficient likely control disadvantage safety

A Warm-up

- Write the title of the lesson on the board: "Self-Driving Cars."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Do you think that a self-driving car would be safe?"
- Write on the board any new vocabulary and good answers that students come up with.



Multi-Text Track 14

This activity features three different texts. Text 1 is a chart of consumer's feelings toward self-driving cars. Text 2 and Text 3 are articles regarding people's opinions on CAVs.

Part 1

- Tell students that they will read/hear about self-driving cars in three separate texts.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as *autonomous*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.
- Discuss the questions as a class.



- **1.** Indi
- **2.** The writer in Text 2 has a positive attitude toward self-driving cars.
- **3.** Hacked self-driving cars could cause terrible accidents.

Part 2

- Ask a student to read the direction lines.
- · Check for understanding.
- Have students complete this activity by themselves first.
- Then ask students which text matches each statement.
- · Give feedback.



. 1 **2**. 3

3. 2

4. 2

Cross out the two false statements. Write the number of the text (1, 2, or 3) next to each true ___ The first self-driving cars will probably be on the roads in 2025. One-fourth of consumers in the UK are very likely to try self-driving cars. . Self-driving cars could mean that there will be fewer cars in the future.

_ Most American consumers are not likely to try CAVs.

_ At first, there might be serious mistakes in CAVs' computers.

_ Self-driving cars are also called Connected and Autonomous Vehicles

Self-driving cars have equipment that is aware of people walking.

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

	hack (into)	pedestrian	accident	consumer	vehicle
0	MAIN				A B
		_	_	_	_

1.	2 3 4 5					
Fil	Fill in the blanks with the correct words from the box.					
	connected advantage efficient likely control disadvantage safety					
1.	Unfortunately, flying cars aren't to be available to consumers in the near future.					
2.	In a smart home, you can use your phone to your electricity and water use.					
3.	A(n) of tablet PCs is that they are light, but a(n) is that they don't have keyboards.					
4.	You can't send an email unless your device is to the Internet.					
5.	The of vehicles has improved a lot, so we should be allowed to drive faster.					
6.	LED light bulbs are; they create a lot of light while using little energy.					

Choose one type of high-tech transportation from the box. Then complete the table with at least two advantages and two disadvantages of that kind of transportation. Explain your opinions to a partner flying cars

high-speed trains



ride-sharing apps (e.g., Uber)



Part 3

- Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

G Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- · Ask a student to read the direction line.
- Ask students to complete the part by themselves first.
- · Ask students to share their answers with the class.
- · Give feedback.

>	1. pedestrian	2. vehicle	3. accident	
¥	4. hack (into)	5. consumer		

Teacher's Note The US and Self-Driving Cars

In addition to all the concerns with self-driving cars laid out in Text 3, there is a political element that makes this technology controversial in the United States. Because of the size of the country, there is a lot of transportation using big trucks, and the people who drive those trucks have a strong union. Self-driving cars are a big threat to their way of life. What company would pay dozens of employees' salaries when they could buy a self-driving truck for a one-time cost? Eliminating jobs is a way in which the advancement of technology can actually hurt citizens.

Part 2

- Ask students to complete the part by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.
 - 1. likely
 - 2. control
 - 3. advantage, disadvantage
 - 4. connected
 - 5. safety
 - 6. efficient

D Use the Language

- Write the title of the activity on the board: "High-Tech Transportation."
- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the table.
- Tell students to get into pairs.
- Ask students to discuss their opinions with their partner.
- Ask students to share their answers with the class.
- · Give feedback.

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Extension High-Tech Transportation Debate

- Ask students to form groups of four.
- Tell each group to create two teams: one to argue "pro" and the other to argue "con."
- Randomly assign a type of transportation from the box in Activity D.
- Tell students to prepare lists of advantages and disadvantages.
- Have each group debate their opinions in front of the class.

Lesson 2 The Sharing Economy

Aims

- Talk about the sharing economy
- Describe helpful online services

Vocabulary

deposit	network	enter	mobile
global	version	user-friendly	scan
match	negative	submit	charge
reliable	verify		

Grammar

Zero conditional, first conditional, second and third conditional

Warm-up

- Write the title of the lesson on the board: "The Sharing Economy."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the picture on the page.
- Ask students how this photo might relate to the text.

A Authentic Text

This text is an excerpt from a travel website. It explains how to use a new service to book rooms.

- Tell students they will read about a home-sharing service.
- Tell students to complete the activity by themselves first.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as customer reviews.
- Ask students to share their answers with the class.
- · Give feedback.

- 1. network
- 2. mobile
- 3. verify
- 4. enter
- 5. reliable
- 6. deposit

B Vocabulary

- Ask students to look over the vocabulary words. They are in the word box in A Authentic Text and bolded in B Vocabulary.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction line for the activity.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

2. a

3. b

4. b

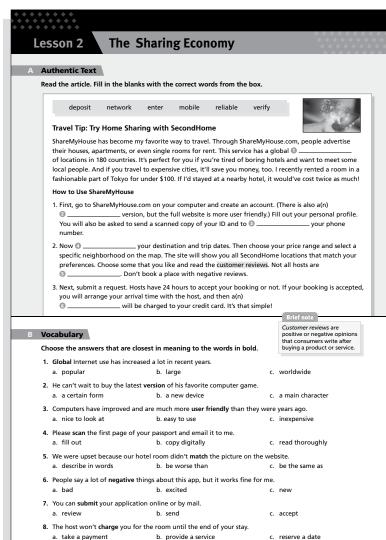
5. c

6. a

7. b

Teacher's Note Airbnb

The article in activity A is about a fake site, but it's based on a real one called Airbnb. This website and phone app has been very successful for people who don't want to deal with the expense of a hotel, but this also means that it is significantly less regulated. People who host their homes through the service have been reported to be difficult to deal with, absent when guests arrived, or dishonest about their property. While shifting services from businesses to individuals may be good for the consumer's wallet, there's much less guarantee that travelers will have a positive travel experience.



Extension Double-down Sentences

- Start a discussion about how the vocabulary words' meanings relate to each other.
- Have students write five to seven sentences, each sentence using two different vocabulary words.

G Grammar

Lesson 2 covers the following grammar: conditional sentences. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

- Ask a student to read the directions for part 1.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

Answers will varv.

- 1. people have trouble contacting you.
- 2. we'll try a home-sharing service.
- 3. I'll probably go to Spain.

Grammar

Conditional sentences

zero conditional and first conditional		
All types of conditional sentences include an if clause and a result clause. The two clauses may be in either order.		
Zero conditional sentences talk about things that are generally true. Both clauses use the present tense.	First conditional sentences talk about things that are possible in the future. They use the present simple tense in the <i>if</i> clause and the future tense in the result clause.	
This service is perfect if you're tired of boring hotels. If you're tired of boring hotels, this service is perfect for you.	If you travel to expensive cities, it will save you money. It will save you money if you travel to expensive cities.	

- 1 Complete the sentences with your own ideas. Use the given conditional types.
- 1. If you don't have a smartphone nowadays, _______ (zer

Unlike zero and first conditionals, second and third conditionals talk about unreal (not true) situations. Second conditional sentences talk about unreal situations in the present: If + simple past..., ... would/could/might... If you had a credit card, you could use this app to book a room. (You don't have a credit card, so you can't.)

- 2 Rewrite the sentences using the second or third conditional.
 - 1. This tablet isn't user friendly, so I don't want one.
 - 2. That movie got negative reviews, so I didn't see it.
 - 3. You didn't submit your payment on time, so they charged a late fee.

D Use the Language

Helpful Online Services

1 Do you use any of the following types of online services? Discuss them with a partner.

home sharing ride sharing online auction crowdfunding travel reviews (e.g., Airbnb) (e.g., Uber) (e.g., eBay) (e.g., Kickstarter) (e.g., TripAdvisor)



2 Choose one of the above services or another online service you know well. How would you explain it to a new user? What does it do, and what steps does the user need to take to use it? What are its advantages and disadvantages? Write a brief article (at least five sentences) about this service. Then share it with the class.

Part 2

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for part 2.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

Key

- 1. If this tablet were user-friendly, I would want one.
- 2. If that movie hadn't gotten negative reviews, I would have seen it.
- **3.** If you had submitted your payment on time, they wouldn't have charged a late fee.

✓ Check the Workbook

For further grammar practice, use Activities 4 and 5, in Module 4, Lesson 2 of the workbook.

D Use the Language

Write the title of the activity on the board: "Helpful Online Services."

Part 1

- Ask a student to read the direction line of part 1.
- Check for understanding.
- Tell students to get in pairs.
- Tell students to complete the part.
- Ask students to share their answers with the class.
- · Give feedback.

Part 2

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- Ask students to read the direction line of part 2.
- Check for understanding.
- Tell students to get in pairs.
- Tell students to complete the part.
- Walk around and give feedback.
- Ask students to share their answers with the class.
- Give feedback.

Extension My Online Service

- Have students create their own online services.
- Students can work in pairs or on their own.
- Allot enough time for students to brainstorm their services.
- Ask students to share their ideas with the class.

Lesson 3 Power from the Sun

Aims

- Talk about alternative energy sources
- Describe new energy technologies

Vocabulary

coal	manufacture	mining	drop
metal	illustrate	source	a couple of
for instance	practical	multiply	ordinary

Grammar

Modals of concession; countable and uncountable nouns

🛕 Warm-up

- Write the title of the lesson on the board: "Power of the Sun"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Do you think fossil fuels will be replaced in your lifetime?"
- Write on the board any new vocabulary and good answers that students come up with.

Teacher's Note Climate Change

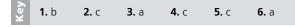
Solar power is important for several reasons, but one of the most attractive things about it as a source of energy is that it is significantly cleaner than fossil fuels. The more carbon dioxide we put into our environment, the quicker we accelerate climate change. Cars and factories dump massive amounts of this gas into the atmosphere, whereas energies like solar and wind power harness natural, renewable resources. A potent shift to solar energy could be a major step for the world in combatting climate change.

Audio Track 15

This talk is by an environmental scientist. The speaker talks about the importance of solar energy.

Part 1

- Tell students that they will listen to a talk by a scientist.
- Play the audio.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- · Give feedback.



Part 2

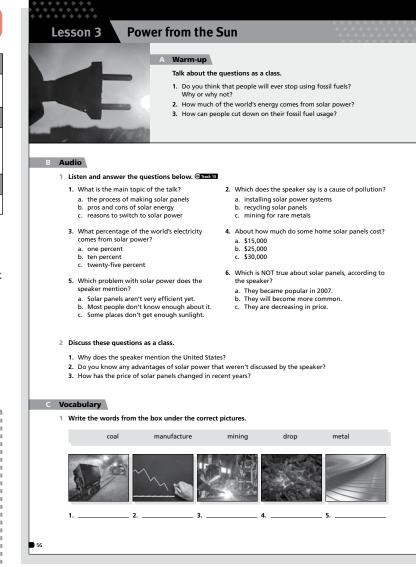
- Discuss the questions in part 2.
- Lead an open discussion.

1. To explain how much energy the Sun sends to Earth in a year—40,000 times the energy used by the US.

2. Answers will vary.

They can reduce people's electric bills, and they don't make noise.

3. It has dropped by 60 percent.



© Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

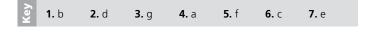
Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



2 Match the words and phrases with the correct definitions.

- 1. illustrate
 - trate •
- a. for example
- 2. source •
 3. a couple of •
- b. to give more information or examples to explain something
 c. to add one number to itself a particular number of times
- 4. for instance • d. where something comes from
 - practical • e. usual; not different or special
- 6. multiply f. able to be done successfully
- 7. ordinary g. two of something

Grammar

Modals of concession; countable and uncountable nouns

modals of concession
May and might are sometimes used to state a concession (something that you admit is true before making a contrasting statement). Concessions with may and might are usually followed by but
Solar might seem like the perfect energy source, but it's got a couple of problems.
Solar panels may still be pricey, but they're getting cheaper.

1 Rewrite the sentences using the given modals of concession.

- 1. Even though renewable energy use is rising, people still need fossil fuels. (may)
- 2. While we're wasting less water than we used to, we can do even better. (might)
- 3. Even though wind power is greener than coal, it does cause some pollution. (may)

	countable and	uncountable nouns
	have plural forms and can follow alan, ver, several, and a couple of.	Uncountable nouns have no plural forms and can follow the zero article, little, less/least, and much.
advantage, cause reason, solar pan	, country, home, place, price, problem, el, source	coal, electricity, energy, equipment, fuel, oil, metal, money, pollution, power, space, sunshine, traffic, water, work

2 Underline the mistakes and write the corrections on the lines.

- 1. How many electricity do you use on an ordinary day?
- 2. Some countries have less sources of power than others.
- 3. Mining requires a lot of expensive equipments.

Use the Language

Debating pros and cons

Choose a partner. Look at the renewable energy sources and answer the questions







- One partner will do some quick research online about the pros (advantages) of each, and the other will
 research the cons (disadvantages). Make notes.
- 2. Discuss what you learned with your partner. Respond to his/her points with points of your own

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D Grammar

Lesson 3 covers the following grammar: models of concession; countable and uncountable nouns. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- Give feedback.

e y

1. Renewable energy use may be rising, but people still need fossil fuels.

2. We might be wasting less water than we used to, but we can do even better.

3. Wind power may be greener than coal, but it does cause some pollution.

Part 2

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

Key

- **1.** many \rightarrow much
- 2. less → fewer
- 3. equipments → equipment

✓ Check the Workbook

For further grammar practice, use Activities 3 and 4, in Module 4, Lesson 3 of the workbook.

Use the Language

- Ask a student to read the direction lines.
- Check for understanding.
- Put students in pairs.
- Tell students to complete the activity.
- Ask students to share their answers with the class.
- · Give feedback.

Extension Public Forum

- Ask students to come up and share their argument with the class if they would like.
- Hold a discussion in which the students share other points they found in their research.
- Hold a vote on which form of energy that was presented is the most effective.

Lesson 4 What if...?

Aims

- Talk about life without certain technologies
- Describe the role technology plays in your life

Vocabulary			
patience	attention span	obsession	on the road
sensible	What if?	constant	availability
wish	solution	ridiculous	essential

Grammar

The unreal past

A Warm-up

- Write the title of the lesson on the board: "What if...?"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the pictures on the page.
- Ask students how the photos might relate to the text.

Authentic Text Track 16

This text is an online question-and-answer website. The writers talk about what their life would be like if they couldn't have mobile devices for a year.

Part 1

- Tell students they will read/hear about mobile devices.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as kick the habit
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

 He wishes that his clients and boss couldn't reach him all the time.

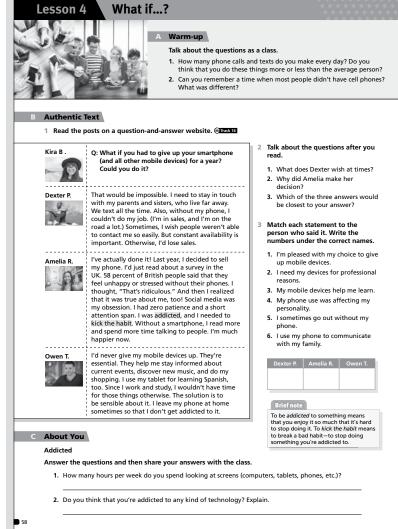
 She read about a survey and realized that she was addicted to social media.
 Answers will vary.

Owen's answer sounds the most like mine. Mobile devices are useful, but you shouldn't be on them all day, every day.

Part 3

- Ask a student to read the direction line for part 3.
- · Check for understanding.
- Ask for volunteers or call students to read each of the statements.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

Dexter P.: 2, 6 Amelia R. 1, 4 Owen T.: 3, 5



G About You

- Write the title of the activity on the board: "Addicted."
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Extension Technology Addiction: Creating Solutions

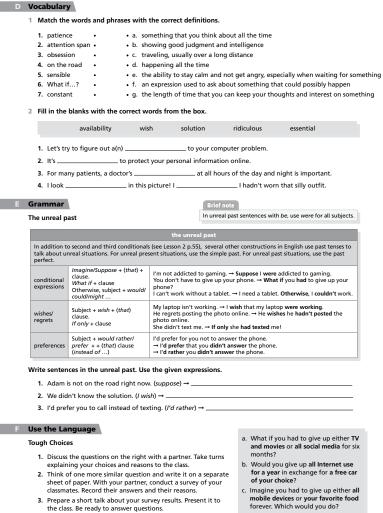
- Ask students for volunteers, specifically those who wrote that they have an "addiction" under question 2.
- Lead a discussion about what some strategies are to limit our technology use, and ask students to share specific details that might help them.
- Use the discussion to draft "Action Steps" with the class and write them on the board.

Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part '

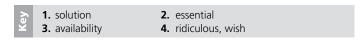
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- Give feedback.



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

Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- · Ask students to share their answers with the class.
- · Give feedback.



Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- · Ask students to share their answers with the class.
- Give feedback.

Key

- 1. Suppose Adam were on the road right now.
- 2. I wish we'd known the solution.
- 3. I'd rather you called instead of texting

✓ Check the Workbook

For further grammar practice, use Activity 4, in Module 4, Lesson 4 of the workbook.

Use the Language

Write the title of the activity on the board: "Tough Choices."

Part 1

- Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to work in pairs.
- Tell students to discuss the questions.

Part 2

- Ask a student to read the direction lines.
- Check for understanding.
- Tell pairs to conduct a survey and speak with other groups about their new question.
- Tell pairs to record the answers they receive.

Part 3

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- Ask a student to read the direction lines.
- Check for understanding.
- Tell pairs to prepare a short presentation to give to the class regarding the results of their survey.
- Ask students to share their presentation with the class.
- Give feedback.

Teacher's Note Phone Etiquette

Phones can impact our behavior, and focusing on them can make us rude without our intention. Not only can they distract us from our own lives, but they can interrupt others' lives. For this reason, many companies and institutions prevent people from using their phones at certain times. For instance, many companies ban phones during meetings. What do you think? Ask students if they can think of other times when using a phone would be improper.

Lesson 5 What's next?

Aims

- Talk about future technologies
- Write an informative article

Vocabulary

base rocket crime
wireless translation pattern
amount universal via
accurate artificial intelligence equipped (with)

Writing Guide

Informative Articles

A Warm-up

- Write the title of the lesson on the board: "What's next?"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Do you think these technologies changed life for the better?"
- Write on the board any new vocabulary and good answers that students come up with.

Prewriting

- Tell students to look at the Prewriting activity.
- Ask a student to read the direction lines.
- · Check for understanding.
- Ask students to complete the mind map with their own ideas.
- Tell students to get in pairs.
- Ask students to compare their mind maps.
- Ask students to share their answers with the class.
- Give feedback.

C Authentic Text

This text is an article about future technologies. It explains three emerging technologies.

- Tell students that they will read the article.
- Ask students to take turns reading parts of the text aloud.

The technologies listed in the reading are all wondrous possibilities for the future. However, it's important to think about whom these technologies would be available to. With many countries facing different kinds of financial crises, how many citizens would have access to universal translation? As the tech curve accelerates, those without wealth face the serious danger of being left behind.

Lesson 5 What's next? Talk about the questions as a class 1. What technological changes have happened in the last ten years? 2. How have they changed the way people live? What future technologies have you heard or read about? Fill in the mind map. Compare your map with a partner's. Personal electronics: Medicine: Energy: **Future Technologies** Software: Space: Authentic Text Read the article about future technologies SMART MACHINES Incredible progress is being made in the field of artificial intelligence. Here are th technologies to watch for. Robotic Moon Base: Japanese scientists are making plans for a base on the moon. The base will have no human residents, at least at first. It will be built and run by robots equipped with solar panels. The robots will be partly controlled from Earth. But, they will also be able to do some things independently. Among other tasks, they'll collect moon rocks and send them to Earth via rockets. Universal Translation: Computer translation is getting more and more accurate. In a few years, it will be wearable—no typing needed! You'll put a wireless device in your ear. It will connect to a smartphone app. The device will hear the spoken words, translate them, and speak them in your language. (Your conversation partner has to have the device, too. That's why they'll be sold in pairs.) Predicting the Future: US engineers are building computer systems that work like human brains. These systems look at a huge amount of information and find patterns in it, which makes the systems smarter. This is called "deep learning." It's already used in translation and self-driving cars. Soon, it'll help us see the future. Deep learning will predict traffic conditions, climate change, crime rates, and more. Analyze the Text 1 Read the statements and circle true or false. 1. The robots on the moon base will be completely autonomous. true false 2. People won't live on the moon base right away. false 3. People will need to buy two of the translation devices at a time. true false 4. Computers that do deep learning are built like our brains. true false 5. Deep learning is already being used to solve crimes 2 Answer the questions in one or two complete sentences.

2. What is deep learning?

Part 1

- Ask a student to read the direction line.
- Check for understanding.

D Analyze the Text

• Tell students to complete the part by themselves.

1. What are two things that robots will do on the moon?

- Ask students to share their answers with the class.
- Give feedback.



Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



- **1.** They will build the base, and they will collect rocks to send back to Earth.
- 2. Deep learning is how computers get smarter. They look at information and find patterns in it.



1 Write the words from the box under the correct pictures



2 Match the words and phrases with the correct definitions

- 3. amount
- a. a particular way that something is often done or repeated
- b. having things that are needed for a particular purpose . c. computer systems that can learn and solve problems
 - d. sending something through a machine, system, or person
- 5. universal e. correct or exact
- **6.** via · f. how much of something there is
- 7. accurate • g. relating to everyone or existing everywhere

4. equipped (with)

Informative Article

Read the writing guide. Then choose one of the future technologies you listed in the mind map in activity A. Research it online. Use the writing guide to write a short, informative article (five to seven sentences) about that technology.

Topic sentence: The first sentence tells the reader what your paragraph is about. Name the technology and briefly state what it is used for.

One exciting change in... is... Scientists/Engineers are developing... that...

Supporting details: Explain some of the most interesting details about this technology

Users will even be able to... The most amazing part is It's being tested by engineers in... It will be ready by... The most amazing part is that...

Concluding sentence: At the end of the paragraph, give the reader something to think about. It could be an opinion, a prediction, or a question.

I think that this invention will be... In a few years, we'll all be using..
The question is, will consumers like the...? I'm not sure if...



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Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

- 1. translation
- 2. crime 4. base
- **3.** rocket
- 5. wireless

Part 2

- Ask a student to read the direction line.
- · Check for understanding.
- Tell students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

2. a **3**. f **4**. b **6.** d **7.** e

Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "Write an informative article."
- Explain the guide to students.
- Ask students to try to use the expressions in the guide in their articles.
- Give students enough time to write.
- Go around the class and give help when needed.
- Have some students present their articles to the class.

Teacher's Note Sample Response

Electric Trucking

One exciting change in transportation is electric trucking. Today, the first electric trucks took to the road carrying a full load to their destination 500 miles away. These trucks will create no exhaust of their own. If the energy they use is created using clean technology, they will create no pollution whatsoever! With this new development, moving goods from one location to another has gotten much cleaner. And with cheap, renewable electricity on the horizon, moving goods has gotten a whole lot cheaper, too. I think that this invention will change the world, and I can't wait to see these trucks all over the highways.

Extension Designing New Technology

- In a discussion, ask students to consider and list problems in the world that technology has yet to solve.
- Once you have a substantial list, pair students up and have them design their own technology to address one of these problems. Have them draw it out on a piece of paper.
- Have pairs share their new technologies with the class.

Module 4: Active Review

A Vocabulary

- · Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

- 1. solution
- 2. ridiculous 4. addicted **3.** pedestrian
- 5. patience

Cell Phones and Driving Track 17

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Play the audio and tell students to check their answers.
- After students have finished, play the audio again if needed.
- Ask students to share their answers with the class.
- · Give feedback.

- 1. wish
- 3. What if
- 5. accident
- 7. crime
- 2. safety
- **4.** pedestrian 6. likely

Q Quiz

Part 1

- Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to complete the part by themselves.

Part 2

Ask students to score their results from part 1.

- Ask students to work in groups of three.
- Ask a student to read the direction lines.
- Ask students to discuss the questions with their group.
- Ask students to share their answers with the class.
- · Give feedback.

Teacher's Note Sensitivity Note

Addiction comes in many forms. The most serious addictions are chemical. Generally, these are addictions to tobacco, alcohol, and other drugs. Addictions such as cell phone addiction are chemical at their core since they cause the brain to release dopamine, but this addiction is much easier to overcome than the addiction to an actual chemical. Students who have experience with more difficult addictions might consider calling cell-phone usage an addiction an overstatement or even belittling of what addicted people suffer. Understand that this concern is valid and express that you understand that many addictions are extremely serious and deserve special treatment.

