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