Active Review

Circle the word in each group that does not be

1. negative disadvantage solution 2. practical ridiculous user-friendly efficient 3. vehicle electric car rocket pedestrian 4. addicted reliable accurate sensible

Cell Phones and Driving

Complete the conversation with the correct words from the box. One word will not be used. Then listen and check.

	accident	pedestrian	crime	wish	via	safety	likely	what if
w:	Hey, I 🛈		that you wo	ouldn't use	your pho	ne while yo	u're driving	. Don't you
	care about @		?					
M:	I just need to	check the map	o. I'll put it a	away wher	the light	t changes.		
w:	But you do it	all the time.		yo	u were lo	ooking at yo	ur phone, a	and a(n)
	0	steppe	d in front o	of the car?	You could	d cause a(n)	9	and
	really hurt so	meone.						
M:	Don't worry.	That won't hap	open.				1	-100
w:	If you keep le	ooking at your	phone, it's	very 🛈		And		4
	not only that	there's a law	against usi	ng your ph	one whil	e driving.		里自 0
	It's a(n) 🕡						1	MY
M:	Okay that's	good point. H	lara van la	ale un tha e	l:		A SIL	the state of

1 Take the quiz on cell phone addiction. Circle a number from 1 (completely disagree) to 5 (completely

Are you a cell phone addict?	Dis	agree		A	gree
If I got lost and didn't have my phone, I wouldn't know what to do.	1	2	3	4	5
 If I forgot to bring my phone with me on a date or a night out, I'd go home to get it. 	1	2	3	4	5
 If a new model of my phone comes out, I'll buy it (even if my current phone still works fine). 	1	2	3	4	5
• If I couldn't use my cell phone for a whole day, I'd be terribly bored.	1	2	3	4	5
• If I can't look up information on my phone right away, I feel annoyed	. 1	2	3	4	5

2 Add up your total score.

Under 10: Congratulations! You're not addicted to your phone and you have no problem going without it 11-19: You depend on your phone a little too much, but it's not a serious problem yet 20 and above: You're a cell phone addict! You might want to try to kick the habit.

In groups of three, discuss your answers and your score. Do you think that cell phone addiction is a real problem? What should people do about it?

Fluency

A Read to Speak

Read about the pros and cons of some new technologies. Then discuss the questions with a partner.

Online Education

If you have a computer or mobile device connected to the Internet, you can study almost any subject—often for free. Many universities now offer online versions of their most popular classes, and more will do so in the future. On the other hand, with online education, students miss out on the social side of learning.



Artificial Intelligence (AI)

As electronic devices get "smarter" and do more tasks for us, some people worry that AI will destroy jobs. For instance, because of personal computers and advanced software programs, fewer people have jobs typing documents. Others say that it will create new and better jobs.



Space Mining

Several companies are looking for ways to start mining metals on asteroids (small objects that are made of rock and go around the sun). If they succeed, they'll help supply us with important metals like gold and silver, and they'll also make a lot of money. Some critics don't like this idea. They say that space belongs to everyone and shouldn't be owned by companies.



Which of these technologies interests you the most? What other pros and cons does it have? Which has the most advantages, and which has the most disadvantages?

Write to Speak

Choose a future technology that interests you. It can be one of the technologies mentioned above or in the student book, or your own idea. Do some research on the pros and cons of developing this technology and make notes below. What good and bad things will happen if we develop this technology? What will happen if we don't?

Technology:				
Pros	Cons			

Now Speak

Use your notes to prepare a short talk and present it to the class

Fluency

A Read to Speak

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to get into pairs.
- Tell students to read the article on the pros and cons of some new technologies.
- Tell students to take turns reading parts of the article.
- Tell students to discuss the questions.
- Ask the class follow-up questions to give students feedback.

Teacher's Note Imagining the Future

Remind students that many of the technologies discussed in this section are not yet fully developed or have not yet been developed at all. Explain that many of the concerns people have regarding these technologies involve how they will develop in the future. Have students consider how the technologies may develop in the next five, ten, or fifty years. Technological advancements usually move in more than one direction. Be sure that students understand that advances in one technological area are likely to also lead to advances in other areas. When they imagine existing and future technologies, encourage students to imagine multiple possibilities for future development.

Write to Speak

- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to start researching future technologies.
- Ask students to find the pros and cons of their chosen technology.
- Tell students to record their answers in the chart.

© Now Speak

- Tell students to use their notes from activity B to prepare a short presentation.
- Ask students to share with the class.
- Give feedback.

Teacher's Note Online Research

Make sure to do your own online research before class. Be prepared to guide the students in activities that require them to do online research. Since class time is always limited, make sure to prep before class to be well-informed on topics that the students will do research on.

Extension A Future Company

- Have students consider the futures they described in their writing and speaking assignments.
- In small groups, tell students they will be developing a company to take advantage of this new technological future. What aspect of technology will best help their company? What additional developments would be needed to ensure success for their company's future?
- Allot enough time for groups to brainstorm and develop their ideas.
- Go around the class and give help when needed.
- Ask each group to share their ideas for their future company with the class.

Quarter Test 2

A Vocabulary

- Ask a student to read the direction line.
- · Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

>	1. a 6. a	2. a	3. c	4. b	5. b
¥	6. a	7. b	8. c	9. c	10. b

B Grammar

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Kev	 improves pollution didn't might 	 were don't have to have built 	3. had6. studying9. have been

Teacher's Note Identify Problems

Students who have difficulty with this material may be having trouble with the grammar, or they may be having trouble with language comprehension. It's important to identify which issue is causing difficulty. Be sure to review with students and offer advice as needed.

Extension Using Grammar to Describe Your World

- Have students work in pairs.
- Tell students to select five of the sentences from the grammar activity to rewrite as descriptions of their own lives.
- Be sure to emphasize that students must include the grammar correctly in their sentences.
- Allow groups to share their sentences with the class.

Quarter Test 2

A Vocabulary

Choose the correct answers.

1.	Changing to LED light bulbs will			
	a. decrease	b. deposit	c.	damage
2.	Do you think that people should	less meat to help the envir	oni	ment?
	a. consume	b. breathe	c.	reduce
3.	Water is for all plants ar	nd animals, as well as for people.		
	a. practical	b. universal	c.	essential
4.	Unfortunately, this species becan	ne thousands of years ago.		
	a. diverse	b. extinct	c.	efficient
5.	When you sign up on our websit	e, we will send you a text message t	0_	that it's really you.
	a. multiply	b. verify	c.	illustrate
6.	Dwight and repairs air o	onditioning and heating systems fo	r a	living.
	a. installs	b. creates	c.	submits
7.	Please your credit card i	nformation in order to pay.		
	a. match	b. enter	c.	control
8.	You have to have a lot of	_ in order to teach small children.		
	a. habitat	b. obsession	c.	patience
9.		are all natural		
9.	Floods, wildfires, and hurricanes a. pedestrians	are all natural b. species		disasters
	Floods, wildfires, and hurricanes a. pedestrians	b. species	c.	
	Floods, wildfires, and hurricanes a. pedestrians		c. sav	

R Grammai

Circle the correct words.

- 1. If the weather (improves / will improve), we'll have our meeting outside.
- 2. Alec wishes that he (is / were) able to speak more languages.
- 3. You (are / had) better not leave your laptop there; someone might take it.
- 4. We must look for sources of energy that cause less (pollution/pollutions).
- 5. We (don't have to / must not) wear uniforms at our school, but some students do.
- 6. Because she has two important exams tomorrow, Flora will be (study / studying) all night.
- 7. If I (didn't / don't) enjoy history, I wouldn't major in it.
- 8. By 2050, I think that humans will (built / have built) a base on Mars.
- 9. If Una hadn't had her phone with her, she would (have been / been) so bored.
- 10. Christopher (should / might) seem cold, but he's actually just shy.

C Reading Comprehension

Read the online article about an extreme weather event. Then read the statements and circle true or false.

Extreme Cold Expected

Officials at the National Weather Service say that we will be experiencing a record cold snap over a two-day period starting tomorrow, Saturday. Temperatures are expected to drop to -30 degrees Celsius. We have already experienced heavy snow, and more snow is likely. There have been several serious accidents on Highway 65. City officials are asking residents to stay off the roads if possible. All government offices and most businesses will be closed. If you must drive, be aware that the roads may be covered with ice. Drive slowly and carefully. Also, keep a cell phone or other mobile device with you in case of emergency.

Extreme cold can be very dangerous. For your safety, stay inside as much as possible. If you must work outside, dress warmly in a heavy coat, gloves, and hat. There is a chance of power outages, so make sure that you have extra winter clothes and blankets.

Protect yourself and those around you. If a person's body temperature drops below 35 degrees Celsius, it is a medical emergency. Call for help, and then move the person to a warm, dry area. If the person's clothing is wet, replace it with dry clothes and cover him or her with blankets.

We will be updating this post all weekend so that you can stay informed about the latest weather and traffic conditions in our city.

1	. It probably won't snow more over the weekend.	true	false
2	. The city government says that people shouldn't drive.	true	false
3	. People must not spend any time outdoors.	true	false
4	. The article states that residents might lose power.	true	false
5	. If a person's temperature is too low, you should change his or her clothes first.	true	false
6	. More information will be given over the next two days.	true	false

) Write

Write sentences that give your opinion, make a prediction, or give advice. Use each word or phrase from the box at least once.

	will	should	have/has got to	am/is/are going to
1.	smartphones			
2.	eco-friendly polices			
3.	self-driving cars			
4.	pollution			
5.	artificial intelligence	•		
6.	solar panels			

© Reading Comprehension

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

>	1. false 4. true	2. true	3. false	
¥	4. true	5. false	6. true	

Teacher's Note Identifying with Emergency Situations

Students may not be familiar with extreme cold. Challenge these students to place themselves in the position of other people. How would they deal with an extreme weather situation such as a cold snap? How do they deal with the emergency situations that are more common in their environments?

D Write

- · Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback

Answers will vary.

- **1.** Smartphones will soon be smaller than a watch.
- 2. Eco-friendly policies must be implemented more.
- 3. Self-driving cars will change how we move products.
- **4.** Pollution is going to get worse if we don't do something to stop it.
- **5.** Artificial intelligence should be treated with extreme caution.
- Solar panels have got to be placed in every building in the country.

Teacher's Note Multiple Answers

Emphasize to students that the words and phrases included in the box can be used in different ways to describe any of the different technologies listed. Encourage them to consider several different ways of phrasing their thoughts during this activity.

Extension The Future You Envision

• Have students work in small groups.

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- Have students identify three or four additional topics that will change in the future.
- Encourage them to consider how they, as a group, believe that the world will change.
- Ask them to use the words and phrases presented in the activity to write sentences describing the future they envision.
- Ask students to share their sentences with the class.

3. Name three places you'd like to visit.

5. What's your goal in life?

4. What's something you'd like to try at least once in your life?

Entertainment



Entertainment

Module 5 Goals

- I can describe an incident or an accident, making the main points clear.
- I can look quickly through simple, factual text in magazines, brochures, or a website, and identify information that might be of practical use to me.
- I can follow TV programs on topics of personal interest when people speak clearly.
- I can express my feelings about something that I have experienced and explain why I feel that way.
- I can write a detailed description of an experience, dream, or imaginary event, including my feelings and reactions.

Warm-up

- Draw students' attention to the title of Module 5. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

Extension Considering Motivation

Ask students to consider why someone might participate in a dangerous pastime. Remind students that these pastimes can lead to death or injury. For this reason, it's hard for some people to understand the enjoyment of extreme sports, for example.

Have groups of students select a dangerous pastime that they are familiar with. Ask them to write a list of pros and cons about participating in this activity. Do they feel that the pros outweigh the cons? Have them share their thoughts with the class.

Vocabulary

- Read the vocabulary lists aloud and slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

Teacher's Note Module 5 Grammar

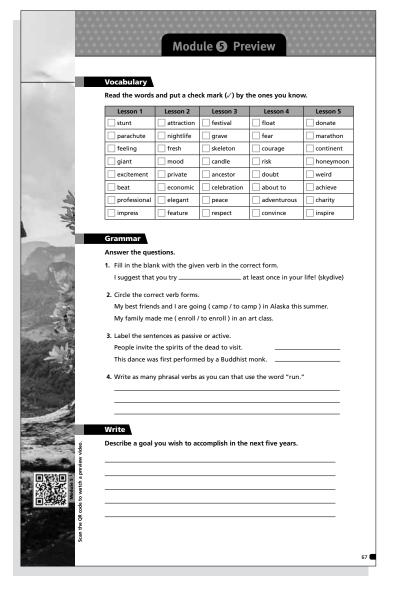
The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

Lesson 2 to-infinitives vs. gerunds; bare infinitives

Lesson 3 Passive voice

Lesson 4 Phrasal verbs with *run*

- 1. skydiving
- 2. to camp, enroll
- 3. active, passive
- 4. Answers will vary. run away, run out, run into, run on



Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

Teacher's Note Sample Response

In the next five years, I want to graduate from university and establish myself in a new job. I plan to finish school in two years. But next year I'm going to begin job hunting. I want to have a job lined up by the time I graduate. After three years at my company, I should be able to prove myself and move into a position with important responsibilities. From there, I'll continue to make a move toward the top.

Module 5 Overview:

Entertainment

Lesson 1: Thrill-Seekers

Aims: - Talk about thrilling activities

- Describe an extreme sport

Vocabulary: Extreme sports

Lesson 2: Nightlife

Aims: - Talk about things to do at night

- Describe your city's nightlife

Vocabulary: Nightlife

Grammar: to-infinitives vs gerunds; bare infinitives (base

verb forms)

Lesson 3: Celebrations

Aims: - Talk about holidays and festivals

- Describe a national holiday or festival in your

country

Vocabulary: Festivals
Grammar: Passive voice

Lesson 4: Life's an adventure.

Aims: - Talk about a time when you were adventurous

- Describe an exciting or scary moment

Vocabulary: Adventure

Grammar: Phrasal verbs with *run*

Lesson 5: Someday I'm going to...

Aims: - Talk about your future goals

- Write a bucket list

Vocabulary: Ambitions

Writing Guide: Top-Ten Bucket List

Lesson 1 Thrill-seekers

Aims

- Talk about thrilling activities
- Describe an extreme sport

Vocabulary

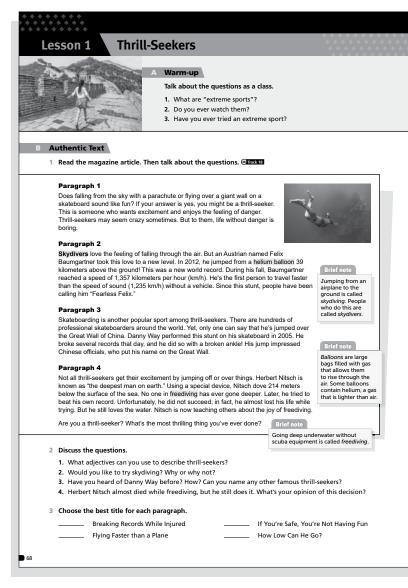
stunt parachute feeling giant excitement beat professional perform impress joy

A Warm-up

- Write the title of the lesson on the board: "Thrill-Seekers."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask follow-up questions such as "Would you like to try _____? Why?" and "What extreme sports have you seen on television?"
- Write on the board any new vocabulary and good answers that students come up with.

Teacher's Note What Makes a Sport Extreme?

Point out that sports and extreme sports are different. Explain that extreme sports are sports that involve a lot of danger. They often involve high speed, height, physical exertion, and special gear.



Authentic Text Track 18

This text is an article about extreme sports professionals. It talks about skydiving, skateboarding, and freediving.

Part 1

- Tell students that they will read/hear about extreme sports.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as *freediving*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

Part 2

- Ask a student to read the direction line and guestions.
- Discuss the questions as a class.
- Give feedback.

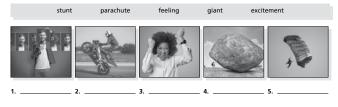
Answers will vary.

- 1. active, brave, reckless
- 2. No, I would be too scared.
- **3.** I have not heard of Danny Way, but I know about Henri Rechatin, who was a famous tightrope walker.
- **4.** I think it's a foolish decision. Life is too precious to risk it in this way.

- 4 Circle the five statements below that are true according to the information in the reading.
 - 1. Felix Baumgartner was the first person to jump from a helium balloon.
 - 2. Baumgartner's fastest speed was 1,357 km/h.
 - 3. Baumgartner has been called "Fearless Felix" since childhood.
 - 4. Before Danny Way, no skateboarder had jumped over the Great Wall.
 - 5. Chinese officials were angry about Way's jump
 - 6. Herbert Nitsch set a record by diving to 214 feet
 - 7. Nitsch had trouble while trying to set a new record.
 - 8. Nitsch recommends freediving to others

C Vocabulary

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



2 Match the words with the correct definitions

- 2. professional
- 3. perform
- 4. impress
- **5.** joy
- a. paid to participate in a sport or activity
- b. a strong feeling of happiness or delight
- . c. to do, especially a job or activity requiring skill
- . d. to defeat or do better than (someone or something)
- · e. to make (someone) admire or respect you

Use the Language

Celebrity Interview

Work with a partner to answer the following questions.

- 1. Are you impressed by the stunts in the reading? If not, what do you think about them?
- 2. If you had to choose one extreme sport to try, which would it be? Choose from activity B or from the box below

BMX racing bungee jumping hang gliding

3. Work with a partner. Imagine that one of you is a famous thrill-seeker who does your chosen extreme sport. The other partner is a reporter. Role-play a short interview with at least three questions and answers. Perform your interview for the class.



Part 3

- Ask students to read each title.
- · Have students complete this activity by themselves first.
- Then ask students which title is for Paragraph 1, Paragraph 2, etc.
- · Give feedback.



1. 3 **2.** 2 **4**. 4

Part 4

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves first.
- · Ask students to share their answers with the class.
- Give feedback.

a	1. false 5. false	2. true	3. false	4. true
¥	5. false	6. true	7. true	8. true

G Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- Ask a student to read the direction line.
- Ask students to complete the part by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

4. giant 5. parachute	Key	 feeling giant 	2. stunt5. parachute	3. excitement
-------------------------------------	-----	--	---	---------------

Part 2

- Ask students to complete the part by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

4. e 5. b	e !	3. c	2. a	1. d	Key
-------------------------	-----	-------------	-------------	-------------	-----

D Use the Language

Write the title of the activity on the board: "Celebrity Interview."

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to work in pairs.
- Tell students to discuss the questions.

- Ask a student to read the direction line.
- Check for understanding.
- Tell students that they should each choose one of the extreme sports in the list or think of others they want to talk about.

Part 3

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- Ask a student to read the direction line.
- Check for understanding.
- Tell students to take turns role-playing a short interview in which one of them is a famous thrill-seeker.
- Tell students to record their interviews.
- Ask students to share their interviews with the class.
- Give feedback.

Extension An Extreme Sports Star

Extreme sports are popular with many people. For this reason, many athletes are able to make a good living doing extreme sports. Some of them even reach the level of celebrity.

- Have students research an extreme sports star.
- Ask them to present the extreme sport that this person does and what is involved in that sport.
- Tell students to share their information with the class.

Lesson 2 N

Nightlife

Aims

- Talk about things to do at night
- Describe your city's nightlife

Vocabulary

elegant draw sociable appeal feature exist modest bizarre economic private mood fresh nightlife attractions

Grammar

to-infinitives vs gerunds; bare infinitives

Warm-up

- Write the title of the lesson on the board: "Nightlife"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the pictures on the page.
- Ask students how these photos might relate to the text.

A Authentic Text

This text is an article about Tokyo's nightlife. It describes different activities that are unique to Tokyo's nightlife.

- Tell students that they will read about Tokyo's nightlife.
- Tell students to complete the activity by themselves first.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as *snuagle*.
- Ask students to share their answers with the class.
- Give feedback.



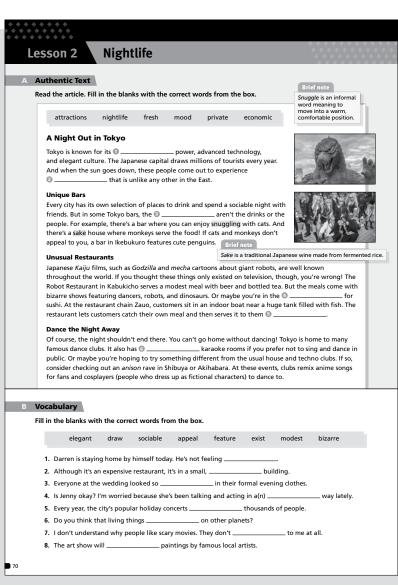
Extension Your Perfect Night Out

- Have students consider and discuss their perfect night out.
 What do they like to do? Where do they like to go? Whom do they spend this time with?
- Have pairs of students converse while writing notes about each other's perfect night out.
- Then ask students to share their partners' perfect night out with the class

B Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction line for the activity.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

Key	 sociable elegant draw appeal 	 2. modest 4. bizarre 6. exist 8. feature 	
-----	---	---	--



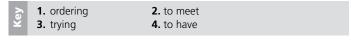
G Grammar

Lesson 2 covers the following grammar: to-infinitives vs. gerunds; bare infinitives. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part 1

- Ask a student to read the directions for part 1.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



Part 2

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for part 2.
- · Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

Grammar

to-infinitives vs. gerunds; bare infinitives

to-infinitives vs. gerunds			
infinitives (to + verb)	gerunds (verb + ing)		
Infinitives with to are used after: agree, arrange, ask, afford, choose, demand, expect, fail, hope, learn, hurry, offer, prefer, promise, say, seem, want	Gerunds are used after: advise, avoid, consider, delay, discuss, dislike, enjoy, finish, give up, keep, mind, practice, recommend, suggest		
Maybe you're hoping to try something different. I prefer not to sing and dance in public.	At this bar, you can enjoy snuggling with cats. Consider checking out an <i>anison</i> rave.		
To-infinitives can be used to express purpose.	Gerunds can be used after prepositions.		
People come out (in order) to experience a one-of-a-kind nightlife.	You can't go home without dancing.		

1 Fill in the blanks with the given verbs in the correct forms (infinitive or gerund).

1. I highly recommend	some fresh seafood while you're here. (order)
2. Do you expect	any new people at the club? (meet)
3. Joel keeps talking about	the Tokyo nightlife sometime. (try)
4. We reserved a private dining room	a guiet conversation. (have)

bare infinitives (base verb forms)			
after auxiliary do and modals	Do you know of any good bars near here? Of course, the night shouldn't end there.		
after causative verbs have / make / let + object	The restaurant lets customers catch their own meal.		

2 Circle the correct verb forms.

- 1. My girlfriend made me (sing / to sing) karaoke!
- 2. Please have the waiter (bring / to bring) more bread.
- 3. My girlfriend expected me (sing / to sing) karaoke!
- 4. We might (visit / to visit) Tokyo this year

Use the Language

A Night Out

1 Imagine that some visitors to your city (or another city you know well) have asked you to plan a fun night out for them. For each part of the evening, choose a place to go. Briefly describe it and explain why it will appeal to them.

	Where?	Why?
Pre-Dinner Activity		
Dinner		
After-Dinner Venue		



2 Discuss your plan with a partner. How do your choices compare with his or hers?

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- **1.** sing
- 2. bring
- 3. to sing
- 4. visit

✓ Check the Workbook

For further grammar practice, use Activities 3 and 4, in Module 5, Lesson 2 of the workbook.

D Use the Language

Write the title of the activity on the board: "A Night Out."

Part 1

- Ask a student to read the direction lines for part 1.
- Check for understanding.
- Tell students to complete the part by themselves first.
- Walk around and give feedback.

Part 2

- Ask a student to read the direction lines for part 2.
- · Check for understanding.
- Tell students to work in pairs.
- Tell students to complete the part.
- Walk around and give feedback.
- Ask students to share their answers with the class.
- · Give feedback.

Extension A Night Out II

- Ask students to work in pairs but with new partners.
- Have students pick an international city of their choice (preferably somewhere they have not yet visited).
- Tell students to create a dialogue for a segment of a travel show.
- Encourage students to go online to research the cities.
- Have students plan a night out in their new city.
- Ask students to present their segments to the class.

Celebrations Lesson 3

Aims

- Talk about holidays and festivals
- Describe a national holiday or festival in your country

Vocabulary					
festival candle celebration	grave ancestor pray	skeleton death peace	costume spirit respect		
Grammar					

Passive voice

A Warm-up

- Write the title of the lesson on the board: "Celebrations."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Draw the mind map from activity A on the board.
- Ask individual students to respond to the sections of the map. Ask follow-up questions such as "What does your family do for . holiday?" and "Why do you celebrate this holiday?"
- Write on the board any new vocabulary and good answers that students come up with.

Explain to students that the word holiday has different meanings in British English and American English. In British English, holiday refers to a time off from work or daily life and usually involves travel. Americans call that "vacation." In American English, holiday refers to a public holiday or a cultural celebration that is observed widely by many people. Americans usually have the day off from school or work on a public holiday.

Audio Track 19

This talk is by three different speakers. The speakers talk about holidays in different countries.

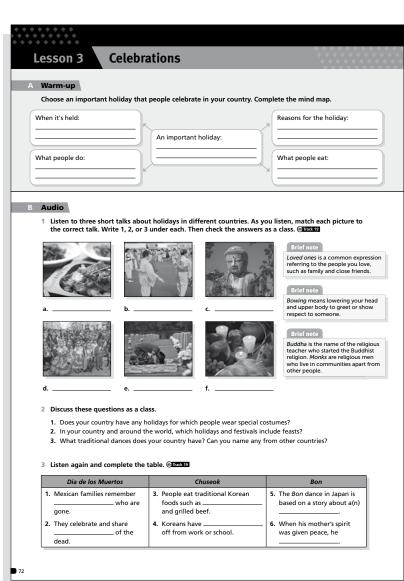
Part 1

- Tell students they will listen to talks by three different speakers.
- Play the audio.
- Use the brief notes to explain difficult parts of the text, such as loved ones.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- · Give feedback.



Part 2

- Discuss the questions in part 2.
- Lead an open discussion.



Extension Holidays in Your Country

- Have student pairs describe a holiday in their culture to a foreign visitor.
- Make sure they provide the name of the holiday, why they celebrate the holiday, and what they do to celebrate the holiday.
- Then have them describe why they do or do not like the

Part 3

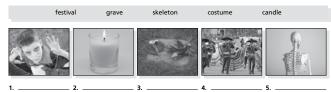
- Play the audio again.
- Ask students to complete the table as they listen by themselves.
- Ask students to share their answers with the class.
- · Give feedback.
 - 1. loved ones
 - 2. happy memories



- 3. rice cakes 4. three days
- 5. Buddhist monk
- 6. danced with joy

Vocabulary

Write the words from the box under the correct pictures.



Match the words with the correct definitions.

ancestor
 death
 spirit

4. celebration •

5. pray

6. peace

- a. to speak to a god in order to show your feelings or to ask for something
- b. the part of a person that is not the body, which many people believe still exists after they die
 c. a feeling of admiring someone or something that is good,
- important, etc.

 d. a quiet and calm state without feelings of worry, fear, etc.
- e. the end of life
 - f. a relative who lived a long time ago
- 7. respect • g. an occasion when you honor a special day or event, or the day's special activity

Brief note

Passive voice

In the passive voice, an adverb can come between be and the past participle. This holiday is still celebrated today.

pass				
Most sentences are in the active voice. In active sentences, the subject does the action. In passive sentences, the subject receives the action.				
The passive voice is used when the doer of the action is not known, not specific, or less important than the action itself. (If the doer of the action is known and specific, the phrase by + noun can be used.) The passive can be used in various tenses.				
active voice	passive voice: be + past participle			
People invite the spirits of the dead to visit.	The spirits of the dead are invited to visit.			
A Buddhist monk first performed this dance. This dance was first performed by a Buddhist monk.				
People have celebrated Bon for more than 500 years.	Bon has been celebrated for more than 500 years.			

Rewrite the sentences in the passive voice. Use a by phrase if appropriate

1.	People hold the celebration every year.	→	
2.	My sister made my costume.	→	
3.	Relatives have often visited his grave.	→	-

In Your World

Talk About Festivals

- Think of a holiday or festival from a different culture that you think is interesting. When and why is it held? What do people do to celebrate it? Research the details online if necessary.
- 2. Tell a partner about the holiday or festival you chose. Be ready to answer questions about it

© Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- · Ask students to share their answers with the class.
- · Give feedback.

>	 costume festival 	2. candle	3. grave	
¥	4. festival	5. skeleton		

Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- · Ask students to share their answers with the class.
- · Give feedback.

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

D Grammar

Lesson 3 covers the following grammar: passive voice. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- · Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



- 1. The celebration is held every year.
- **2.** My costume was made by my sister.
- 3. His grave has often been visited by relatives.

✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 5, Lesson 3 of the workbook.

In Your World

Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to record as much information as they can and to use the Internet if necessary.

Part 2

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- Tell students to work in pairs.
- Ask a student to read the direction lines.
- Check for understanding.
- Ask pairs to complete the activity.
- Ask students to share their talks with the class.
- Give feedback.

Teacher's Note Festivals and Holidays

Festivals are slightly different from holidays in that they may be less widely celebrated. For example, a festival might be celebrated only in a specific city or town. Holidays are typically celebrated at least nationwide.

Extension Celebrations Across Cultures

- Have students work in groups of three or four.
- Inform students that some holidays are celebrated in numerous countries.
- Tell students to identify a holiday that is celebrated in more than one country.
- Ask them to identify the name of the holiday, why people celebrate the holiday, and what they do to celebrate the holiday.
- Tell them to identify any differences in how the holiday is celebrated between cultures.
- Have students share their findings with the class.

Lesson 4

Life's an adventure.

Aims

- Talk about a time when you were adventurous
- Describe an exciting or scary moment

Vocabulary

float	fear	courage	risk
doubt	about to	adventurous	convince
despite	have second thoughts		

Grammar

Phrasal verbs with run

A Warm-up

- Write the title of the lesson on the board: "Life's an Adventure."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the guestions. Ask followup questions such as "Have you ever overcome a fear?"
- Write on the board any new vocabulary and good answers that students come up with.

Authentic Text Track 20

This text is a personal essay. The writer talks about a skydiving trip.

- Tell students that they will read/hear about the speaker's most adventurous moment.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as adrenaline rush.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

- Discuss the questions in part 2.
- Lead an open discussion.

Extension Your Exciting Adventure

- Have students consider and discuss their most exciting adventure. What did they do? Where did they do it? Whom do they do it with?
- Tell students to work in pairs.
- Tell students to write notes as they converse about each other's most exciting adventures.
- Then ask volunteers to talk about their partner's adventure with the class.

- Ask a student to read the direction lines for part 3.
- · Check for understanding.
- · Ask for volunteers or call students to read each of the
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

False: 2, 5 True: 1, 3, 4, 6, 7, 8

Life's an adventure.



Talk about the questions as a class.

- 1. Are you afraid of heights? What (else) are you afraid of?
- 2. What can people do to overcome (defeat) their fears?

1 Read the personal essay. @Track 20

The most adventurous thing I've ever done was going skydiving. My sister wanted the whole family to go. My mom, who's afraid of heights, ran away every time we talked about it. My dad and I agreed to it-despite our doubts. We're not daredevils like my sister

On the big day, we arrived at the airfield at 9 a.m. First, we had to sign a document saying that we accepted the risks. Then we waited... for at least three hours. My mind was running around in circles. When I was about to run out of courage, it was our turn. Jerry, the instructor who was jumping with me, ran through what expect. He showed me the hand signs we would use while falling (The wind makes talking impossible.) Before I could have second thoughts, we were on the plane and in the air.

At 10,500 feet, the doors opened. When we jumped, fear flooded my whole body. It was impossible to think. A few seconds later, though, I felt weightless and free. It was like flying, and the view was gorgeous. Sixty seconds later, Jerry opened the parachute. We floated to the ground. What an adrenaline rush! My family all landed safely, and even my dad said that he loved the experience. With any luck, we can convince my mom to come with us next time.

Talk about the questions after you read

- 1. If someone asked you to go skydiving, vhat would you say?
- 2. List two to three adjectives that describe how the writer probably felt
- 3. When have you experienced an adrenaline rush?



Brief note Adrenaline is a substance your body makes when you're excited or afraid. When you feel an adrenaline rush, yo intensely excited or thrilled.

Cross out the two false statements. Number the true sentences 1-6 in the order that the events

1.	The writer relaxed and enjoyed the view.
2.	The writer's parents tried to stop him from jumping.
3.	The writer learned how to communicate during the jump.
4.	The writer and his dad said they would try it.
5.	The writer wished that he hadn't gone skydiving.
6.	The writer and the instructor jumped from the plane together.
7.	The writer's sister suggested that the whole family go skydiving
8.	The writer had to wait for a long time at the airfield.

C In Your World

Brave enough to..

Not all things that take courage are physically dangerous. How much courage does it take to do the following things? Rank them in order from 1 (least courage) to 5 (most courage). Discuss your rankings

Take a dance or acting class.	Take a year off from work/school to volunteer.	Cycle across the country.	Move abroad.	Ask a stranger out on a date.

C In Your World

- Write the title of the activity on the board: "Brave enough to..."
- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Lead an open discussion.

Extension Trying Something New

- Have students think about something new and scary that they might want to try.
- Have them consider the details involved in this activity. Why is the activity scary? Where would they do it? What could happen if things went wrong?
- Then have students share their thoughts with partners to provide peer review before presentation to the class.
- Ask students to share their thoughts with the class.

3. fear

- 1 Match the words and phrases with the correct definitions

- . b. the possibility of something bad happening
- 4. courage
- c. to change your opinion about something
- 5. risk
- . d. to stay up in the air or move gently through the air
- e. the ability to deal with dangerous or scary situations even if

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

	doubt	about to	adventurous	convince	despite
1. Si	nce we were feeli	ng	, we decided to ex	plore the city withou	t a guide.
2. M	lark hates the out	doors. You'll never	hi	m to go camping!	
3. V	hen the plane wa	s	take off, the pilot s	uddenly announced a	a delay.
4 . D	on't worry. I have	no	that you'll be succ	cessful at whatever yo	ou try.
5		_ her fear of water,	, the little girl jumped i	nto the pool.	

Phrasal verbs with run

phrasal verbs with <i>run</i>					
run away	to leave a place suddenly	When a bee landed near her, she got scared and ran away.			
run around in circles	to be busy with little result	My mind was running around in circles because I was nervous.			
run out (of)	to be gone; to have no more of	My courage almost ran out. / I almost ran out of courage.			
run through	to explain or rehearse something	The instructor ran through what to expect.			
run into	to meet (someone) by chance	Did you run into any of your friends at the festival?			
run on	to be powered by	His car doesn't use gas. It runs on electricity.			

Fill in the blanks with phrasal verbs with run.

- 1. Before you give your speech, you should _ it one more time in front of the mirror
- 2. The cat went through the open door and tried to _
- 3. You can use these radios during a power outage because they _ ___ batteries
- 4. I used to have a fear of flying. I was always scared that the plane would .

Use the Language

My Most Adventurous Experience

Being adventurous means trying something new, despite fear or risk. What is the most adventurous thing you have ever done? Make notes to fill in the chart. Then tell a partner the story of your most adventurous experience.

What did you do and when?	Why did you decide to do it?	How did you feel before and during the experience?	How did you feel afterward?



D Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line.
- · Check for understanding.
- Ask students to complete the part by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

- 2	_		_	_	
0	1 c	7 d	3 a	4 🗚	5 h
	1. C	2. u	J. a	→. C	J. D

Part 2

- Ask a student to read the direction line.
- · Check for understanding.
- · Ask students to complete the part by themselves.
- · Ask students to share their answers with the class.
- · Give feedback.

>	1. adventurous	2. convince	3. about to
X	4. doubt	5. Despite	

Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

2. run away 4. run out of	
 run through run on 	

✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 5, Lesson 4 of the workbook.

Use the Language

- Write the title of the activity on the board: "My Most Adventurous Experience."
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the table by themselves.
- Tell students to get in pairs.
- Tell students to share their stories with their partners.
- Ask students to share their stories with the class.
- Give feedback.

Teacher's Note Visualizing Phrasal Verbs with run

Students understand the word run as "to move quickly from place to place." Encourage students to visualize the phrasal verbs with this in mind. How, for example, do they visualize run away when they hear it in the context of a sentence? Use body language to help explain the various phrasal verbs.

Extension A Running Adventure

- Tell students to get into groups of three or four.
- Ask students to describe an adventure using as many phrasal verbs with run as possible.
- · Allot enough time for each group to write a description of their adventure.
- Have students read their stories aloud to the class.
- Count and record on the board the number of phrasal verbs with *run* that they appropriately used.
- The group that used the most phrasal verbs with run correctly wins.

Lesson 5 Someday I'm going to...

Aims

- Talk about your future goals
- Write a bucket list

Vocabulary

donate	marathon	continent	honeymoon
weird	priority	achieve	charity
publish	inspire		

Writing Guide

Top-Ten Bucket List

🔼 Warm-up

- Write the title of the lesson on the board: "Someday I'm going to..."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What have you done to reach this goal?" and "What decisions can you make now to help reach your goal later?"
- Write on the board any new vocabulary and good answers that students come up with.

B Prewriting

- Tell students to look at the Prewriting activity.
- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the table with their own ideas.
- Ask students to share their answers with the class.
- · Discuss as a class.
- · Give feedback.

C Authentic Text

This text is an article about making a bucket list. It explains what a bucket list is and what it can help you do.

- Tell students they will read the article.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as kick the bucket.

Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

1. Making a bucket list can help you figure out your priorities, and it can motivate you to start working toward your goals.

2. Answers will vary.

I think writing a novel and having it published is the most difficult item on the list. Writing a novel takes a lot of work over months or years, and many novels are never published.

Part 3

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 3 by themselves.
- · Ask students to share their answers with the class.
- · Give feedback.

Lesson 5

Someday I'm going to...

Talk about the questions as a class.

- 1. Is there a specific goal that you hope to reach in the next five years?
- 2. What about in the next ten years?

Write one important thing you would like to do (or try to do) in each category at some point in the futu

Travel	Education/Culture	Family	Hobbies	Career

Which of these things do you think will be the easiest or hardest to do? Discuss them as a class

C Authentic Text

1 Read the article

Why Make a Bucket List?

by Nora Lopez







A bucket list consists of the things you want to do before you kick the bucket. It's all the exp you wish to have and the goals you wish to reach some time in your life. Making a bucket list can help you want to have and the golds you want to teach some time in your line, making a Ducker list can help you understand your priorities better. It might even inspire you to take action to start achieving some of the items. Items on the list can be huge, such as "start a successful business." Or they can be little things, such as "dye my hair a bright color." Your list can be as long or as short as you like.

Below are just some of the items on my bucket list, in no special order. What would you put on yours?

- 1 Visit a city on every continent
- 2 Fly in a helicopter
- 3 Write a novel and have it published 4 Create a website
- 6 Donate \$10,000 to a charity
- 7 Honeymoon at a resort in Hawaii
- 8 Read everything Shakespeare wrote
- 9 Eat as many weird foods as possible 10 Learn sign language and teach it to 11 Save a homeless dog or cat
- 12 Attend the Summer Olympics

Kick the bucket is an idiom meaning to die.

2 Read the statements and circle true or false

1.	A bucket list is the things you want to do in the next few years.	true	false
2.	Items on a bucket list may be big or small.	true	false
3.	Most of the items on the writer's list are about her career.	true	false
4.	The writer wishes to do a lot of traveling.	true	false
5.	The writer seems to have a desire to help others.	true	false
6.	The writer hopes to be a famous athlete	true	false

- - 1. According to the reading, why should a person make a bucket list?
 - 2. Which of the items on the writer's list do you think is the most difficult? Why?



- 1. false
- 2. true
- 3. false

- 4. true
- 5. true
- 6. false

Extension Achieving a Goal

- Have students work in pairs.
- Tell students to select one of the goals from the bucket list presented in the reading.
- Have pairs discuss what planning would be needed to achieve the goal.
- Then have students write their plan and present it to the

Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

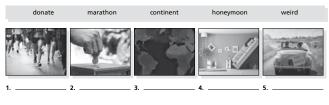


- 1. marathon
- 2. donate
- 3. continent

- 4. weird
- **5.** honeymoon



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



Match the words with the correct definitions

- 1. priority •
- a. something that is more important than other things and should be handled first
- 2. achieve •
- b. an organization that gives money, food, or help to people who need it
- $\, \bullet \,$ c. to make someone feel that they want to do something and can do it . d. to prepare and print a book, newspaper, magazine, etc., so that
- 4. publish
 - e. to succeed in doing something good, usually by working hard

people can buy it

Use the Language

5. inspire •

Top-Ten Bucket List

Read the writing guide. Then, on a separate sheet of paper, write your top-ten bucket list. Read it to the class, starting with item #10.

Writing Guide

1. First, brainstorm. Use the categories from First, prainstorm. Use the categories from activity B and any other categories you'd like to include. Under each one, write down your goals and the experiences that you want to have someday. List as many as you can think of. Try to list at least threat in sell. least twenty in all.

Create a(n)... Learn to...
Succeed in... Finish a(n).
Donate... Meet... Ti

- 2. Next, think carefully about your priorities. Which items on the list are more important than others? Cross out the less important items until you have ten items left.
- 3. Now rank the ten items from 1 (most difficult) to 10 (least difficult).



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Part 2

- · Ask a student to read the direction line.
- · Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



2. e

3. b

4. d

5. c

Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board, "Top-Ten Bucket
- Explain the guide to students.
- Ask students to try to use the expressions from the guide in their writing.
- Complete the activity.

Teacher's Note Sample Response

My Top 10

Like most people, I have several things I'd like to do in my life. Some are easier than others. Let me share the top 10 things I'd like to do with you now.

- 10. Learn a new language.
- 9. Learn to play the guitar.
- 8. Eat at a fancy New York restaurant.
- 7. Ride a horse.
- 6. Go skydiving.
- 5. Plant a garden.
- 4. Sail on a boat.
- 3. Have a house.
- 2. Travel to every continent.
- 1. Write a book.

Teacher's Note Personal Top-Ten Lists

Top-ten lists are popular for all kinds of categories. A personal top-ten list can be written for many categories as well. Be sure that students understand that a personal top-ten list depends only on their own personal opinions.

Extension Top-Ten Activities

- Ask students to consider their top-ten list of their current pastimes.
- On their own, have students prepare a list of their favorite activities and then rank the top ten.
- · Ask students to share their list in pairs and provide a peer
- Then allow volunteers to share their lists with the class.

Module 5: Active Review

A Adventure Brochure

Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Tell students to take turns reading parts of the article.
- Ask students to share their answers with the class.
- Give feedback.

1. courage
4. excitement
7. fear
2. run through
5. adventurous
8. appeals

3. perform**6.** honeymoon

9. donate

Part 2

- · Ask students to complete the activity.
- Ask students to share their answers with the class.
- · Discuss as a class.
- · Give feedback.

Answers will vary.

1. Some people like bungee jumping because they think it's exciting. No, it's not on my bucket list. I'm not a thrill-seeker.

2. I would choose to do a hike for a children's charity.

3. Hiking for charity appeals to me more. Hiking for a good cause helps those in need and helps me to do something good for my body too.

Teacher's Note Opinions are OK

Some students have a difficult time understanding that people might like things that they do not. It's important for them to understand that varying opinions are OK. Listening to people with different opinions can help them to see the world differently.

B Role-play

Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to get in pairs.
- Tell students to complete the activity.

Part 2

- Ask students to perform their conversations for the class.
- Give feedback.

Active Review

Adventure Brochure

Read the brochure and fill in the blanks with the correct words from the box. One word will not be used. Change the form if necessary. Then answer the questions in one to two sentences each.

fear run through	adventurous excitement	inspired appeal	courage donate	perform honeymoon				
GRAND ADV	ENTURES , IN	C.						
Pair Bungee Jump								
do it alone, now yo	jumping on your buc u can bring someone Highland Bridge. Ou	with you! Thrill-se	eeking couples or	pairs of friends can				

of falling 40 meters through the air, reaching a speed of up to

everything you need to know before you 3

Dut everyone has fun in the end!"

Hike for Charity

Would you like to hike a beautiful mountain trail and help others at the same time? If this idea \to you, try our Hiking for Charity program. You choose the charity. You even choose when and how far you'll hike. Then you ask your friends and family to \to a certain amount of money per kilometer you hike. So, the farther you go, the more money your charity gets!

Hikes can be completed alone or in groups. Once you complete your hike, our website reminds your friends and family to send

nike. So, the fartner you go, the more money your charry gets! Hikes can be completed alone or in groups. Once you complete your hike, our website reminds your friends and family to send their donations. Lauren Franco raised \$1,200 for a children's hospital. "I love being outdoors, and this way I can help people, too," Lauren says.

Why do some people like bungee jumping? Is it on your bucket list?

If you did a hike for charity, what charity would you choose?

3. Which of these activities appeals to you more? Why?

Role-play

- 1 Work with a partner. Choose one of the adventures above. One partner wants to try it. The other partner doesn't and gives reasons. The first partner must try to convince the other.
- 2 Perform your conversation for the class.

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Fluency

A Read to Write

Read about the Indian festival of Diwali. Then read the statements and circle true or false.

India is a great place to visit at any time of the year. But if you want to experience one of the country's most important and enjoyable holidays, travel to India during Diwali.

Diwali is a five-day festival that takes place in October or November. It's also called the Festival of Lights—for good reason. During this holiday, Indians decorate their homes and communities with oil lamps. For Hindus, these lamps are meant to guide the Lord Rama home. (The word *Diwali* means "row of lights.") Diwali is also the start of a new year.



The festival is celebrated differently in different parts of India, but everywhere, there is a mood of great joy. Families enjoy delicious feasts and give each other gifts. A popular Diwali food is *mithai*, a variety of sweets made from milk, sugar, spices, and nuts. Major cities such as New Delhi draw a large number of tourists during this time. The streets are bright with colored lights and candles, and there are spectacular fireworks.

1.	People light lamps at home and in public during Diwali.	true	false
2.	The mood during Diwali is very serious.	true	false
3.	A new year begins with Diwali.	true	false
4.	All over India, the holiday is celebrated the same way.	true	false

Speak to Write

Think of a holiday, festival, or other special occasion in your country. Discuss these questions with a partner.

- 1. What is the meaning of the event? What do people do on this occasion? Are there any special foods or other customs?
- 2. Is it celebrated in the same way everywhere in the country? If not, what are some different ways in which
- 3. Is this event a good time to visit your country? If tourists visit your country during this event, what do they need to know?

Now Write

Imagine that you are writing for a magazine that is read by international tourists. Write a short article (five to seven sentences) about the special occasion you discussed in activity B.

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Fluency

A Read to Write

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to read the article on Diwali.
- Tell students to take turns reading parts of the article.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



1. true

2. false

3. true

4. false

Speak to Write

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to get in pairs.
- Tell students to discuss the questions.
- Tell students to write notes on their discussions.

© Now Write

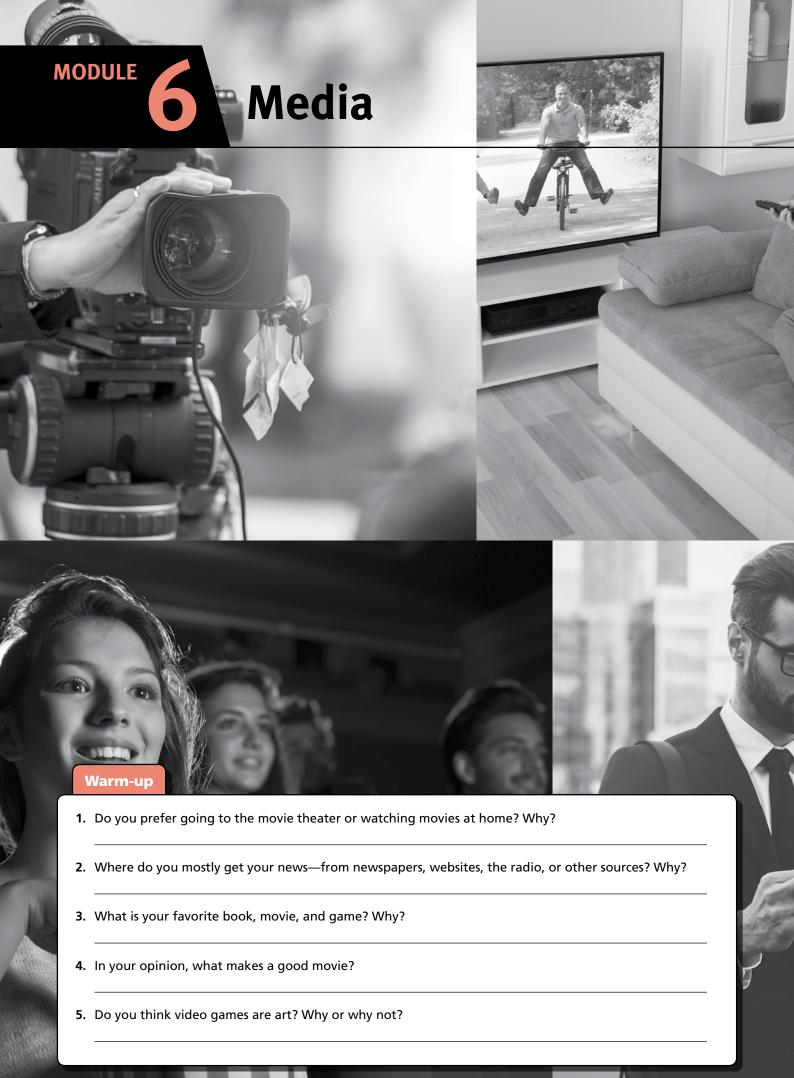
- Tell students to use their notes from activity B to prepare a short article.
- Tell students to complete the activity by themselves.
- Ask students to share with the class.
- Give feedback.

Teacher's Note Celebrating in Different Ways

Different people celebrate the same holidays in different ways. They'll often have family traditions unique to their family. On a wider scale, different communities often have different ways of celebrating as well. Encourage students to think about some of their unique ways of celebrating.

Extension Lights of Celebration

- Tell students that many celebrations use lights. Hanukkah and St. Lucia Day are two examples.
- Have pairs of students consider celebrations they are familiar with that use lights.
- Tell students to research online if necessary.
- Encourage them to compare two celebrations. How do they use light? What do the lights stand for? In what ways are the celebrations similar and different?
- Ask pairs to prepare a short presentation.
- Then ask them to present to the class.



Media

Module 6 Goals

- I can look quickly through simple, factual texts in magazines, brochures, or on a website, and identify information that might be of practical use to me.
- I can understand information in announcements and other recorded factual texts if they are delivered in clear standard speech.
- I can follow clear speech directed at me in everyday conversation in an accent that is familiar to me.
- I can express my opinions on abstract topics, like films and music, describe my reactions to them, and ask other people what they think
- I can write about familiar topics, comparing and contrasting different opinions.

Warm-up

- Draw students' attention to the title of Module 6. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

Extension Free Time

- Ask students to work in pairs.
- Many people spend their free time with one of the various types of media. Have students describe how they spend their free time.
- Tell students to ask each other questions such as: Do they use media for their entertainment? If so, what kind of media do they use? How do they feel this media influences their life?
- Ask students to share what kinds of media their partners use in their free time.

Vocabulary

- Read the vocabulary lists aloud and slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

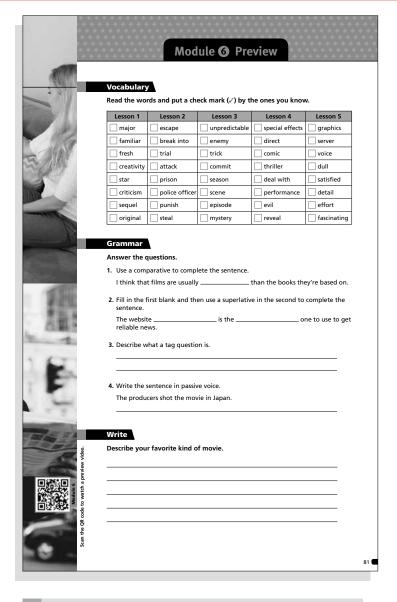
Teacher's Note Module 6 Grammar

The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

Lesson 2 Comparative adjectives and adverbs; superlative adjectives and adverbs; comparison to a lesser degree; intensifiers

Lesson 3 Tag questions

Lesson 4 Impersonal passive



- 1. more interesting
- **2.** Answers will vary. bbc.com, best

3. A tag question is a phrase that checks information or asks if

- someone agrees with you.

 4 The movie was shot in Japan by the producers / It is known.
- **4.** The movie was shot in Japan by the producers. / It is known that the producers shot the movie in Japan.

Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

Teacher's Note Sample Response

I enjoy many kinds of movies, but comedy movies are my favorite. They're my favorite because they're the best to watch with friends. It's great to watch a comedy with friends and laugh together. The best part is that once you see a comedy movie with friends, you can share jokes from the movie with each other the next day at school.

Module 6 Overview:

Media

Lesson 1: What are you watching?

Aims: - Talk about media services

- Describe the types of media you enjoy

Vocabulary:

Lesson 2: Crime Report

Aims: - Talk about news reports

- Describe a criminal news report

Vocabulary:

Grammar: Comparative adjectives and adverbs; superlative

adjectives and adverbs; comparison to a lesser

degree; intensifiers

Lesson 3: Did you catch last night's episode?

Aims: - Talk about television shows

- Describe a show you enjoy

Vocabulary: Television **Grammar:** Tag questions

Lesson 4: Must-See Movies

Aims: - Talk about must-see movies

- Describe your favorite films

Vocabulary: Film

Grammar: Impersonal passive

Lesson 5: I recommend it.

Aims: - Talk about your favorite books/movies/games/

websites/etc.

- Write a review about a piece of media you've

used recently

Vocabulary: Video games

Writing Guide: Giving Your Opinion

Lesson 1 What are you watching?

Aims

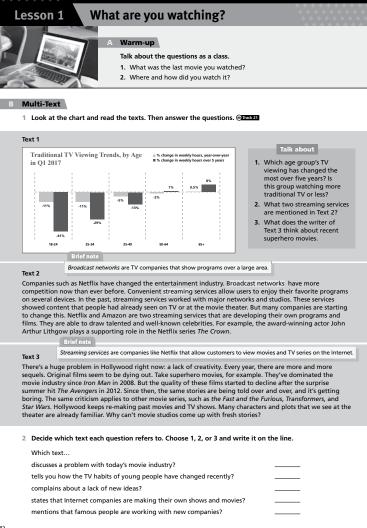
- Talk about media services
- Describe the types of media you enjoy

Vocabulary

creativity familiar fresh decline major studio star criticism apply sequel original over and over

A Warm-up

- Write the title of the lesson on the board: "What are you watching?"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What did you enjoy about the movie?" and "Why did you watch the movie?"
- Write on the board any new vocabulary and good answers that students come up with.



streaming services and on-air television broadcasting. Emphasize that streaming services rely on the Internet to function.

B Multi- Text Track 21

This activity features three different texts. Text 1 is a chart of viewing trends by age group. Texts 2 and 3 are online comments regarding streaming services and Hollywood movies.

- Tell students that they will read/hear about different types of
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as broadcast networks.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.
 - 1. People 12-17. They are watching less traditional TV.
 - 2. Netflix and Amazon
 - 3. The writer thinks they are getting boring because they tell the same stories over and over.

Cross out the two false statements. Write the number of the correct text (1, 2, or 3) next to the true statements.

Streaming services used to show things that people had already seen

Hollywood has been showing a lot of creativity in recent years.

_ Most age groups have been watching less traditional TV. __ Superhero movies have been popular since 2008

_ Netflix has made a series with a well-known star

_ Superhero movies have been getting worse since 2012.

People under the age of 50 have been watching more TV lately.

1 Circle the word that is closest in meaning to the word in bold.

1. major	rich	old	important	creative
2. decline	decrease	depart	design	delay
3. familiar	fun	known	liked	right
4. fresh	popular	weird	clean	new
5. creativity	imagination	ambition	presentation	education

2 Match the words and phrases with the correct definitions

1. studio 2. star

· a. statements about the quality of someone or something, often

3. over and over •

· b. many times; repeatedly

• c. a movie, book, etc. that continues the story from an earlier

4. criticism

• d. a movie or TV company or a place where movies or TV shows are made

5. apply

• e. to be one of the main characters in a movie, play, TV show,

6. sequel

· f. special and interesting because of being different from

• g. to affect or relate to a certain person or situation

Talk About Film and TV

Discuss the following questions with a partner.

1. What movie have you watched over and over again? Why? Who stars in it? What is it about?

How much time do you spend watching movies or TV in a typical week? Which do you watch more, traditional TV or streaming services?

3. Have you seen any of the shows or movies mentioned in activity B? What do you think about

4. Do you agree with the writer in activity B who says that most Hollywood movies today aren't original? Why or why not?



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Part 2

- · Ask a student to read the direction lines.
- · Check for understanding.
- Have students complete this activity by themselves first.
- Then ask students which statements match which texts.
- · Give feedback.



3, 1, 3, 2, 2

Part 3

- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the activity by themselves first.
- · Ask students to share their answers with the class.
- · Give feedback.



False: 2, 7

3. 1 **1**. 2

4. 3

5. 2

6. 3

G Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- Ask a student to read the direction line.
- Ask students to complete part 1 by themselves first.
- · Ask students to share their answers with the class.
- · Give feedback.

1. important 4. new

2. decrease

3. known

5. imagination

- · Ask a student to read the direction line.
- Ask students to complete part 2 by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

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

D In Your World

- Write the title of the activity on the board: "Talk About Film and
- Ask students to read the direction line.
- Check for understanding.
- Tell students to get into pairs.
- Give students time to discuss the questions.
- Ask students to share their answers with the class.
- · Give feedback.

Extension Movie Critics

- Tell students to work in pairs.
- Have students discuss a movie they have both seen. What did they think of the movie? Did they both like it, did they both dislike it, or did one of them like it while the other didn't? Why?
- Tell students to role-play as movie critics in a segment on an entertainment TV show.
- Give students enough time to write and practice their dialogues.
- Have students list things they like and dislike about the movie. Also ask them to rate the movie on a scale of 1-5.

Lesson 2 Crime Report

Aims

- Talk about news reports
- Describe a criminal news report

Vocabulary

escape	break into	trial	attack	police officer
prison	punish	steal	arrest	theft
crime	criminal	maximum	jail	arere

Grammar

Comparative adjectives and adverbs; superlative adjectives and adverbs; comparison to a lesser degree; intensifiers

Warm-up

- Write the title of the lesson on the board: "Crime Report."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the pictures on the page.
- Ask students how the photos might relate to the text.

A Vocabulary Track 22

- Ask a student to read the direction lines.
- Tell students to look up the word meanings and pronunciations.
- Play the audio for students to check their pronunciation.
- Play the audio again and have students repeat.

B Authentic Text Track 23

This text is a news report. It describes a police report.

Part 1

- Tell students that they will read a police report.
- Ask a student to read the direction lines.
- Tell students to complete the activity by themselves first.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as *suspect*.
- Ask students to share their answers with the class.
- Play the audio for students to check their pronunciation.
- · Give feedback.

1. Police officers 2. attacked 3. escape 4. steal 5. trial 6. punished 7. prison
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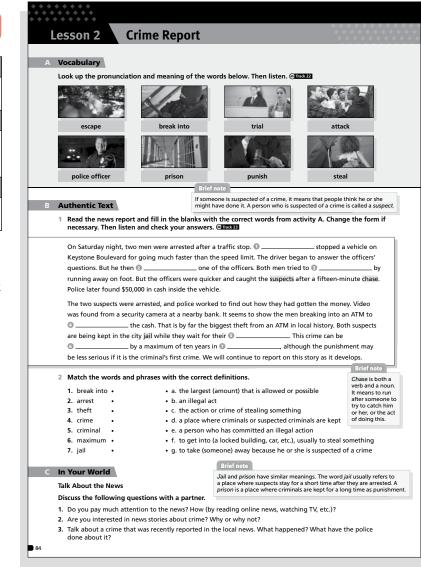
Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.



C In Your World

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to get in pairs.
- Tell students to discuss the questions with their partners.
- Ask students to share their discussion with the class.
- Give feedback.



Extension Trustworthy Information

- Tell students that there is much discussion regarding the trustworthiness of various news sources these days.
- Provide students with copies of articles on the same topic from different news sources.
- Tell students to work in groups of three or four.
- Have groups discuss the articles. Ask them to provide reasons why they feel that this news source is reliable and why other news sources are less reliable.
- Then have students share their thoughts with the class.

D Grammar

Lesson 2 covers the following grammar: comparisons. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part '

- Ask a student to read the directions for part 1.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Grammar

Comparisons

comparative adjectives and adverbs				
one-syllable adj./adv.	short adj./adv. ending in -y	other adj. / adv.		
+ -er (than ~)	y + ier (than ~)	more + adj./adv. (than ~)		
The officers were quicker . She's going faster than the speed limit.	She seems friendlier than her brother. They opened the bank earlier today.	The punishment should be more serious. We must take theft more seriously.		
superlative adjectives and adverbs				
one-syllable adj./adv.	other adj. / adv.			
+ -est	y + iest	most + adj./adv.		
It was the biggest theft in history. He drives the fastest .	That's the ugliest building in town. What stores open the earliest?	What's the most serious crime of all? What crime happens the most often ?		
Irregular: good/well – better – best	bad/badly – worse – worst fa	ar – further/farther – furthest / farthest		

1	Complete the sentences.	Use the give	words and an	v other words th	at are needed
	complete the sentences.	Use the give	i wolus aliu ali	y other words th	at are needed

i. Illacs luca i ve evel ilealu: (3///)	1.	That's	idea I've ever heard! (si	lly)
---	----	--------	---------------------------	------

- 2. What's the ______ type of crime in this city? (common)
- 3. I think that he should stay in prison _______ five years. (long)

comparison to a lesser degree					
comparative	superlative				
less + adj./adv. (than ~) = not as adj./adv. (as ~)	the least + adj./adv.				
Our neighborhood is less dangerous than that one. = Our neighborhood isn't as dangerous as that one.	What's the least dangerous neighborhood in town? I think social media reports the news the least accurately .				
intensifiers					
before comparatives: even, (so) much, a lot, far	before superlatives: by far				
Our neighborhood is a lot less dangerous than that one. Newspapers report the news far better than TV.	This was by far the biggest theft in local history. The Internet reports the news by far the least accurately .				

	and the second second				
٤.	Underline the mistake and write	the correction on the line.	. (There may be mor	e than one bos	sible correction.

- 1. What is least safe way to travel?
- 2. Being an office worker is not exciting as being a police officer.
- 3. Crime is very more common in the city than in the country.

Use the Language

Interview with a Police Officer

Work with a partner. Imagine that you are journalists reporting on the story
in activity B. What would you ask the police officers who arrested the two men?
Write at least three questions.



Role-play an interview. One partner is a journalist, and the other is one of the police officers from activity B. Practice the interview, and then perform it for the class.

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- 1. the silliest
- 2. most common
- 3. longer than

Part 2

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for part 2.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.



- **1.** least \rightarrow the least
- **2.** exciting → as exciting
- 3. very → much / a lot / far

✓ Check the Workbook

For further grammar practice, use Activity 3, in Module 6, Lesson 2 of the workbook.

Use the Language

Write the title of the activity on the board: "Interview with a Police Officer."

Part 1

- Ask a student to read the direction lines for part 1.
- Check for understanding.
- Tell students to get in pairs.
- Tell students to complete part 1.
- Walk around and give feedback.

- Ask a student to read the direction line of part 2.
- Check for understanding.
- Tell students to complete part 2.
- Walk around and give feedback.
- Ask students to share their role-play with the class.
- Give feedback.

Lesson 3 Did you catch last night's episode?

- Talk about television shows - Describe a show you enjoy Vocabulary unpredictable detective enemy trick commit season scene episode murder mystery Grammar

A Warm-up

Tag questions

- Write the title of the lesson on the board: "Did you catch last night's episode?"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What was your favorite part of the show?" and "What about the show did you not like?"
- Write on the board any new vocabulary and good answers that students come up with.

Teacher's Note When Can You See It?

Some students might not be familiar with the phrase "last night's episode." Explain that television networks used to air television shows on a schedule. People would often need to wait a whole week to see a new episode of their favorite show. This is less commonly the case now because of modern streaming services.

Audio Track 24

This dialogue is between two people talking about a television show. The speakers talk about what they like and dislike about the show.

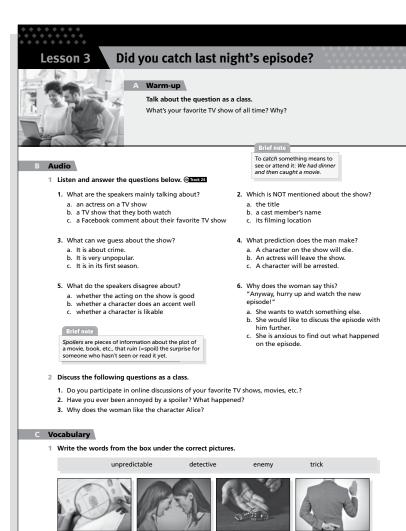
Part 1

- Tell students that they will listen to a dialogue.
- Play the audio.
- Use the brief notes to explain difficult parts of the text, such as *spoilers*.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- · Give feedback.



Part 2

- Discuss the questions in part 2.
- Lead an open discussion.



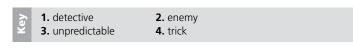
Extension Different Opinions

- Tell students to work in pairs.
- Have students select a television show that they are familiar with.
- Have them list three things that they like about the show and three things that they dislike.
- Then have them share their thoughts with their partners.
 Are there things they both like? Are there things they both dislike? Does one like something that the other dislikes?
- Ask pairs to share their opinions with the class.

G Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.



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

	Commit	season	scerie	episode	muruei	illystery	
1.	We still don't know	v why Elena sud	denly quit her	job and left town	. It's a(n)		
2.	I have a very small	part in the play	I'm only in on	e			
3.	If you	a	crime, you mig	ht go to prison.			
4.	Without commerci long.	als, each		of a one-hou	r TV show is actu	ally about 45 minute	s
5.	This novel is about	a detective tryi	ng to solve the		of a fan	nous singer.	
6	Thoro are some ex-	citing now chow	r in the uncom	ing TV			

■ Grammar

Tag questions

tag questions						
Tag questions are added to the ends of statements in order to check whether information is true, or whether the listener agrees with an opinion. The form of a tag question is auxiliary verb (ϵ nod) + subject. Positive statements are followed by negative tag questions, and negative statements are followed by positive tag questions.						
positive statement negative tag question expected answer						
That actress is great,	isn't she?	Yes, she is.				
He'll be in the next episode,	won't he?	Yes, he will.				
negative statement	positive tag question	expected answer				
She's not actually British,	is she?	No, she isn't.				
The movie review doesn't include spoilers,	does it?	No, it doesn't.				

Complete the sentences with tag questions.

1. You caught last night's episode,
2. We'll be on time for the movie,
3. The plot is pretty unpredictable,
4. You don't watch shows on cable,
5. I didn't miss an important scene,
6. They haven't solved the murder,

In Your World

Crime Shows

Discuss the following questions in groups of three. Share your answers with the class.

- Do you read murder mystery novels or watch TV shows about murder mysteries? Why do you think that they're popular?
- Try to think of a TV show that you all watch. Have you all seen the latest episode? What happened? Do you have a favorite episode from that show?



Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

5	1. mystery	2. scene	3. commit
¥	4. episode	5. murder	6. season

D Grammar

Lesson 3 covers the following grammar: tag questions. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

S	 didn't you do you 	2. won't we	3. isn't it
¥	4. do you	5. did I	6. have they

✓ Check the Workbook

For further grammar practice, use Activities 2 and 3, in Module 6, Lesson 3 of the workbook.

In Your World

- Write the title of the activity on the board: "Crime Shows."
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to get into groups of three.
- Give students time to discuss the questions.
- Ask students to share their answers with the class.
- · Give feedback.

Extension Your Favorite Show Survey

- Many different kinds of shows air on television. Have students consider their favorite type of show.
- Have students survey their classmates about their favorite TV shows and genres.
- Divide the class into two groups.
- Have students walk around the room and ask each classmate about his or her favorite TV show and genre.
- Tell students to record the answers.
- Have students make a tally chart for the results on the board.
- Discuss the results of the survey as a class.

Lesson 4

Must-see Movies

Aims - Talk about must-see movies - Describe your favorite films Vocabulary special effects direct musical thriller comic deal with truth pick issue reveal performance evil Grammar Impersonal passive

A Warm-up

- Write the title of the lesson on the board: "Must-see Movies."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What is a popular movie that you have not seen?" and "Why have you never seen this film?"
- Write on the board any new vocabulary and good answers that students come up with.

Authentic Text Track 25

This text is an online article by a movie critic. The writer talks about two of his past favorite movies.

Part 1

- Tell students they will read/hear about two movies from a movie critic.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as *comforting*.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

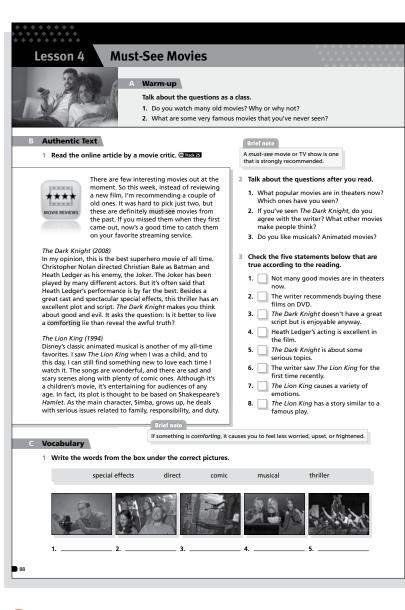
Part 3

- Ask a student to read the direction line for part 3.
- Check for understanding.
- Ask for volunteers or call students to read each of the statements.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

Key	1. true 5. true	2. false 6. false	3. false 7. true	4. true 8. true	

Extension It Should be a Movie

- Tell students to work in pairs.
- Have students agree on a book, story, or real-life event that they feel would make a good movie.
- Ask them why they think this would make a good movie. Ask who they would have play the different roles.
- Provide enough time for partners to prepare their response.
- Then tell them to present their thoughts to the class.



© Vocabulary

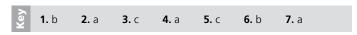
- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	 direct thriller 	2. comic5. musical	3. special effects	

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.



2 Circle the word that is closest in meaning to the word in bold. 1. This movie is about a couple trying to deal with problems in their marriage

2. If the police ask you questions, you should tell them the truth.

b. complaints

3. Andrew's performance in the school play was spectacular. a. directing b. writing

4. The end of the movie reveals that the bad guy was really the hero!

a. shows b. discusses

5. The Joker is one of the most evil characters in the Batman series. a. weird b. scary

6. It's your turn to pick the show that we're going to watch tonight.

b. solve

c. crimes

c. acting

c. suggests

7. She's a director who makes films about global warming and other env a. subjects b. opinions c. technologies

Impersonal passive

a. explain

impersonal passive						
	opinions, beliefs, and knowledge. It is often used by journalists. Iknown that (subject) OR (Subject) is believed/expected/said/					
(People say that Heath Ledger is the best Joker.)	(People think that its plot is based on Shakespeare's Hamlet.)					
It is said that Heath Ledger is the best Joker. Heath Ledger is said to be the best Joker.	It is thought that its plot is based on Shakespeare's Hamlet. Its plot is thought to be based on Shakespeare's Hamlet.					

Complete the sentences using the impersonal passive.

1. People say that she's a great comic actress. → It _

2. People believe animated movies are for kids. → It

3. People know that he has talent. → He

4. People expect the musical to come out soon. → The musical

You've got to see it!

1 Make your own recommendations of great movies from the past. Think of two movies you like that are five years old or older. Make some notes about them in the chart.

	Title & movie type	Stars	Basic plot	Why you like it
Movie 1				
Movie 2				

- 2 Now explain to a partner why he or she should see these movies (or see them again). Try to say as much as possible without looking at your notes. Be ready to answer questions. Listen to your partner recommendations and ask questions.
- Find a new partner and repeat part 2

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D Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- · Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- · Ask students to share their answers with the class.
- Give feedback.

- 1. It is said that she's a great comic actress.
- 2. It is believed that animated movies are for kids.
- **3.** He is known to have talent.
- 4. The musical is expected to come out soon.

Teacher's Note Manipulating Opinion

Inform students that the impersonal passive is often used in journalism and can be used to manipulate public opinion. When the impersonal passive is used, it gives the impression that it reflects popular opinion. However, the impersonal passive does not require more than one person to hold the opinion reflected. Emphasize the need for skepticism when the impersonal passive is encountered.

✓ Check the Workbook

For further grammar practice, use Activity 3, in Module 6, Lesson 4 of the workbook.

Use the Language

Write the title of the activity on the board: "You've got to see it!"

Part 1

- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the chart by themselves.

Part 2

- Tell students to get in pairs.
- Tell students to share their recommendations with their partners and to ask questions.

- Tell students to get into different pairs and repeat.
- Ask students to report what they learned.
- · Give feedback.

Extension The Best New Movie

- Ask students to write a movie review for a new movie that could appear in their local paper.
- Have them briefly summarize the plot and indicate some good and bad aspects of this new movie. However, be sure to emphasize that students should not include spoilers in their reviews.
- Encourage students to use the impersonal passive in their writing.
- Have students share their reviews with the class.

Lesson 5 | I recommend it.

Aims

- Talk about your favorite books/movies/games/websites/etc.
- Write a review about a piece of media you've used recently

Vocabulary

graphics dull server voice soldier effort weapon fascinating quality detail disappointment satisfied (with)

Writing Guide

Giving Your Opinion

A Warm-up

- Write the title of the lesson on the board: "I recommend it."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What is the last new ~ that you chose?" and "Do you often choose new entertainment well?"
- Write on the board any new vocabulary and good answers that students come up with.

B Prewriting

- Tell students to look at the Prewriting activity.
- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the table with their own ideas.
- Tell students to get in pairs.
- Tell students to discuss the table with their partners.
- Walk around and give feedback.

C Authentic Text

This text is an online game review. The writer gives his review of a recently released video game, and one of his readers responds to his review.

- Tell students they will read the article.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as *buggy*.

Teacher's Note Online Disagreements

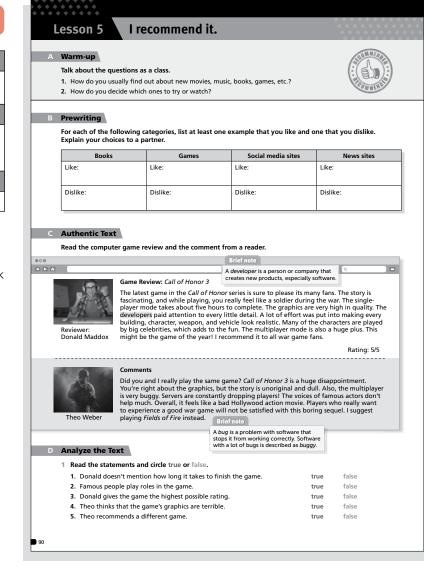
Point out that disagreements are natural. Online, however, normal disagreements can easily degrade to insults and hostility. Point to the article as a model of proper interaction online. Advise students to stay on topic and not make it personal when commenting online.

Analyze the Text

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.





Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback.



- 1. They put effort into the details of the graphics so that the game looks realistic.
- 2. He compares it to a bad Hollywood action movie.

☑ Vocabulary

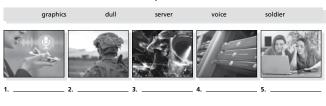
- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	 voice server 	2. soldier5. dull	3. graphics	

2 Answer the questions with one or two complete sentences 1. What impressed Donald about the developers? 2. What does Theo compare the game to?

1 Write the words from the box under the correct pictures



Match the words with the correct definitions

- 1. disappointment •
- 2. satisfied (with) •
- 3. quality
- 4. detail
- 5. effort
- weapon
- a. how good or bad something is
- . b. something (such as a gun or knife) used for fighting or attacking someone
- · c. a part or element of something
- d. extremely interesting
- e. someone or something that doesn't satisfy or please you
- · f. work done by the mind or body; energy used to do something
- g. happy or pleased because something went well or you got something you wanted

Use the Language

7. fascinating

Giving your Opinion

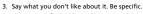
Read the writing guide. Then, on a separate sheet of paper, write a review of a book, TV show, movie, or

Writing Guide

The purpose of a review is to help readers make a decision about the subject of the review (a TV show, game, etc.). Here is how to write a helpful review.

- 1. Give basic information and important details about the subject of your review. This is $a(n) \sim game$. It's a novel about... This movie is a thriller directed by... It stars \sim and \sim . This is a new comedy series about... The basic plot is...
- 2. Say what you like about it. Be specific.

The graphics are... The plot is very... I enjoyed the performance by The special effects... I was impressed by... The ~ was fascinating.



I wasn't satisfied with... The ~ was a disappointment. The ~ is dull I of low quality

4. End by stating whether you recommend it and for whom.

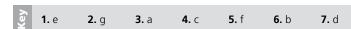
Overall, I recommend ~ to all those who... This is (not) I (don't) recommend it for ~ viewers/readers/gamers who. This is (not) a good choice for ~



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Part 2

- · Ask a student to read the direction line.
- · Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- Give feedback



Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board: "Giving your opinion."
- Explain the guide to students.
- Ask students to include the expressions from the guide in their writing.
- Give students enough time to write.
- Go around the class and give help when needed.
- Have some students present their reviews to the class.

Teacher's Note Sample Response

Magic and Sword Online

Magic and Sword Online is a new MMORPG by EnchantedSkull Publishing. If you are familiar with Magic and Sword, then you know everything you need to know about Magic and Sword Online's gameplay. EnchantedSkull basically took their award-winning game and put it online for people to play.

The best part of Magic and Sword Online is that you can play it with your friends over the Internet. It's a great new way to experience this game. I was also impressed by the graphics and the wide range of characters that you can choose to play.

The only problem with Magic and Sword Online is that a very fast network connection is required. You also need to have a good graphics card on your computer.

If you have a good computer and Internet connection, definitely check out Magic and Sword Online. If your computer is slower and your network connection isn't the best, then the older, single-player version, Magic and Sword, would be a much better experience.

Teacher's Note Respecting Different Opinions

Many people have a habit of not appreciating opinions different from their own. It's important for everyone to know that differing opinions are normal and appropriate. It's OK to debate with a person of another opinion, but it's important to respect that person's opinion.

Extension Disagreeing with Style

- Have students work in pairs.
- Tell students to select something that one student enjoys but the other does not. Begin by having the student who enjoys the subject explain why this thing is appealing. Students can use the content of their reviews for this activity.
- Then have the student who does not enjoy the subject respond to the first student.
- Be sure to emphasize that politeness in disagreement is key to happy and pleasant relationships in the classroom as well as in society.

Module 6: Active Review

A A Classic Movie

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Play the audio for students to check their answers or have students read parts of the conversation.
- Give feedback.

Key

familiar
 arrested

details
 escaped
 reveals

3. thriller

6. performances

7. scene

Teacher's Note Films Based On True Events

Many stories are based on true events. Producers and writers are always on the lookout for good stories to turn into books, movies, and television shows. Ask students what true stories they have seen in movies and television. Ask if they know of any true stories that would make a good book, movie, or television show.

B What's on?

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the activity by themselves.

© Deciding What to Watch

- Tell students to work in pairs.
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the activity with their partners.
- Ask students to share their answers with the class.
- Give feedback.

Active Review

A Classic Movie

Read the conversation and fill in the blanks with the correct words from the box. Change the form if necessary. Then listen and check. © INCOME.

	escape	thriller	reveal	performance	familiar	detail	arrest	scene
M:	Hey, I was	hoping to	atch the n	ews. What are yo	u watching?	-		-
w:	It's the Cla	assic Movie	Channel. Th	nis is The Fugitive	. It started ab	out		. 墨
	20 minute	es ago.					± ×	
M:	I haven't	seen it, but	those two a	actors look ①		_	The state of	1
	That's Har	rrison Ford,	isn't it?					-
w:	Yes, and t	he other gu	y is Tommy	Lee Jones. I thin	that this is	one of the	best movie	s from the
	90s.							
M:	I've heard	of it, but I	don't know	the ②	Wh	at's it abou	ut?	
w:	It's a 🕒 _		and a	murder mystery.	Harrison Ford	d was 🗿		for a
	murder he	e didn't com	mit. He 🗿		, and now h	e's trying t	o find the	real killer.
M:	And the p	olice are ch	asing him?					
w:	Right. It's	actually bas	ed on a tru	ie story. It's fun to	watch beca	use the 🜀 .		are
	great, and	d the plot is	really unpr	edictable. In the	last 🕡		_, the main	character
	finds out	the truth. H	e 0	that	the murderer	is—wait, y	ou don't v	vant me to
	tall you th	ne ending o	0 1/01/2					

What's on

Work alone. What's on TV in your area this week? Look up the TV listings if necessary. Choose one thing that you would recommend to your classmates in each category, and one that you would not recommend Note the titles and reasons below.

M: No, no spoilers! I'll watch it with you. I can watch the news later.

	A news program	A TV show	A movie
DO watch:			
Why?			
DON'T watch:			
Why?			

Deciding What to Watch

Compare your choices with a partner. What do you agree/disagree about? Try to come to an agreement. Report the results of your discussion to the class.

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Communication

Read the article and circle the correct words. Then discuss the questions with a partner.

Let's Go Back to Reading the News

by Billy Nguyen



For a long time, most people got their news in print, from newspapers and magazines. Then 1. (broadcast / episode) networks became popular. The number of print news readers 2. (directed / declined). And now, more and more of my friends only watch cable TV news and read news websites. They also use social media and other sources. Fewer people read 3. (satisfied / major) newspapers and news magazines—especially young people. I think that this is a mistake. Compared to TV or online sources, print articles give more details. They are researched more carefully.

They talk more about important 4. (weapons / issues) rather than gossiping. However, they have fewe pictures. For this reason, many people consider them 5. (duller / fresher) and less exciting. Yes, it takes longer to read a good newspaper article than to watch a video or to read a short blog post. But the 6. (quality / graphics) of the information is better, and so is the writing. I recommend making the effort.

- 1. How have people's habits changed, according to the writer?
- 2. What does the writer recommend, and why?
- 3. Do you agree or disagree with the writer's opinion? Explain

Work alone. Answer the following questions and give reasons. Write two to three complete sentences

1.	Do you prefer written news or TV news?
	Do you prefer playing computer games or watching TV?
	Do you prefer movies today or movies of the past?

Choose one of the guestions above. Use your answer to prepare a short talk, giving at least two reasons opinion. Present your opinion to the class

Communication

An Opinion Article

- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to read the article about print news.
- Tell students to complete the activity by themselves.
- Tell students to take turns reading parts of the article.
- · Give feedback.
- Ask a student to read the questions after the article.
- · Lead a group discussion.
- · Give feedback.

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1. broadcast

2. declined

3. major

5. duller 4. issues

6. quality

Teacher's Note Communication Technology

There are many ways to get the news. As technology improves, less technologically advanced forms of information exchange suffer and fade. This is happening now with print and television news. Have students consider what might be lost as communication technology continues to change.

Your Media Preferences

- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to answer the questions by themselves.
- Ask students to share their answers with the class.
- Give feedback

Teacher's Note Balance for Success

Different activities carry different advantages and disadvantages. For example, playing sports outside is a great way to get physical exercise, but playing sports games on the computer can be enjoyed at any time. Emphasize that balance is important.

Express Your Opinion

- Ask a student to read the direction lines.
- Give students time to prepare for their short talks.
- Ask students to share with the class.
- Give feedback.

Extension Jeopardy

- Before class, prepare different categories of questions from this module. Write the questions on cards.
- Add some easier categories that include general knowledge information. For example, include a category called "Name Two." A question for 100 points could be: "Name two fruits."
- Write the categories and points on the board.
- Explain how to play the game.
- Divide the class into teams.
- Play the game and keep track of the points.
- Give a small prize to the winning team.

Quarter Test 3

A Vocabulary

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

	1 h	2. a	3. e	4. į	5. g
6	1. 11	2. a	J. e	 -)	J. 9
¥	1. h 6. d	7. i	8. c	9. b	10. f

B Grammar

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

>	1. b	2. a 7. c	3. b	4. c	5. a	
¥	6. b	7. c	8. b	9. c	10. a	

Teacher's Note Film Festivals

Inform students that there are many film festivals around the world each year. Sundance and the Cannes Film Festival are two very famous film festivals. Lesser-known filmmakers find these festivals beneficial as a way to share their films and their visions. Many filmmakers have been given great opportunities to develop their films further after a good reception at a film

Quarter Test 3

A Vocabulary

Match the words with the correct definitions.

- 1. creativity · a. something dangerous that requires skill
- **2.** stunt b. a member of an army
- 3. elegant c. the ability to deal with dangerous situations even if frightened
- 4. costume · d. easy to recognize because of being seen, met, or heard before
- 5. trick e. stylish or attractive in appearance
- 6. familiar f. a film, book, etc. that continues the story from an earlier one
- 7. ancestor a. to make (someone) believe something that is not true
- 8. courage • h. the ability to produce new ideas or things using skill and imagination
- 9. soldier . i. a relative who lived a long time ago
- j. a set of clothes that someone wears to look like someone or **10.** sequel •

B Grammar

Circle the correct answers.

1.	This video is so funny! I can't was	tch it without		
	a. laugh	b. laughing	c.	to laugh
2.	Let's have the waiter us a. bring	the dessert menu. b. bringing	c.	to bring
3.	When they were shopping at the	market, they their neighbo	or.	
	a. ran out of	b. ran into	c.	ran on
4.	Murder is usually considered to b			
	a. most serious	b. more serious	c.	the most serior
5.	This neighborhood to be	e safe and free from crime.		
	a. is thought	b. thought	c.	thinks
6.	TV shows today are bett	er than they were twenty years ago		
	a. very	b. far	c.	by far
7.	The man after police of	ficers caught him breaking into a ho	use	
	a. arrested	b. was arresting	c.	was arrested
8.	You'll join us when we go bunge	e jumping,?		
	a. will you	b. won't you	c.	you won't
9.	The new version of the game is .	less popular than the old on	e.	
	a. the	b. so	c.	a lot

10. People celebrated this holiday hundreds of years ago, _ a. didn't they b. don't they

c. hadn't they

C Reading Comprehension

Read the article about a film festival. Then read the statements and circle true or false.

Film Festival Starts Saturday

A feeling of excitement is growing around town, as the Green Lake Film Festival is about to begin. The event will be held from this Saturday, June 5 to Monday, June 7 at various theaters around the city. The festival features original movies by independent filmmakers. This year, one of the major attractions is <code>Waterfall</code>, a film by the director Jordan Kim. It is Kim's first movie. Reviews say that this murder mystery includes a fascinating, must-see performance by Michael Blake. Blake is often said to be the most talented young man in the movie business right now. In <code>Waterfall</code>, he stars as an unpredictable police detective who is trying to solve a murder mystery.

This festival is in its fourth year and is the largest in the city. It draws thousands of people to Green Lake every year. Those attending the festival also come to enjoy the city's nightlife, so expect heavy traffic and large crowds at local restaurants, bars, and clubs during the weekend. For more information and to buy tickets, visit GreenLakeFilmFestival.com. (Ten percent of the money from all ticket sales will be donated to the Green Lake Children's Hospital.)

1. The movies at the festival are classics that were made by major studios.	true	false
2. Michael Blake is thought to be a very good actor.	true	false
3. Waterfall is a movie about a crime.	true	false
4. The festival will be held for the first time this year.	true	false
5. The city's nightlife will be busier than usual.	true	false
6. Some money from the festival will be given to charity.	true	false

D. About You

Answer the questions in one or two complete sentences.

\n:	wer the questions in one or two complete sentences.
1.	What is the most recent holiday or festival that you celebrated? How did you celebrate it?
2.	What holiday or festival do you like the least? Why?
3.	What adventurous thing would you like to do someday? Why?

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© Reading Comprehension

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

>	 false 	2. true 5. true	3. true
¥	4. false	5. true	6. true

Extension A Lesser-Known Film

- In pairs, have students discuss lesser-known movies they may have seen.
- Begin by having one partner identify a movie that he or she is familiar with, yet his or her partner has not seen.
- Have students share the plot and the characters of the movie, without giving away spoilers.
- Have the partner who has not seen the movie take notes on the movie.
- Have students ask questions as they compile their notes.
- Then have students switch roles.
- Finally, ask students to share their thoughts with the class.

About You

- · Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

Answers will vary.

- **1.** I recently enjoyed spending Thanksgiving with my family. We spent the day eating turkey and watching family movies.
- **2.** I like Earth Day the least. It seems like it's just a day to make me do chores and feel guilty for living in a modern society.
- **3.** I'd like to visit other countries. I think it would be good to see how different people live.

Teacher's Note Fandom

Film festivals are a time when fans of film gather together to celebrate movies and all things film-related. However, there are festivals for all kinds of things that people enjoy. Video game festivals, comic conventions, and toy shows are just a few of these. Ask students what type of festival they might enjoy attending.

Extension A New Festival

- Have students work in groups of three or four.
- Ask students to come up with a festival of their own.
- Ask students to consider the things that will be celebrated, shown, or sold at the festival.
- Tell students to create a poster or radio commercial for their festival.
- Give students enough time to prepare.
- Then have them share their work with the class.

MAAAAAAAAAA

Finances

Warm-up 1. What do you spend most of your money on? Why?

- 2. Are you worried about your spending habits? Why or why not?
- 3. What makes you happy? Describe three things.
- **4.** Describe a luxury item you want to own.
- 5. What advice would you give to someone who wants to buy a house?

<u>Finances</u>

Module 7 Goals

- I can understand the main points in straightforward texts on subjects of personal or professional interest.
- I can understand the main points in short, clear, formal letters relating to my personal and professional interests, provided I can use a dictionary.
- I can follow a lecture or talk within my own field if the subject matter is familiar and the presentation clearly structured.
- I can compare and contrast alternatives, discuss what to do, where to go, etc.
- I can write a detailed description of an experience, dream, or imaginary event, including my feelings and reactions.

Warm-up

- Draw students' attention to the title of Module 7. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

Extension Saving for the Future

- Ask students to consider something that they'd like to save money for. How much money would they need to save?
 How much would they be willing to save each month? How many months would it take them to purchase their item?
- Have students write their plans.
- In pairs, have them share their work and provide a peer edit.
- Then, have volunteers share their plans with the class.

Vocabulary

- Read the vocabulary lists aloud and slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

Teacher's Note Module 7 Grammar

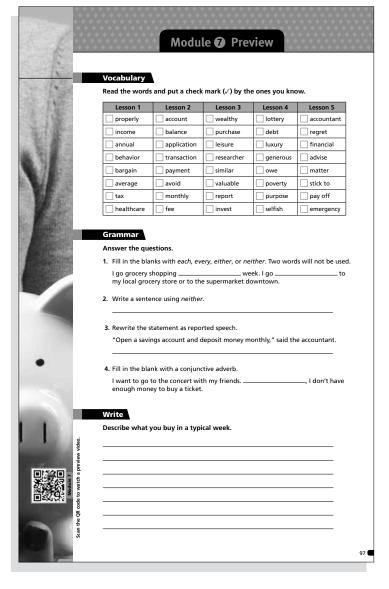
The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

Lesson 2 each, every, either, neither

Lesson 3 subject and object questions, reported speech

Lesson 4 conjunctive adverbs

- 1. every, either
- 2. Neither of my parents remembered my birthday.
- **3.** The accountant said to open a savings account and deposit money to it monthly.
- 4. However



Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

Teacher's Note Sample Response

In a typical week, I usually buy groceries. Eggs, bread, and cheese are a must. I also buy lettuce, onions, bananas, and apples. My favorite food is chicken, so I almost always get some of that as well.

Unit 7 Overview:

Finances

Lesson 1: Spending Habits

- Talk about your spending habits Aims:

- Describe things you enjoy shopping for

Vocabulary: Shopping

Lesson 2: Credit Cards

Aims: - Talk about credit cards

- Describe your attitude toward credit card

spending

Vocabulary: Banking

Grammar: each, every, either, neither

Lesson 3: Can money buy happiness?

- Talk about happiness Aims:

- Describe how money affects your life

Vocabulary:

Grammar: Subject and object questions; reported speech

Lesson 4: What if you won the lottery?

- Talk about what you would do if you were rich Aims:

- Describe a hypothetical life

Vocabulary: Necessities

Grammar: Conjunctive adverbs

Lesson 5: Financial Advice

- Talk about money saving tips Aims:

- Write a letter of advice

Vocabulary: Savings

Writing Guide: Giving Financial Advice

Spending Habits Lesson 1

Aims

- Talk about your spending habits
- Describe things you enjoy shopping for

Vocabulary

annual opportunity properly income behavior bargain wedding average healthcare tax

A Warm-up

- Write the title of the lesson on the board: "Spending Habits."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What do you spend the most of your money on?" and "Where is the best place to buy ____?"
- Write on the board any new vocabulary and good answers that students come up with.

Teacher's Note Save your Secrets

Some students may be hesitant to discuss their personal use of money. Make sure that you indicate that students are welcome to make up imaginary responses for this lesson.

Lesson 1 **Spending Habits**



Talk about the questions as a class.

- 1. What do you enjoy about shopping?
- 2. Are there some things you enjoy shopping for more than others?

Multi-Text

1 Look at the table and read the texts. Then answer the questions

	2015	2016	% change
Average income before taxes	\$69,629	\$74,664	7.2%
Average annual spending	\$55,978	\$57,311	2.4%
Food	\$7,023	\$7,203	2.6%
Housing	\$18,409	\$18,806	2.6%
Clothes	\$1,846	\$1,803	-2.3%
Transportation	\$9,503	\$9,409	-4.8%
Healthcare	\$4,342	\$4,612	6.2%
Entertainment	\$2,842	\$2,913	2.5%
Insurance	\$6,349	\$6,831	7.6%
Other	\$3,845	\$3,933	2.3%

Talk about

- What were Americans' three biggest expenses in 2015-2016? Do you think that these expense are similar in most countries?
- 2. Do you ever have the problem described by BigSpender?
- What rule does Shopaholic have for shopping? Do you have any shopping rules for yourself?

An impulse is a sudden feeling. An impulse buy is a purchase that you make without planning or thinking about it first.

BigSpender 2 hours ago

Hove going into stores and seeing all the latest fashions, gadgets, and accessories. I also love hunting for a bargain. But my shopping behavior makes it difficult to properly plan my expenses. I always pay my bills and rent, of course. But sometimes, when I'm bored or in a bad mood, I'll go shopping and use my credit card on impulse buys. This wasn't so bad when I was younger. I had plenty of money and fewer bills. But now I have to think about the future. My goal right now is saving up for a wedding and buying a house. My girlfriend and I are planning to get married next year. After that, I have to think about saving for our future children! It feels like a big change in my life. Do any of you have tips on how I can control my shopping habits?

Shopaholic 23 minutes ago

You said that you love hunting for a bargain. Do you shop online or in stores?

Brief note

The phrase go ahead is often used to give permission or encouragement to do something.

BigSpender 19 minutes ago

I do all my shopping in stores. There's a big department store by my office, where I usually go for lunch and dinner.

You should definitely stop shopping on your lunch break. You said yourself that you're an impulse buyer. So don't give yourself the opportunity. If you enjoy looking for bargains, go online instead. The prices are often lower on the Internet. Also, since you can't see the products in person, you will be less likely to buy things you don't need. Here's a tip—and this is a rule that I've made for myself: If you're about to buy something in a store, stop. If you're still thinking about the item three days later, then go ahead and get it!

B Multi-Text

This activity features three different texts. Text 1 is a chart of income and spending in the United States between 2015 and 2016. Text 2 and Text 3 are online comments regarding a poster's spending habits.

Part 1

- Tell students that they will read about spending in the United
- Ask students to take turns reading.
- Use the brief notes to explain difficult parts of the text, such as impulse buy.
- Ask follow-up questions such as "What is Shopaholic's advice?" to check for understanding.
- After reading, discuss the questions from the box as a class.
- · Give feedback.

- 1. Housing, food, and transportation were the three biggest expenses.
- 2. Answers will vary.
- 3. Shopaholic's rule is not to make any impulse buys.

Part 2

- Ask a student to read the direction lines.
- Check for understanding.
- Have students complete this activity by themselves first.
- Then ask students which statements match which texts.
- · Give feedback.



3, 2, 2, 1

Decide which text each question refers to. Choose 1, 2, or 3, and write it on the lines.				
Which text				
says that shopping online is cheaper?				
explains a shopping problem?				
mentions how feelings can cause more spending?				
includes information on many people's spending habits?				
Complete the following statements with exact information	from the text.			
1. Average annual spending in the US increased by	from 2015 to 2016.			
2. BigSpender likes to shop for electronics, clothes, and				
3. According to Shopaholic, you should wait forsomething.	before spending money on			
4. BigSpender wants to save money for his	and a(n)			
5. From 2015 to 2016, Americans' spending on	increased the most.			

Vocabulary

1 Circle the word that is closest in meaning to the word in bold.

1.	properly	clearly	correctly	often	cheaply
2.	income	budget	item	pay	savings
3.	annual	frequent	usual	rare	yearly
4.	opportunity	chance	sale	decision	advice
5.	behavior	rules	plans	ideas	actions

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

	bargain	wedding	average	tax	healthcare
1. The p	orice is \$4.50, but	with	the tota	l will be \$4.95.	
2. Since	they're inviting 1	50 people to the		, it will be	quite expensive.
3. Older	r people get sick r	nore often, so they h	nave to spend more	money on	
4. I four	nd a used TV onlir	ne for just \$70—wha	t a(n)	!	
5. The _		person spend	ds more on housing	than on anyth	ning else.

In Your World

What do you enjoy buying?

Discuss the following questions with a partner.

- 1. On average, what do you spend the most money on each month?
- 2. Look at Text 3 in activity B again. Do you think that Shopaholic is right about shopping online? What do you buy online?
- 3. Do you have any other advice for BigSpender? Do you have any shopping behavior that you'd like to change?



Part 3

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.

Key	 2.4% wedding, house 	2. accessories5. insurance	3. three days	

© Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- Ask a student to read the direction line.
- Ask students to complete part 1 by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

Key	 correctly chance 	 pay actions 	3. yearly	
-----	---	--	------------------	--

Part 2

- Ask a student to read the direction line.
- Ask students to complete part 2 by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. tax 4. bargain	2. wedding5. average	3. healthcare	
Ke	4. bargain	5. average		

Extension Vocab for Two

- Ask students to create new sentences of their own using the vocabulary.
- Tell them to leave blanks in their sentences where the vocabulary would go.
- Then have students exchange their sentences with a partner to complete the sentences.

In Your World

- Write the title of the activity on the board: "What do you enjoy buying?"
- Ask students to read the direction line.
- Check for understanding.
- Tell students to get into pairs.
- Give students time to discuss the questions.
- Ask students to share their answers with the class.
- Give feedback.

Teacher's Note Imagine the Future

Students may not have the income to properly address the economic questions in this lesson. In this case, have them imagine that they are already working in their future job.

Extension Future Spending Habits

- Ask students to imagine that they are working and making \$4,000 each month.
- Have them consider how much they will spend on housing, transportation, food, and entertainment each month.
- Ask them to consider any savings and what they would do with additional money.
- Have students share their future plans with the class.

Lesson 2

Credit Cards

Aims

- Talk about credit cards
- Describe your attitude toward credit card spending

Vocabulary

interest	account	balance	application
due date	transaction	monthly	payment
minimum	membership	avoid	fee

Grammar

each, every, either, neither

Warm-up

- Write the title of the lesson on the board: "Credit Cards."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the pictures on the page.
- Ask students how these photos might relate to the text.

△ Vocabulary ⊚ Track 27

- Ask a student to read the direction lines.
- Tell students to look up the word meanings and pronunciations.
- Play the audio for students to check their pronunciation.
- Play the audio again and have students repeat.

B Authentic Text

This text is a credit card application form.

Part 1

- Tell students that they will read a credit card application form.
- Tell students to look over the application.
- Ask students to find any words or information that they do not understand.
- · Ask students to share their answers with the class.
- Give feedback.

Teacher's Note What is Credit For?

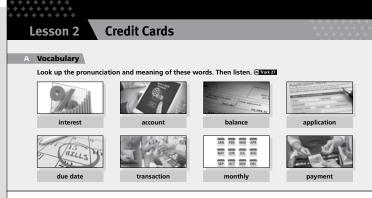
Some students may not be familiar with credit and credit cards. Explain that credit is a way to borrow money from a lender. Borrowers must pay the money back along with interest.

Proving your ability to pay back small loans establishes your credit rating. This will allow you to borrow larger sums of money for purchases such as a car or house.

Part 2

- Tell students they will now read an email regarding the credit card application in part 1.
- · Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to read parts of the text to check their answers.
- · Give feedback.

Key	 membership minimum interest 	 transactions avoid account 	3. monthly 6. fees
-----	---	--	-----------------------



1 Read the credit card information and application

Bank Today Silver Card

Application

	FEES
Annual Membership Fee	\$0 fee for the first year; \$75 every year after that
Transaction Fees	
Balance Transfer Fee	5% of the amount transferred; \$5 minimum
Foreign Transaction Fee	None
Late Payment Fees	\$15 if the balance is less than \$100 \$27 if the balance is between \$100 and \$300 \$37 if the balance is more than \$300

		5% of the amount transferred minimum	; \$5	pui	Cilases		charged in purchases	if you pay ce by the due	
ign Transa	ction Fee	None			nimum Inter	est	None		
		\$15 if the balance is less than \$27 if the balance is between and \$300 \$37 if the balance is more tha	\$100						_
name	Middle initi				types of	С	hecking	Savings	
el	L.	Munroe	- acc	ounts y	ou own.		1		
ing addres	ss 1	Mailing address 2							

Mailir **City** Springfield

Check the types of accounts you own.	Checking	Savings	
accounts you own.	1		
Type of home	Monthly hous	ing payment	
Apartment	\$750.00		
Annual income \$ 38,000.00			
Employer Worldwide Insurance, Inc.			

INTEREST CHARGES

The due date will be 21 days after the date on your bill. You will not be

G Grammar

First

Lesson 2 covers the following grammar: each, every, either, neither. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



Grammar

Each, every, either, neither

Brief note

Each, either, and neither can also be used alone as pronouns: Each receives a bill. Either is fine. Neither charges an annual fee.

	each, every, either, neither						
	The words each, every, either, and neither can come before singular countable nouns. Each, either, and neither can also come before pronouns, but must be followed by of. Before plural nouns, they must be followed by of + determiner.						
	meaning before a singular noun before a plural noun / pronoun						
each all the members of a group (focus on the individual) I receive a bill ea month.		I receive a bill each month.	Each of their customers receives a bill. Each of them receives a bill.				
every	all the members of a group (focus on the group)	It's good to pay your bills every month.					
either	of two options: A or B	Either option for payment is fine.	Either of the options is fine. Either of them is fine.				
neither	of two options: not A and not B	Neither bank charges an annual fee.	Neither of the banks charges an annual fee. Neither of them charges an annual fee.				

Circle the correct words.

- 1. It's a good idea to have a different password for every (account / accounts) that you have.
- 2. I'm careful about (each / every) of my credit card purchases.
- 3. You can have fun shopping at either (the / of the) two department stores in town.
- 4. We accept all credit cards at this store, so you can use (either / neither) of those

Use the Language

Comparing Cards

Work with a partner. If you had to choose either of the credit cards below, which one would you choose? Explain your choice to the class.

Mobile Bank Card		Shine Freedom Card	
Interest	No interest for first 12 months; 10% after that	No interest for first 18 months; 18% after that	
Annual fee \$80		None	
Special offers	5% discount at most supermarkets	7% discount at popular restaurants and cafés	

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Teacher's Note Count and Noncount Nouns

Remind students that nouns are either count or noncount. Count nouns are ones that can be pluralized with a form of 's', while noncount nouns are not expressed in a plural form. The modifiers *each*, *every*, *either*, or *neither*, are used only with count nouns.

Incorrect: The children drank every milk.

Correct: The children drank every carton of milk.

✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 7, Lesson 2 of the workbook.

D Use the Language

- Write the title of the activity on the board: "Comparing Cards."
- Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to get in pairs.
- Tell students to discuss their choice with their partner.
- Walk around and give feedback.
- Ask students to present their argument to the class.
- Give feedback.

Extension Managing Credit

- Have students work in pairs.
- Ask students to discuss the pros and cons of using a credit card. What do most people use credit cards for? What happens if you can't pay your whole bill each month? Do the students feel that the pros of using a credit card outweigh the cons?
- Tell students to come up with three pros and cons each.
- Ask students to share their answers with the class.

Lesson 3 Can money buy happiness?

Aims

- Talk about happiness
- Describe how money affects your life

Vocabulary			
wealthy similar be worth	purchase value goods	leisure invest valuable	researcher study report

Grammar

Subject and object questions; reported speech

A Warm-up

- Write the title of the lesson on the board: "Can money buy happiness?"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up question from activity A on the board.
- Ask individual students to respond to the question. Ask followup questions such as "What makes you happy?" and "What would you do with more money?"
- Write on the board any new vocabulary and good answers that students come up with.

Teacher's Note Free Time or Money

Students are asked whether they would prefer more free time or money. Ask them to consider how much free time is too much free time as well as how much money is the minimum they would need. This will help them think about how much they need to work versus how much time they need to do the things they enjoy.

Audio Track 28

This talk is about free time, happiness, and money. The speakers talk about what brings people the most happiness.

Part 1

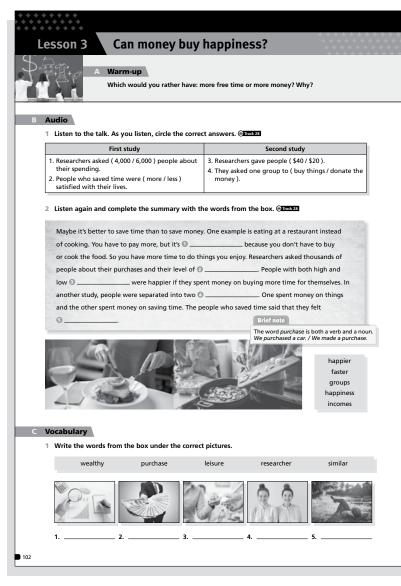
- Tell students they will listen a talk.
- Play the audio.
- Ask students to complete part 1.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. 6,000 3. \$40	2. more4. buy things	
¥	3. \$40	4. buy things	

Part 2

- Ask a student to read the direction line.
- Play the audio again.
- Ask students to complete part 2 by themselves.
- Use the brief notes to explain difficult parts of the text, such as purchases.
- Ask students to share their answers with the class.
- · Give feedback.

چ	1. faster	2. happiness	3. incomes
¥	4. groups	5. happier	



Extension Wise Purchases

- Ask students to list the last five things they purchased.
- Tell students to work in pairs.
- Have pairs discuss the purchases. Was it a wise purchase? How happy did it make them?
- Tell students to determine the best and worst purchases out of the five.
- Ask students to share their answers with the class.

© Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

1. researcher 2. wealthy 3. purchase 4. similar 5. leisure	
--	--

1. value • . a. the research of a subject in detail in order to learn new information . b. worth a lot; expensive 3. study . c. things that are made to be sold 4. be worth • · d. to consider (something) important • e. to have a particular value, especially in financial terms 6. valuable • . f. to give money to a bank, business, etc., hoping to make a profit • g. to tell about (a feeling, situation, etc.) 7. report • Grammar Subject and object questions; reported speech Wh- questions have different structures depending on whether the question word is the subject or the object. When the question word is the subject, it is followed by the verb. When the question word is the object, it is followed by an auxiliary verb + subject. subject questions Free time makes people happy. One group spent money on goods. What makes people happy? Who spent money on goods? 1 Write Wh- questions for the answers. Ask about the underlined parts _? A: Mr. Lee spoke about the study. __? A: I value my time with family. 3. O:_ _? A: They reported a theft. Reported speech is how we talk about past statements. Various verbs can be used to report speech, such as said, told (object), mentioned, reported, stated, etc. When reported speech is about something that is always true, the tense doesn't change the said of "Time is valuable," he said He said that time is valuable In other cases of reported speech, the tense changes as follows. $\textbf{simple present} \qquad \rightarrow \textbf{simple past} \qquad \text{"I have less stress," she reported}.$ She reported that she had less stress. He said they were investing their money. "We're investing our money," he said. present continuous → past continuous I told them that my father had been wealthy. "My father was wealthy." I told them. Rewrite the sentences as reported speech 1. "That car is worth a lot of money." she said. → 2. "We're purchasing a house," she told me. → 3. "I didn't read the study," he stated. **■ Use the Language Spending Survey** Work alone. You are going to ask your classmates about money, shopping habits, and happiness. Think of two questions to ask and write them on a separate sheet of paper. Use the ideas below, or add your own ideas.

Part 2

- · Ask a student to read the direction lines.
- Check for understanding.

· how buying things affects your mood

vour best/worst money decision

3. Report your survey results to the class.

2 Match the words with the correct definitions

- Ask students to complete part 2 by themselves.
- Ask students to share their answers with the class.

2. Ask your classmates the questions and take notes about their answers. Ask as many people as possible in the

• Give feedback.



· which purchases you value the most

D Grammar

Lesson 3 covers the following grammar: subject and object questions; reported speech. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part 1

- Ask a student to read the direction line.
- · Check for understanding.
- Ask students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.
 - 1. Who spoke about the study?2. What do you value?3. What did they report?

Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

e d

- 1. She said (that) that car was worth a lot of money.
- **2.** She told me (that) they were purchasing a house.
- 3. He stated (that) he hadn't read the study.

✓ Check the Workbook

For further grammar practice, use Activities 1 and 4, in Module 7, Lesson 3 of the workbook.

Use the Language

- Write the title of the activity on the board: "Spending Survey."
- Ask students to read the direction lines.
- Check for understanding.

Dart 1

- Tell students to complete part 1 by themselves.
- Ask students to think of new ideas as well.

Part 2

- Tell students to mingle with their classmates and ask their questions.
- Give students time to discuss the questions.
- Tell students to record their classmates' answers.

Part 3

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- Ask students to share their classmates' answers with the class.
- Give feedback.

Extension Money for a Good Cause

- Explain how spending money by donating can bring happiness to oneself and others.
- Many people donate money to good causes. These charitable organizations do many different things.
- Ask students to imagine that they are organizing a fund drive or charitable organization. What issue in their community would they want to address? How would they convince people to donate money to their cause?
- In pairs, tell students to make a plan for the fund drive or charity.
- Tell them to imagine that they have \$10,000 in donations.
- Ask them to create a budget for their cause.
- Give students enough time to work on their planning.
- Have students share their plans with the class.

Lesson 4

What if you won the lottery?

Aims

- Talk about what you would do if you were rich
- Describe a hypothetical life

Vocabulary	/			
clinic selfish purpose	lottery owe found	debt shelter	luxury poverty	generous provide
Сидиологи				

Gramma

Conjunctive adverbs

A Warm-up

- Write the title of the lesson on the board: "What if you won the lottery?"
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Are lotteries popular in your country?" and "Why do you think so many people play the lottery?"
- Write on the board any new vocabulary and good answers that students come up with.

Teacher's Note Gambling and Culture

Some cultures have strict codes about gambling of any kind. If your students are unfamiliar with gambling in the form of a lottery, provide a brief, basic explanation.

Authentic Text Track 29

This text is an online question-and-answer website. The posters are talking about what they would do if they suddenly became rich.

Part 1

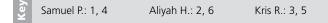
- Tell students that they will read/hear about three different opinions regarding winning the lottery.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as get back on (one's) feet.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

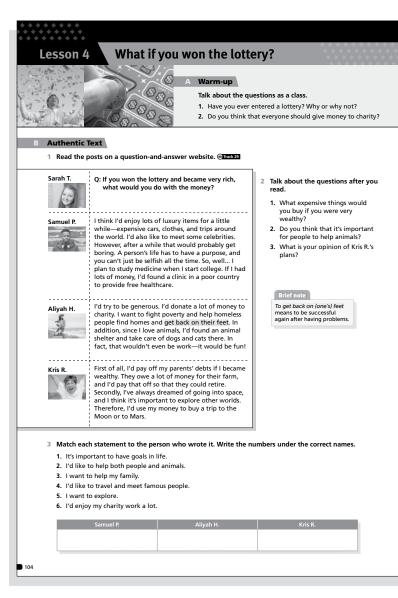
Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Part 3

- Ask a student to read the direction lines for part 3.
- Check for understanding.
- Ask for volunteers or call students to read each of the statements.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.





© Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

1. luxury 2. lottery 3. clinic 4. generous 5. debt	
--	--

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

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

1 Write the words from the box under the correct pictures



- 1. selfish • a. a place that gives food and protection to people or animals that need help
- b. to supply or to give something to someone
- 3. shelter c. caring only about yourself and not about other people
- 4. poverty · d. to start or create a company or organization
- e. the state of being poor 5. provide
- 6. purpose • f. to have to pay (money) back to someone
- 7. found · g. a goal; an aim; a reason for being

Grammar

Conjunctive adverbs

conjunctive adverbs			
Conjunctive adverbs are words and phrases that help link sentences together. They show the relationship between one sentence and another. They are often used at the beginning of a sentence, and they are always followed by a comma.			
sequence	First (of all), Second(ly), Next, Finally,	First of all, I'd pay off my parents' debts. Secondly, I'd go into space.	
adding information	Also, In addition, Moreover, Furthermore,	I'd like to help the homeless. In addition, I want to found an animal shelter.	
cause and effect	Thus, Therefore, As a result,	I think it's important to explore space. Therefore , I'd use my money to buy a trip to the Moon or to Mars.	
contrast	However, Nevertheless, Nonetheless,	I'd like to meet some celebrities. However , after a while that would probably get boring.	

- 1. If I were rich, I'd buy a house by the sea. (Therefore / Also), I'd pay for my siblings' education
- 2. Peter is very wealthy. (Nevertheless / Secondly), he doesn't spend much money on luxury goods
- 3. Kayla has a lot of debts. (Thus / In addition), she has asked her parents for help.

Use the Language

What would you do?

Work in groups of three.

- I. Imagine that your group has \$1 million to spend. However, you cannot spend it on yourselves. You must give it all away! Try to agree on at least three different people or organizations that you would give the money to and why. Also try to agree on the amounts to give to each recipient.

 2. Share your choices with the class conditions.
- 2. Share your choices with the class and give reasons.



D Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- · Ask students to share their answers with the class.
- Give feedback.



1. Also

2. Nevertheless

3. Thus

✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 7, Lesson 4 of the workbook.

Use the Language

- Write the title of the activity on the board: "What would you
- Tell students to get in groups of three.

Part 1

- Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to discuss and plan how to spend the money with their partners.

Part 2

- Tell students to share their plans with the class.
- Ask follow-up questions such as "Why did you choose that organization?" and lead an open discussion.
- Give feedback.

Extension My Million Dollar Plan

- Ask students to come up with their individual plan to spend \$1 million.
- Tell them that they can spend the money on anything they choose.
- Allow students time to make their plans.
- Then have students present their plans to the class.

Lesson 5 Financial Advice

Aims

- Talk about money saving tips
- Write a letter of advice

Vocabulary

accountant illness regret financial advise matter stick to pay off unemployed emergency

Writing Guide

Giving Financial Advice

A Warm-up

- Write the title of the lesson on the board: "Financial Advice."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "Was the advice good or bad?"
- Write on the board any new vocabulary and good answers that students come up with.

Prewriting

- Tell students to look at the Prewriting activity.
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the table with their own ideas.
- Ask a few students to share their answers with the class.
- · Give feedback.

G Authentic Text

This text is an article. The writer writes about advising young working adults on financial matters.

- Tell students that they will read the article.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as a rainy day.

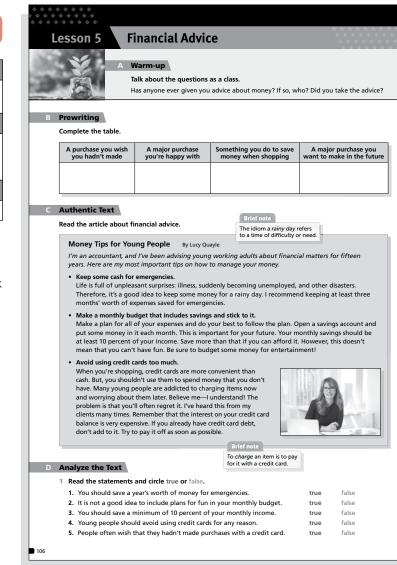
Discuss with students that sticking to a budget can be hard, but it's important not to spend more than they have. Planning for savings is key. Ask students why they think this is true.

Analyze the Text

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

1. false 2. false 3. true 4. false 5. true			1. false 4. false	Key
--	--	--	---------------------------------	-----



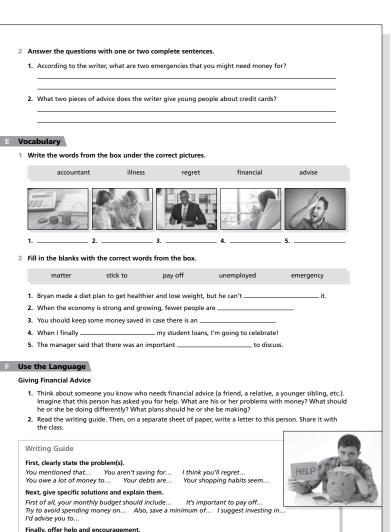
Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Answers will vary.



- Two emergencies that you might need money for are job loss and illness.
- **2.** The writer says that young people shouldn't add to their credit card debt, and that they should pay it off as soon as possible.



Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing focusing on pronunciation.

Part 1

- Ask a student to read the direction line.
- · Check for understanding.

Let's talk about your plan when... Call me if you need...

- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- Give feedback.

1. financial 2. advise 3. accountant 4. illness 5. regret

Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

>	1. stick to 4. pay off	2. unemployed	3. emergency
¥	4. pay off	5. matter	

Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before teaching.

- Write the writing assignment on the board, "Giving Financial Advice."
- Explain the chart to students.
- Ask students to try to use the expressions from the guide.
- Complete the activity.

Teacher's Note Sample Response

Hi, Debra.

You mentioned many wonderful things that you'd like to do during your lifetime. Traveling, home ownership, and children are all great life goals. However, as you know, these are very expensive.

First of all, you need to pay off your debt now. The cost of your school, using several credit cards, and your fancy car, have left you pretty deep in the hole. Before thinking about any new purchases, it's important to pay off that debt. Try to avoid spending money on things that you don't really need, and pay off your debt as soon as possible.

I'd be happy to work with you to make a plan for budgeting your income and wiping out your debt. Hopefully, we can get you debt-free within five years so you can start working toward your life goals.

Talk soon, Bob Pennywise

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Teacher's Note Long-Term Payoff

Many pieces of advice, especially financial advice, won't be understood for a long time. Students may not understand how advice they've been given will help in the long run. Encourage students to consider the long-term ramifications of the advice they're discussing in this exercise.

Extension Good Advice

- Have students consider financial advice that they've been given in their life. Was it good advice? Were they able to enact the advice? How do they think this advice will help them in the future?
- Tell students to work in small groups.
- Ask students to share their advice and select the piece of advice they feel will help the most.
- Then ask groups to share their advice with the class.

Module 7: Active Review

△ Vocabulary ⊚ Track 30

Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Play the audio for students to check their answers or have students read parts of the conversation.
- Give feedback.

1. application 2. purchase 3. owe 4. paying it off 5. charge 6. similar 7. luxury 8. income 9. impulse 10. bargain	7. luxury	9	
--	------------------	---	--

Part 2

- Tell students to get in pairs.
- Tell students to discuss the questions with their partners.
- Ask students to share their discussion with the class.
- · Give feedback.
 - **1.** He will get \$25 off his purchase today and five percent off every future purchase. He also really needs a new TV.
 - 2. She doesn't think it's a good idea because he's a student, and he also has a problem with impulse buying.
 - **3.** Answers will vary.

 I would give him the same advice as the woman does. He's a student, and having a credit card will enable him to buy more things that he can't afford to pay for.

Teacher's Note The Right Role

Some students may have a difficult time portraying a role they disagree with. When students choose their roles for the role-play activity, be sure to encourage them to take the role they most agree with.

B Role-Play

- Tell students to get in pairs.
- Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to complete the activity with their partners.
- Give students time to create a conversation.
- Ask students to share their conversation with the class.
- Give feedback.

Active Review

Vocabulary

Read the conversation between a man and woman at a store. Fill in the blanks with the correct words from the box. Listen and check. Then discuss the questions with a partner.

	Are you ready	to check out?			/ /6	
BA. 1	Voob Andloo	k I filled out a/a)	0		437	
	Yeah. And look—I filled out a(n) for a store credit card. That means I'll get \$25 off my					
			is i ii get \$25 oii iiiy		A I I I I	
	<u> </u>	топау.		10 30		
W: (Oh, are you re	ally sure you want	to do that?	- 1	D. TIN	
				1111	1	
M: 3	Sure, why not					
w: \	Well you alre	eady have a couple	of credit cards. And you	do 🕄	a lot of	
	money on the	m.				
M:	Yeah, but I'm	0	each month.			
w: I	Look, I'm only saying this because I'm your friend and you've asked me for financial advice					
	before. If you 3 a huge amount now, you might regret it later. I know					
			experiences myself	, ,		
M: I	I won't regret	it. I really need a r	new TV. And look, it's on	sale.		
w: I	Maybe you do need that. But if you have the store credit card, it'll be easier to buy more in the					
			d, but things you want—			
			at's not a big 3			
		h ②		, , , , , , , , , , , , , , , , ,	2 40 3011101111103 11440	
	a problem wit		buyg.			
M: I	l know, but I'll	get \$25 off today	and also five percent of	f every future pure	hase. That's a pretty	
	good ①	, espec	cially since I shop here a	lot.		

- 1. What reasons does the man give for applying for the credit card?
- 2. What reasons does the woman give against applying for the credit card?
- 3. If the man asked for your advice, what would you say?

Role-Play

Work with a partner. Imagine that one of you wants to make a large purchase on a credit card and that the other thinks it's a bad idea. Make notes below. Role-play a conversation. Then perform it for the class.

Item(s) to be purchased	
Reasons for	
Reasons against	

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Extension Should I get a student loan?

- Ask students to create a dialogue in which two friends talk about getting a student loan.
- Suggest that one student is considering a large student loan to take an advanced training course.
- Ask students to imagine why someone would want to take on this debt. What concerns should someone have when making a decision about this kind of loan?
- Have one student play the role of a potential student excited about a new learning opportunity and the other play the role of a friend worried about whether the student loan will be a good investment.
- Give students enough time to prepare their dialogues.
- Tell students to present their dialogues to the class.

Fluency

A Listen to Write

Listen to an accountant speaking to students about how to save money. As you listen, complete the notes.



Separate	from
* Examples: Driving a	car;
Buy	
* One of students' big	gest expenses is
* Look	for bargains
For	, try to stay on campus
Pay your	on time, especially

Speak to Write

Discuss these questions in groups of three.

- 1. What did the speaker say about cars? What did she say about going off campus to have fun?
- 2. Do you agree with all of the speaker's advice? Do you think it would be easy or difficult to follow?
- 3. What money-saving tips, if any, would you add to the lecture?

Now Write

Write a one-paragraph summary of the lecture. At the end, give your opinion of the tips and add any others that you think are important.

I and the second	
I and the second	

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Fluency

A Listen to Write Track 31

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to listen to the accountant speaking.
- Tell students to complete the activity by themselves.
- Play the audio again for students to check their answers.
- Ask students to share their answers with the class.
- Give feedback.

1st tip: Separate wants from needs. Examples: Driving a car; eating out

2nd tip: Buy used goods.

- * One of students' biggest expenses is textbooks.
- * Look online for bargains.

3rd tip: For leisure activities, try to stay on campus.

4th tip: Pay your monthly bills on time, especially credit card bills.

Speak to Write

- Ask a student to read the direction line.
- · Check for understanding.
- Tell students to get in groups of three.
- Tell groups to discuss the questions.
- Walk around and give feedback.

© Now Write

- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the writing activity.
- Ask students to share with the class.
- Give feedback.

Teacher's Note Sample Response

Money-Saving Tips for Students

I just listened to a great set of financial tips. The speaker made many suggestions for students. First, she suggested that students evaluate what they really need. Eliminating unnecessary expenses such as a car helps students focus their money on things that are most important to them. She reminded us that students don't need new items. Most things students need can be bought used. This is a great way to save money. One thing students spend a lot of money on is entertainment, but eating out and going to events can get expensive, too. Watching what you eat and doing fun things on campus is another great way to save money. Finally, she reminded us to pay our bills on time to avoid late fees. This is especially true of credit card bills.

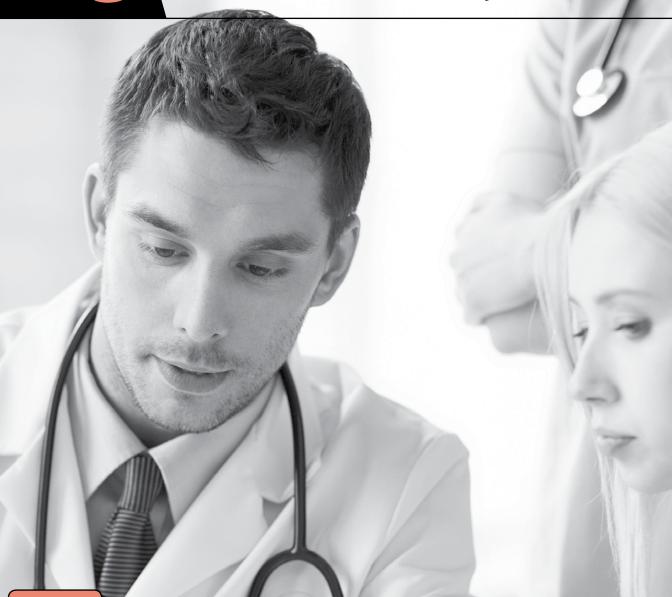
All in all, I think this is good advice. I know that, as a student, I don't have extra money to waste. One tip I might add is that if you're unable to pay your credit card one month, you must prioritize getting it paid off as soon as possible. This means foregoing fun and eating out until that debt is gone. Credit cards are a dangerous trap of debt and must be handled with extreme care.

Teacher's Note Older Students and Younger Students

Students of different ages will have very different requirements on their budget. While younger students will find the information presented here quite relevant, older, more established students might not. For these students, be sure to discuss advice that might better reflect their concerns regarding economy.

Extension Money Saving Tips for Everyone

- Have students work in groups of three or four.
- Ask students to create a list of tips that could help anyone save money.
- Have students share their lists with the class.
- Write the tips on the board to create a master list of helpful tips
- Then ask the class to vote on the five most helpful tips presented.



- 1. Do you feel healthy? Why or why not?
- 2. What can a person do to avoid catching a cold or the flu?
- 3. Why do you think some people are afraid of the doctor?
- 4. Describe a healthy diet.

Warm-up

5. How important is exercise and fitness to you?

Health & Safety

Module 8 Goals

- I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software.
- I can understand straightforward information about everyday study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.
- I can give practical instructions on how to do something–for example, cooking, buying a ticket from a machine, or using software.
- I can write about familiar topics, comparing and contrasting different opinions.

Warm-up

- Draw students' attention to the title of Module 8. Ask students what they think this module is going to be about.
- Write students' responses on the board and ask them to elaborate.
- Ask students to read the Warm-up activity. Then give them time to complete the activity on their own.
- Ask students to share their answers. Write new words and good responses on the board. Give feedback.
- Ask students to explain some of their answers.

Teacher's Note Sickness and Disability

This module focuses on illnesses and healthy lifestyle. The difference between sickness and disability when discussing the concept of health might be useful information to share with students.

Vocabulary

- Read the vocabulary lists aloud and slowly with a focus on pronunciation. Ask students to listen and repeat.
- Ask students to go through the vocabulary and put a check mark next to words they already know.
- Ask students which words they did not know. Give feedback.
- Be prepared to answer students' questions or to put the words in context with example sentences.

Grammar

- Ask students to look over the grammar activity.
- Ask students to complete the grammar activity on their own or with a partner.
- Go over the activity as a class. Ask students to give their answers and give feedback.

Teacher's Note Module 8 Grammar

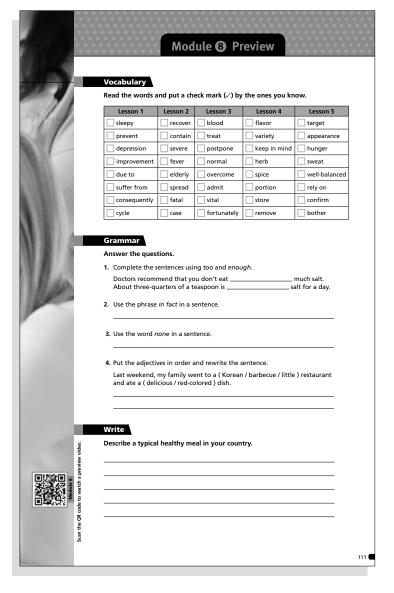
The following grammar will be covered in the module. Be prepared to cover these grammatical constructions in the Grammar Preview activity.

Lesson 2 too and enough; more conjunctive adverbs

Lesson 3 Correlative conjunctions: all and none

Lesson 4 Adjective order

- 1. too, enough
- 2. He was, in fact, a doctor.
- **3.** None of the books contained the information she needed.
- **4.** little, Korean barbecue / delicious, red-colored. Last weekend, my family went to a little, Korean barbecue restaurant and ate a delicious, red-colored dish.



Write

- Ask a student to read the directions.
- Ask students if they have any questions or need any clarification before they start.
- Give students a sample response.
- Ask students to complete the activity and then share with a partner.

Teacher's Note Sample Response

In my country, healthy meals are heavy on vegetables. A delicious mixed salad is often considered to be a healthy meal. Sometimes, lean meats such as chicken and turkey are served as a salad topping.

Module 8 Overview:

Health & Safety

Lesson 1: Insomnia

Aims: - Talk about sleep

- Describe your sleep routine

Vocabulary: Sleep

Lesson 2: Flu Season

Aims: - Talk about illnesses

- Describe an illness

Vocabulary: Illness

Grammar: too and enough; more conjunctive adverbs

Lesson 3: Fear of Doctors

Aims: - Talk about a doctor's visit

- Describe what happens during a visit to the

doctor

Vocabulary: Hospital

Grammar: Correlative conjunctions; *all* and *none*

Lesson 4: Eating Well

Aims: - Talk about healthy diets

- Describe healthy foods

Vocabulary: Nutrition

Grammar: Adjective order

Lesson 5: Fitness

Aims: - Talk about exercise

- Write to support an opinion

Vocabulary: Fitness

Writing Guide: Supporting an Opinion

Lesson 1 Insomnia

Aims

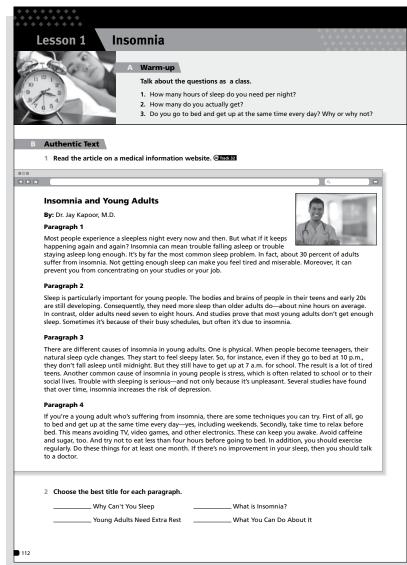
- Talk about sleep
- Describe your sleep routine

Vocabulary

sleepy prevent concentrate depression improvement technique due to prove particularly suffer from consequently cycle

A Warm-up

- Write the title of the lesson on the board: "Insomnia."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What keeps you awake at night?" and "What do you do to feel better when you haven't had enough sleep?"
- Write on the board any new vocabulary and good answers that students come up with.



Teacher's Note Different Hours of Sleep

People of different ages need different amounts of sleep. Be sure your students know the proper amount of sleep for them before answering the questions about whether they get the right amount of sleep each day.

Teenagers (14-17) need 8-10 hours of sleep. Adults (18-64) need 7-9 hours of sleep. Older adults (65+) need 7-8 hours of sleep.

Authentic Text Track 32

This text is a medical information website about insomnia in young adults. It talks about why insomnia happens and how it affects people.

Part 1

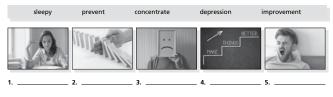
- Tell students they will read/hear about insomnia.
- Either ask students to take turns reading or play the audio for students to listen to.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

Part 2

- Ask students to read each title.
- Have students complete this activity by themselves first.
- Then ask students which title is for Paragraph 1, Paragraph 2, etc.
- · Give feedback.

3 Choose the four statements that are true according to the reading. At any one time, almost one-third of all adults have trouble sleeping. Young adults don't need as much sleep as older adults In your teens, you get tired later in the evening. Depression is one possible result of long-term insomnia. If you have insomnia, it's okay to sleep late on the weekends To sleep well, avoid eating before bedtime.

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



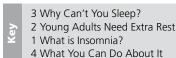
Match the words and phrases with the correct definitions 1. technique a. to show that (something) is true 2. due to . b. to have an illness or other health problem • c. a certain way of doing something 3. prove • d. a series of events that happen in a certain order and are 4. particularly repeated 5. suffer from · e. as a result; therefore 6. consequently • f. because of • g. especially

Are you a morning person?

Discuss the questions with a partner. Then share your answers with the class.

- 1. Many people describe themselves as either a morning person (someone who likes to get up early) or a night owl (someone who likes to stay up late and sleep late). Which one are you? Do you think that this is an advantage or a disadvantage?
- 2. Have you ever suffered from insomnia? Have you tried any of the techniques described in paragraph 4 of the reading? Did they work?
- 3. List two other common techniques for curing insomnia. Do you think that they're effective?





Part 3

- · Ask a student to read the direction line.
- · Check for understanding.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

ey	1. true 4. true	2. false	3. true	
¥	4. true	5. false	6. true	

© Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- · Ask a student to read the direction line.
- Ask students to complete part 1 by themselves first.
- · Ask students to share their answers with the class.
- · Give feedback.

1. concentrate 2. prevent 3. depression 5. sleepy	
---	--

Part 2

- Ask students to complete part 2 by themselves first.
- Ask students to share their answers with the class.
- · Give feedback.



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

D In Your World

Write the title of the activity on the board: "Are you a morning person?"

Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to work in pairs.
- Tell students to discuss the questions.

Part 2

- Ask a student to read the questions.
- Check for understanding.
- Tell students to continue their discussion with their partners.

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to list cures for insomnia. Allow them to use the Internet to find more answers.
- Ask students to share their interviews with the class.
- · Give feedback.

Extension A Nighttime Routine

- Ask students to work in small groups.
- Explain that there are many ways to help a person get a good night's sleep. Some people take a relaxing bath before bed. Others read a good book. Some prepare for bed with a warm glass of milk.
- Have students discuss a nighttime routine that could help them get to sleep.
- Then have them share their routine with the class.
- Have the class vote on the routine they think will best help people get to sleep.

Lesson 2 Flu Season

Aims - Talk about illnesses - Describe an illness Vocabulary pregnant elderly throat spread fever fatal case recover contain population region severe Grammar too and enough; more conjunctive adverbs

Warm-up

- Write the title of the lesson on the board: "Flu Season."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Tell students to look at the pictures on the page.
- Ask students how they might relate to the text.

A Authentic Text

This text is a brochure. It describes what people should know during flu season.

- Ask a student to read the direction lines.
- Tell students to complete the activity by themselves first.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as *vaccine*.
- Tell students to check their answers.
- Give feedback.



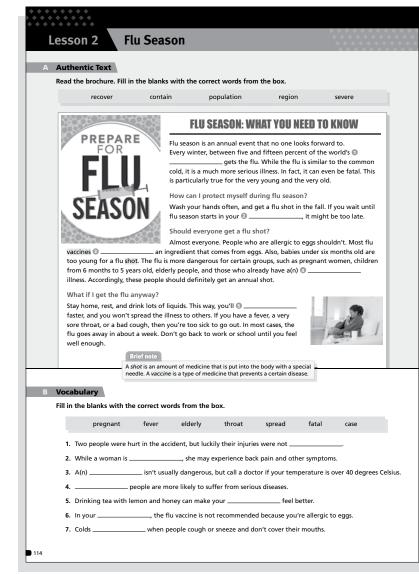
Teacher's Note Why is the Flu so Prevalent?

Students may benefit from understanding how the flu changes and spreads every year. In some years, the flu can be especially strong. Mutations make the flu difficult to treat with medicine. For this reason, precautions are essential for protecting people every flu season.

Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.
- Ask a student to read the direction line for the activity.
- · Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback

Key	 fatal Elderly spread 	2. pregnant5. throat	3. fever6. case
-----	--	---	--



G About You

- Ask a student to read the direction line.
- · Check for understanding.
- Tell students to work in pairs.
- Tell students to discuss the questions.
- Ask students to share their answers with the class.
- Give feedback.

Teacher's Note A Cold vs. the Flu

Explain the differences between a cold and the flu. Tell students about the different symptoms that let you determine if you have a cold or the flu.

If you have a cold, you rarely have a fever or a headache. You may have mild aches and fatigue. It's common for you to be sneezing and have a stuffy nose or sore throat. With the flu, your symptoms are more intense. High fever, headaches, exhaustion, sore throat, and a severe cough are common symptoms.

Extension Ways to Feel Better

- Explain to students that there are many ways for people to feel better when they are sick with a cold or the flu.
- · Ask students to work in small groups.
- Have students discuss what makes them feel better when they're sick.
- Then ask them to share their responses with the class

The Flu and You

Discuss the questions with a partner.

- 1. Have you ever had the flu? How severe was it?
- 2. Have you ever gotten a flu shot? Why or why not?

too a

mmar and enough; more conjunctive adverbs	Enough can also be an adjective that comes be nouns, and it can stand alone as a pronoun. Is there enough medicine for everyone? Is there enough?		
too and o	enough	is there enough?	
		adverb that means "equal to what is wanted to the necessary degree." It comes after	

Too is an adverb that means "more than is needed or wanted." It comes before adjectives and adverbs.	Enough is an adverb that means "equal to what is wanted or needed; to the necessary degree." It comes after adjectives and adverbs.	
Babies under six months old are too young for a flu shot. Don't wait too long before getting a flu shot.	Don't go back to work until you feel well enough . He isn't taking his medicine often enough .	
Both of these constructions are often followed by infinitives.		
She's too young to get a flu shot.	She isn't old enough to get a flu shot.	

1	Put the	words	ın o	order 1	to ma	ike se	ntences

1.	not / enough / careful / being / you're	\rightarrow	
2.	ill / he / work / to / too / was	→	
3.	she / old / to / enough / is / drive	→	?

	more conjun	ctive adverbs
cause and effect Consequency, nence, Accordingly		The flu is especially dangerous for babies older than six months. Accordingly , they should get a flu shot every year.
		Lisa recovered quickly from the flu. In contrast, her sister was in bed for a week.
		10.1 1.20 1.6.12

2 Circle the correct words

- 1. That medicine isn't safe for elderly people. (In contrast / Hence), the doctor didn't prescribe it for her.
- 2. The disease spread all over the region, (Indeed / On the other hand), thousands of people were affected
- 3. Colds don't usually cause a fever. (Consequently / In contrast), the flu often does

Use the Language

The Right Medicine

Work with a partner. Do research online to find a medicine that fits each of the categories below, and then fill in the table. Compare your answers with other



Find a medicine that					
reduces a fever	isn't safe for pregnant women	relieves a sore throat	contains caffeine	is good for a severe cough	

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D Grammar

Lesson 2 covers the following grammar: too and enough; more conjunctive adverbs. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part 1

- Ask a student to read the directions for part 1.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- · Ask students to share their answers with the class.
- · Give feedback.



- 1. You're not being careful enough.
- 2. He was too ill to work.
- 3. Is she old enough to drive?

Part 2

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the directions for part 2.
- Check for understanding.
- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



1. Hence

2. Indeed

3. In contrast

✓ Check the Workbook

For further grammar practice, use Activities 2 and 3, in Module 8, Lesson 2 of the workbook.

Use the Language

- Write the title of the activity on the board: "The Right Medicine."
- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to work in pairs.
- Tell students to do research online to find a medicine for each of the categories in the table.
- Tell students to compare answers with other pairs.
- Walk around and give feedback.
- Ask students to present their answers to the class.
- · Give feedback.

Extension Natural Remedies

- Explain to students that people have been treating sickness with natural methods since long before modern medicine. From chicken soup to peppermint tea, natural remedies are still used in many homes.
- Ask students to work in small groups.
- Have students discuss natural remedies they might be familiar with.
- Ask them to describe what the remedy is, what it's used for, and whether they think this remedy works.
- Then ask students to share their remedies with the class.

Lesson 3

Fear of Doctors

Aims

- Talk about a doctor's visit
- Describe what happens during a visit to the doctor

Vocabulary			
blood	challenging	sight	excuse
treat	postpone	normal	overcome
challenging	admit	vital	fortunately

Grammar

Correlative conjunctions; all and none

- Write the title of the lesson on the board: "Fear of Doctors."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up question from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What phobias do you think are most common?" and "What problems can phobias cause people?"
- Write on the board any new vocabulary and good answers that students come up with.

Teacher's Note Feelings of Fear vs. Phobias

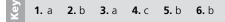
Fleeting feelings of fear are common, whereas phobias are a form of anxiety disorder. Phobias are irrational and intense fears of an object or situation that in actuality may not be a danger or a real threat. Some common phobias are social phobia (being afraid of social situations), acrophobia (fear of heights), and trypanophobia (fear of needles). In contrast, there are things that are very reasonable to be afraid of. Be sure that students understand the difference between fears and phobias.

Audio Track 33

This talk is about fears. The speakers talk about being afraid of going to the doctor.

Part 1

- Tell students that they will listen to a talk about a fear of going to the doctor.
- Play the audio.
- Ask students to complete part 1.
- Play the audio again for students to check their answers.
- · Ask students to share their answers with the class.
- · Give feedback.



Fear of Doctors Lesson 3



Talk about the questions as a class.

- 1. When did you last see a doctor for a checkup?
- 2. Do you have a positive or negative opinion of doctors in general? Why?
 3. A phobia is an extreme fear of specific things such as heights, spiders,
- needles, etc. Do you have any phobias?

- 1 Listen and answer the questions. @ Irads 33
 - 1. What is the main topic of the talk?

 - a. fear of seeing a doctor
 b. reasons to schedule a doctor visit
 c. negative opinions about doctors
 - 3. What does the speaker state about ten
 - percent of the population?

 a. They have a fear of needles
 - They don't think doctors help people
 - c. They have never seen a doctor
 - 5. Which of the following suggestions does the speaker make first?
 - a. Try relaxation techniques.
 - b. Bring someone with you.c. Ask questions.

- 2. Which is true about the speaker?
- a. He recently received bad health news
 b. He works in the medical field.
 c. He is a counselor.

- 4. Which is NOT mentioned as an excuse for putting off
- lacking tim
- c. having too little money
- 6. What does the speaker mean when he says this? 'If he or she won't answer your questions or isn't helpful, find a new doctor.'
 - a. Some doctors can't answer basic questions.
 - b. Good doctors will try to help scared patients
- c. It's often a good idea to see more than one doctor

2 Discuss these questions as a class.

- 1. Do you agree with the speaker that fear of doctors is understandable?
- 2. The speaker lists some excuses to avoid doctors. Have you ever used, or heard anyone use, these excuses?
- 3. Do you ever take deep breaths to calm down when you're nervous? What else can people do to feel less

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

	blood	challenging	sight	excuse	treat	
She's studying medicine because she wants a(n) career.						
2. Doctors can find various illnesses by testing a patient's						
3. Wendy always has a(n) for missing an appointment.						
4. You can easily a headache yourself with aspirin or other pain relievers.						
5. For some people, just the of a doctor in a white coat is scary.						

Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Extension My Fears

- Have students discuss what scares them.
- Tell students to work in pairs.
- Have them explain what they are afraid of, why they feel this way, and how they react when they encounter the source of their fear.
- Some students may be reluctant to admit their fears to the whole class, so wrap up the activity by calling on volunteers to share their thoughts.
- You can encourage students to open up by using yourself as an example and talking about your own fears.

G Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

2 Match the words with the correct definitions

- a. to (unwillingly) agree that you did something or that something is true 1. postpone •
- 2. normal b. necessary
- 3. overcome c. luckily
- 4. challenging • d. difficult to do in a way that tests your ability or determination • e. to arrange for something to happen at a later time; to put off
- 6. vital f. to deal with or control (a problem or feeling)
- 7. fortunately · g. usual; expected

D Grammar

Correlative conjunctions; all and none

	correlative conjunctions				
Correlative conjun	Correlative conjunctions are pairs of words that connect two words or phrases of the same type.				
both and	both and Seeing a doctor is vital for both preventing and treating serious health problems.				
either or They say either that they don't have time or that they're completely healthy.					
neither nor He isn't losing weight because he neither exercises nor eats healthy food.					

1 Rewrite the information using correlative conjunctions.

- 1. We can cancel the meeting, or we can postpone it.
- 2. He's afraid of needles. He's afraid of the sight of blood.
- 3. The drug isn't safe. The drug isn't effective
- All (every; the whole amount) and none (not any) are quantifiers. All can come before plural nouns or before the main verb. Both all and none can also stand alone as pronouns (+ of ~). All doctors have been to medical school. They've all been to medical school. All have been to medical school None of these are good excuses. None are good excuses.

- 1. Fortunately, (all / none) the patients managed to overcome their fears.
- 2. (None / None of) the methods for treating insomnia worked for me
- 3. They wanted some of those chocolate cookies, but (all / none) were left.

Use the Language

No more excuses!

- Work with a partner. Imagine that one partner keeps making excuses not to go to the doctor for a checkup. The other is a friend trying to convince the first partner to go. Think about what each person night say to the other. Role-play a conversation
- 2. Perform your conversation for the class



- 1. challenging
- 2. blood
- 3. excuse

- 4. treat
- 5. sight

Part 2

- · Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- · Ask students to share their answers with the class.
- Give feedback.



2. g **3.** f **4.** d **5.** a **6.** b

7. c

Grammar

Lesson 3 covers the following grammar: correlative conjunctions; all and none. If necessary, look at the Grammar Reference in the back of the Student Book or brush up on the grammar before starting the activity.

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the part by themselves.
- · Ask students to share their answers with the class.
- · Give feedback.



- 1. We can either cancel the meeting or postpone it.
- 2. He's afraid of both needles and the sight of blood.
- **3.** The drug is neither safe nor effective.

Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.



1. all

2. None of

3. none

✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 8, Lesson 3 of the workbook.

Use the Language

- Write the title of the activity on the board: "No more excuses!"
- Ask students to read the direction lines.
- Check for understanding.

Part 1

- Ask students to work in pairs.
- Tell students to complete the part by themselves.
- Tell students to prepare a role-play for the class.

Part 2

- Tell students to perform their role-play for the class.
- · Give feedback.

Teacher's Note Secret Fears

Some students may have fears that they don't want known. Inform students that if they are not afraid of anything, or if they do not want to share their fears with the class, they can make up a fear such as pretending to be afraid of spiders.

Extension No More Excuses II

- Have students role-play again.
- Tell students to reverse their roles this time.
- Give enough time for the students to practice their roles.
- Have students perform their dialogues for the class.

Lesson 4 Eating Well

Aims

- Talk about healthy diets
- Describe healthy foods

Vocabulary			
flavor remove pan	variety herb portion	store spice	keep in mind chop

Grammar

Adjective order

A Warm-up

- Write the title of the lesson on the board: "Eating Well."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "What kind of foods do you usually eat?" and "How do you feel after you eat unhealthy food?"
- Write on the board any new vocabulary and good answers that students come up with.

B Authentic Text Track 34

This text is an article from a food magazine. The writer interviews three chefs about basic cooking tips to make healthier meals.

Part 1

- Tell students they will read/hear about healthy meals.
- Either ask students to take turns reading or play the audio for students to listen to.
- Use the brief notes to explain difficult parts of the text, such as whole foods.
- If you haven't already played the audio for students to listen to, you can play it after they've read to solidify comprehension.

Part 2

- Discuss the questions in part 2.
- Lead an open discussion.

Part 3

- Ask a student to read the direction lines for part 3.
- Check for understanding.
- Ask for volunteers or call students to read each of the statements.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

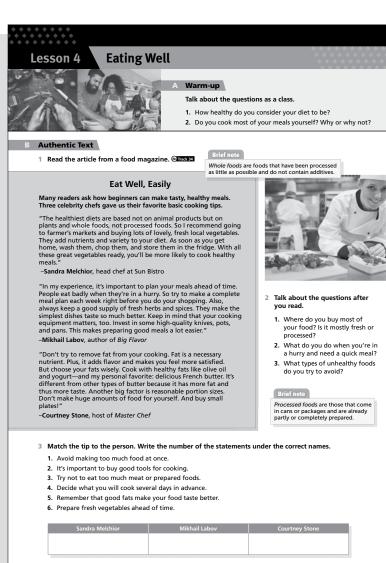
Sandra Melchior: 3, 6 Mikhail Labov: 2, 4 Courtney Stone: 1, 5

© Vocabulary

- Ask students to look over the vocabulary words.
- Say each of the words aloud with a focus on pronunciation. Ask students to repeat after you.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.





1. c **2.** a **3.** e **4.** b **5.**

Part 2

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

1. chop 2. herb 3. portion 4. pan 5. spice

Grammar

- Write the key grammar points on the board.
- Explain the chart to students.
- Ask students to give examples using the grammar.
- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.



- **1.** They served us a delicious, new, Chinese seafood soup.
- 2. She bought some beautiful, old, silver serving dishes.

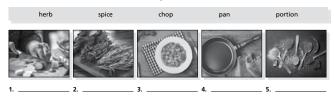
Vocabulary

1 Match the words and phrases with the correct definitions.

 flavor 	•	 a. the quality of often changing and being different
2. variety	•	 b. to remember a piece of information when you are thinking or making
		a decision

3. store
4. keep in mind
5. remove
6. to take something or someone away from somewhere
6. to put or keep things in a certain place for use in the future

Write the words from the box under the correct pictures.



Grammar

Adjective order

adjective order							
When more t	When more than one adjective comes before a noun, the adjectives usually come in the following order.						
opinion	size	type/age	color	origin	material	purpose	NOUN
lovely		fresh		local			vegetables
high-quality		new	red		metal	baking	pan
nice	little			Korean		barbecue	restaurant

Rewrite the sentences with the adjectives in the correct order.

- 1. They served us a Chinese, delicious, new seafood soup.
- 2. She bought some old, silver, serving, beautiful dishes.

Hee the Language

My Favorite Recipe

1. Think about the meal that you most often like to make for yourself. Make notes about it in the table

Equipment	Ingredients	Steps

Use your notes to explain your favorite dish to a partner and answer his or her questions. Listen to your partner's explanation and ask questions.

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✓ Check the Workbook

For further grammar practice, use Activity 2, in Module 8, Lesson 4 of the workbook.

Teacher's Note Adjectives joined by and

Tell students that when there is more than one adjective after a verb (such as *be*), the last two adjectives are connected by *and*.

That lemonade is cold, sour, and refreshing.

We can also use and when using adjectives of the same type. It was a black and white soccer ball.

Use the Language

Write the title of the activity on the board: "My Favorite Recipe."

Part 1

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the table by themselves.

Part 2

- Tell students to get in pairs.
- Tell students to share their favorite dishes with their partners.
- Walk around and give feedback.
- Ask students to share their dishes with the class.
- · Give feedback.

Teacher's Note What is Healthy?

Before moving on to the following activity, be sure students agree on how to define what healthy food is.

Extension Plan a Healthy Meal

- Ask students to create a healthy three-course meal.
- Tell them to work in groups of three.
- Ask students to discuss and plan a meal that includes an appetizer, a main dish, and a dessert.
- Tell students to make sure that their meal is delicious as well as healthy.
- Give students enough time to plan their meals.
- Then have groups share their plans with the class.
- Have students vote on the meal they think will be most delicious.

Lesson 5 Fitness

Aims

- Talk about exercise
- Write to support an opinion

Vocabulary

target hunger sweat appearance well-balanced rely on beat confirm make sure bother

Writing Guide

Supporting an Opinion

A Warm-up

- Write the title of the lesson on the board: "Fitness."
- Ask students to read the title. Then ask students what they think they will learn about in the lesson.
- Write the Warm-up questions from activity A on the board.
- Ask individual students to respond to the questions. Ask followup questions such as "How do you most often exercise?" and "What kind of exercise do you enjoy the most?"
- Write on the board any new vocabulary and good answers that students come up with.

Teacher's Note A Choice for Health

People need to choose to be healthy. Many people choose instead to enjoy food and leisure. Emphasize that it's not polite to judge others based upon the decisions they make.

Prewriting

- Tell students to look at the Prewriting activity.
- Ask a student to read the direction lines.
- · Check for understanding.
- Ask students to complete the table with their own ideas.
- Ask a few students to share their answers with the class.
- Give feedback.

C Authentic Text Track 35

This authentic text is divided into a listening and reading section. The listening will talk about the importance of diet for weight loss. The reading will talk about the importance of exercise for weight loss.

Part 1

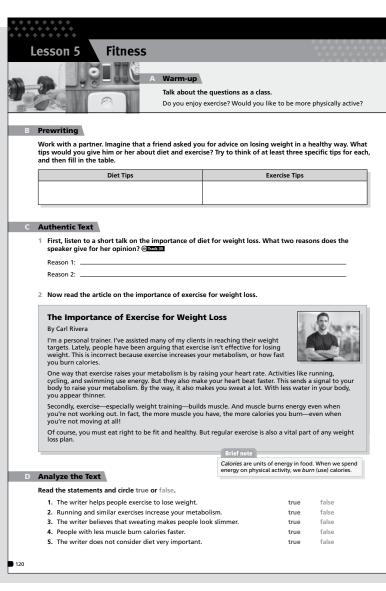
- Ask a student to read the direction lines.
- Play the audio.
- Tell students to complete part 1 as they listen.
- Ask students to share their answers with the class.
- Give feedback.

Reason 1: It's much easier to eat less than burn energy by exercising.

Reason 2: Exercise can actually increase hunger and make you eat more.

Part 2

- Tell students that they will read the article.
- Ask students to take turns reading parts of the text.
- Use the brief notes to explain difficult parts of the text, such as calories.



D Analyze the Text

- Ask a student to read the direction line.
- Tell students to complete the activity by themselves first.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. true 4. false	2. true 5. false	3. true	

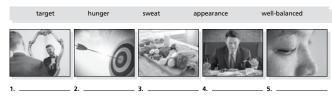
☑ Vocabulary

- Ask students to look over the vocabulary words.
- Say each word slowly, focusing on pronunciation.

Part 1

- Ask a student to read the direction line.
- Check for understanding.
- Tell students to complete part 1 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

1 Write the words from the box under the correct pictures



Match the words and phrases with the correct definitions

- . a. (of the heart) to make regular movements and sounds
- b. to take the action necessary to know that something will happen or be
- c. to depend on (something) in order to be successful, work correctly, etc.
- 3. confirm 4. make sure •

- . d. to make the effort to do something
- 5 hother
- e to say or show that something is true

Use the Language

Diet or Exercise?

- 1. Review the information in the talk and the reading in activity C. Which do you agree with more? If necessary, do additional research to help you decide
- 2. Read the Writing Guide. Then, on a separate sheet of paper, write a short essay to explain and support your opinion

Writing Guide

Your essay will consist of four to five paragraphs

This short paragraph tells the reader the general topic and your opinion on it. Be sure to state you opinion clearly at the end of the introduction.

Both diet and exercise are... Some people believe that... Many people disagree about.. However, I think that... In my opinion, diet/exercise is more important.

You should have two or three reasons for your opinion. Discuss each reason in a separate paragraph. Start each paragraph by stating the reason clearly. Then explain it.

The first reason is that... Studies confirm that... First of all,... This is because... Moreover,...

3. Conclusion

This is another short paragraph. It summarizes your essay. State your opinion again, but use different words. You may also add a comment, such as a prediction or recommendation.

For these reasons,... Overall,... Therefore, I believe people should...

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Part 2

- · Ask a student to read the direction line.
- · Check for understanding.
- Tell students to complete part 2 by themselves.
- · Ask students to share their answers with the class.
- Give feedback.



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

Use the Language

Prepare for the writing assignment before class. Read the information and prepare your own responses or examples before

- Write the writing assignment on the board, "Supporting an Opinion."
- Explain the guide to students.
- Ask students to include the expressions from the guide in their
- · Complete the activity.

Teacher's Note Sample Response

Diet or Exercise?

Both diet and exercise are important. But diet without exercise means that your weight will not change. In fact, you may gain weight even if you think that you're eating less.

First of all, exercising is how the body burns calories. This is because calories are the fuel that your body uses to move your muscles. The more your muscles move, the more calories you burn.

Second, if you cut your food intake without changing your level of activity, your body might think you're in a time of food shortage. Your body has a method of surviving through times of food shortage by slowing down the rate at which you use calories. This can keep you alive even when there's little food in your system, but it will also prevent you from losing weight.

Overall, eating healthy is very important. But without exercise, your body won't know how to process your calories. Make sure you burn the calories you consume!

Teacher's Note Bodybuilding

For the following extension activity, be sure that students are familiar with the hobby of bodybuilding. Explain that bodybuilding is an intensely directed form of exercise intended to exaggerate the human musculature to extremes.

Extension Intense Exercise

- Ask students to think about the sport of bodybuilding.
- Prepare some images and facts before class.
- In groups, have students determine how they feel about bodybuilding.
- Ask them to consider what they would feel is the right amount of exercise.
- Encourage them to be prepared to defend this opinion.
- Then have groups share their thoughts with the class.
- Lead an open discussion on the topic.

Module 8: Active Review

Part 1

- Ask a student to read the direction lines.
- · Check for understanding.
- Ask students to complete the activity by themselves.
- Play the audio for students to check their answers or have students read parts of the conversation.
- · Give feedback.

	1. On the other hand	2. case	prevented	
e S	4. suffer from	5. techniques	6. make sure	
<u>~</u>	7. cycle	8. both	9. neither	
	10. rely on	11. In fact		

Part 2

- Tell students to complete part 2 by themselves.
- Ask students to share their answers with the class.
- · Give feedback.

Answers will vary.

- 1. She suffered from a bad case of jet lag.
- He suggests staying awake until nighttime and making sure to get some sun. The woman says that she has tried these things, but neither worked.
- **3.** Yes, I had jet lag when I traveled to Hawaii for a week. I took naps when I could, and I got a lot of sun.

Teacher's Note Why No Jet Lag?

Explain to students that jet lag is a result of the difference between one's internal clock and the local time. This is why travel from north to south or south to north within a time zone, even very long-distance travel, does not result in jet lag.

B Find Out More

- Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the activity by themselves first.
- Tell students to use the Internet to research facts.
- Give students time to complete the table.
- Ask students to share their findings with the class.
- · Give feedback.

Extension Overcoming Jet Lag Before and After

- Tell students that this activity is an extension of activity B.
- Ask students to research ways in which to deal with jet lag before and after flying.
- Ask them to think of ways to prepare for or prevent jet lag before they travel. They should also consider the things one can do to overcome jet lag when one arrives at one's destination.
- Tell students to share their findings with the class.

Active Review

Jet Lag

Listen to the conversation between passengers on a plane. Fill in blanks with the words that you hear.

M:	You're leaving for your trip to England tomorrow, aren't you? How long will you be the	ere?
w:	Two weeks. I have a reservation at this cute, little, old hotel in the country.	Brief note
	Sounds great.	Jet lag refers to physical effect traveling quick
	Yeah. I'm really looking forward to it. ① I'm worried about jet lag. I had a particularly bad ② of it on my last trip.	across time zo especially feeli and having pro
M:	Really? Did you feel sleepy the whole time?	sleeping norm
M:	Yes, and it — me from really enjoying myself. You said that you trav do you ever — jet lag? I do, but I've read about some — for overcoming it. They work prett me. For one thing, you should try to stay awake until nighttime on the first day of the — to spend some time in the sun during the day. That way, you'll ge your normal sleep	y well for trip. And
W:	I've tried of those things, but helped at all. Maybe I should just ask a doctor for some sleeping pills.	
M:	Well, maybe. But my doctor says it's a bad idea to them. them. them. says they could actually make things worse.	

3. Have you ever had jet lag? If so, what did you do about it?

Find Out More

1. What happened on the woman's last trip?

Go online and research facts about jet lag, its symptoms, and more techniques for treating it. Make notes about them in the table. Share the most interesting information you find with the class.

2. What are the man's suggestions? How does the woman respond to them?

	Jet Lag				
Symptoms Techniques Other facts?					

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Communication

Without looking back at the module, try to remember a meaning to the given words. Then look back and check.

- 1. to check that something is true: __
- 3. difficult to do: __
- 5. luckily:
- 7. to cut up (food): 9. an amount of food: _
- 2. because of: _
- 4. all the people in a place: _ 6. old (of a person):

Role-play

Work with a partner. Read the descriptions of the people. Imagine that one partner is the person pictured, and the other partner is a friend of his or hers. Role-play conversations about each person's problem.



- During flu season, has a slight
- · Is concerned about his recent
- weight gain
 Says he's too busy to get enough sleep, have heal meals, or exercise



- · Hasn't been to a dentist in
- years because of his fear Has a toothache, but still

Write

Choose one of the people from activity B and write an email to him or her (between five and seven sentences). Give at least two pieces of advice, and explain how the advice will help.

Dear	-		

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Communication

A Vocabulary

- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

- **1.** confirm
- 2. due to
- 3. challenging

- 4. population
- **5.** fortunately
- 6. elderly

- **7.** chop
- **8.** appearance
- 9. portion

10. sleepy

B Role-Play

- · Ask a student to read the direction lines.
- · Check for understanding.
- Tell students to get in pairs.
- Tell pairs to complete the activity.
- Walk around and give feedback.

G Write

- · Ask a student to read the direction lines.
- Check for understanding.
- Tell students to complete the writing activity.
- Ask students to share with the class.
- · Give feedback.

Teacher's Note When Should You Say Something?

It's good to care about another person's well-being. However, it's not always appropriate to get involved with their problems. Be sure that students understand that they should only intervene in the life of a person they are close to.

Teacher's Note Sample Response

Dear Hana,

You may feel that your fever and cough aren't a problem, but you may be exposing others to a serious illness. The flu is not something to take lightly. If you're sick, you need to stay home. Not only will this make it easier to get better quickly, but also you won't spread the flu to other people. I'm sure that your teacher doesn't want to get sick. Write to your teachers. I'm sure that they will understand and help you maintain your grades.

Be well!

Steve

Extension A Letter to Yourself

- Have students consider their own problems.
- Ask them to identify what their problems are.
- Then, considering the information they have learned in this module, have them write a letter to themselves in order to help themselves solve their problems.
- Ask students to share their letters with the class.

Extension Characters of Your Own

- Ask students to work in pairs.
- Tell them to develop a dialogue with characters of their own that reflects portions of this module.
- Allow time for students to prepare a role-play skit.
- Then have pairs present their skit to the class.
- Encourage the other students to guess which lesson the role-play represents.

Quarter Test 4

A Vocabulary

- Ask a student to read the direction line.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. b	2. a	3. a	4. c	5. b
	6. C	7. b	8. b	9. a	10. a

B Grammar

- Ask a student to read the direction line.
- · Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

>	1. every	2. Therefore	3. none
	4. What happened	5. On the other hand	6. had been
Key	7. each of	8. All	9. enough chairs
	10. nice new		

Teacher's Note Time for Last-Minute Questions

Before starting the quiz, you may wish to answer any lastminute questions that students may have. It's possible that they encountered a question during their review at home. Help them by answering any questions before you start.

Extension Sentences in Pairs

- Ask students to work in pairs.
- Have students create fill-in-the-blank sentences of their own using the vocabulary and grammar targets from this module.
- Then have students exchange and complete one another's sentences.

Quarter Test 4

A Vocabulary

Choose the correct answers.

1.	a. report	b. invest	c.	prevent
2.	He had an accident at the gym a. Fortunately	, he's not badly hurt. b. Consequently	c.	Particular
3.		atient's condition after two days in b. technique		hospital. behavior
4.	They volunteer at an animala. leisure	on weekends. b. income	c.	shelter
5.	Although changing my eating ha a. similar	abits was, it was worth the b. challenging		ort. severe
6.	I'm running out of money—my b	b. fee	c.	balance
7.	We'll have to the exam a. overcome	until next week because the profess b. postpone		nas the flu. regret
8.	People with insomnia often feel a. fatal	during the day. b. sleepy	c.	normal
9.	You can a cold with med a. treat	dicine from any pharmacy. b. value	c.	spread
10.	She didn't want to seema. selfish	., so she shared her popcorn with ev b. vital	•	one. annual

R Grammai

Circle the correct words.

- 1. It's hard to find time to exercise (either / every) day.
- 2. Mitchell majored in accounting. (Therefore / In contrast), he knows a lot about financial matters.
- 3. She looked for food in the refrigerator, but there was (no / none).
- 4. I missed part of the movie. (What did happen / What happened) while I was gone?
- 5. Many people hate needles. (On the other hand / Thus), they know it's important to get a flu shot.
- 6. He said he (had been / having been) afraid of doctors in the past.
- 7. We discussed (each / each of) the items on our budget.
- 8. (All / None) the bills are lower this month than last month
- 9. Are you sure we have (chairs enough / enough chairs) for everyone?
- 10. I bought some (new nice / nice new) running shoes.

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C Reading Comprehension

Read the article about online grocery shopping. Then read the statements and circle true or false.

Buying Groceries Online

My local supermarket has a mobile app that lets you shop for food online. Then your purchases are delivered to either your home or your car outside the store. I've been using this service for a few months now, and I think it has both pros and cons.

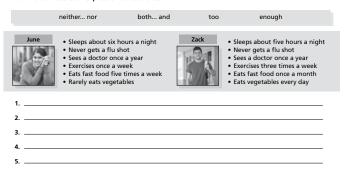
I love it because I save valuable time. Because I use the app, I only buy what's on my shopping list, and I follow my budget. Using this service completely removes impulse purchases. When I shopped inside the supermarket, I bought things I didn't need—just because I was hungry. I don't do that now. In addition, every transaction is recorded in the app. So it's easy to keep track of everything you buy. As a result, on average, I save \$20 a week on groceries. I even eat better because I plan my meals when I make my shopping list. I buy fewer processed foods and more fresh, healthy foods.

On the other hand, there are a couple of disadvantages. For one thing, I actually like shopping! I miss having the opportunity to walk up and down the aisles, comparing different products. Moreover, I sometimes miss out on good discounts that are only available inside the store. However, overall, it's great to save both time and money using this app.

1.	The app provides two choices for delivery.	true	false
2.	The app encourages impulse buying.	true	false
3.	Because of the app, the writer sticks to her budget.	true	false
4.	The writer's diet is now more well-balanced than before.	true	false
5.	The writer used to enjoy comparing goods inside the store.	true	false
6.	More bargains are available through the app than in the store.	true	false

D. Road to Write

Read the descriptions of two people's health habits. Write sentences about them using the expressions from the box. Use each expression at least once.



© Reading Comprehension

- Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Key	1. true 2. false 4. true 5. true		
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Teacher's Note Understanding the Text

It may be beneficial to confirm understanding of the passage with students before having them move on to the activity. Allot a short period of time to clarify the meanings of difficult words. However, be sure that you are not providing answers to the students.

Read to Write

- · Ask a student to read the direction lines.
- Check for understanding.
- Ask students to complete the activity by themselves.
- Ask students to share their answers with the class.
- Give feedback.

Answers will vary.

- 1. Neither June nor Zack gets an annual flu shot.
- 2. Both June and Zack see a doctor once a year.
- 3. June eats fast food too often.
- 4. Neither June nor Zack gets enough sleep.
- 5. June doesn't eat enough vegetables.

Teacher's Note Establish Clear Goals

Since answers may vary in this activity, students may be confused about how to properly complete it. Be sure to indicate exactly what is expected from students so that they have a clear understanding of how to receive full credit for completion of this activity.

Extension X's Health Habits

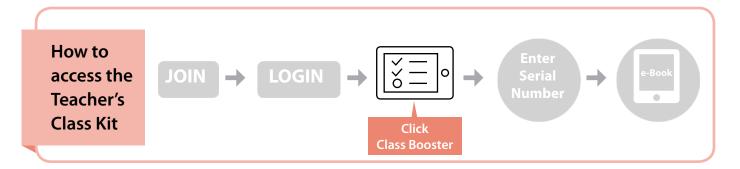
- Have students expand on activity D by creating their own characters with specific health habits.
- Tell them to model their descriptions on the characters from activity D and what they have learned in the module.
- Ask students to work in pairs.

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- Tell students to read each other's character descriptions and make statements using correlative conjunctions.
- Ask students to share their statements with the class.



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*.

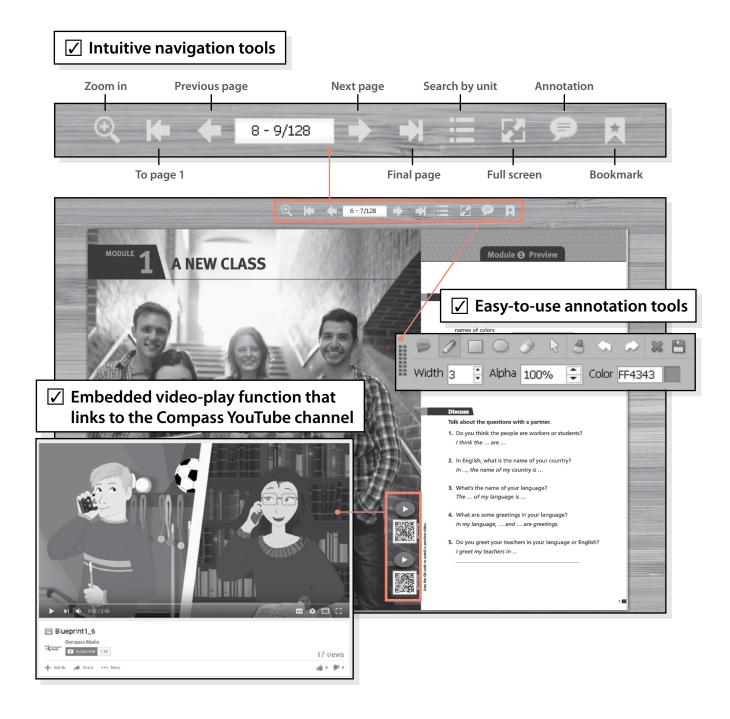


- 1 Go to the Compass homepage at **www.compasspub.com** and sign in. Click **LOGIN** if you are already a member or **JOIN** if you need to sign up.
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- 3 Click the Enter Serial Number button.
- 4 Enter the serial number for the Student Book or Workbook. (See next page.)

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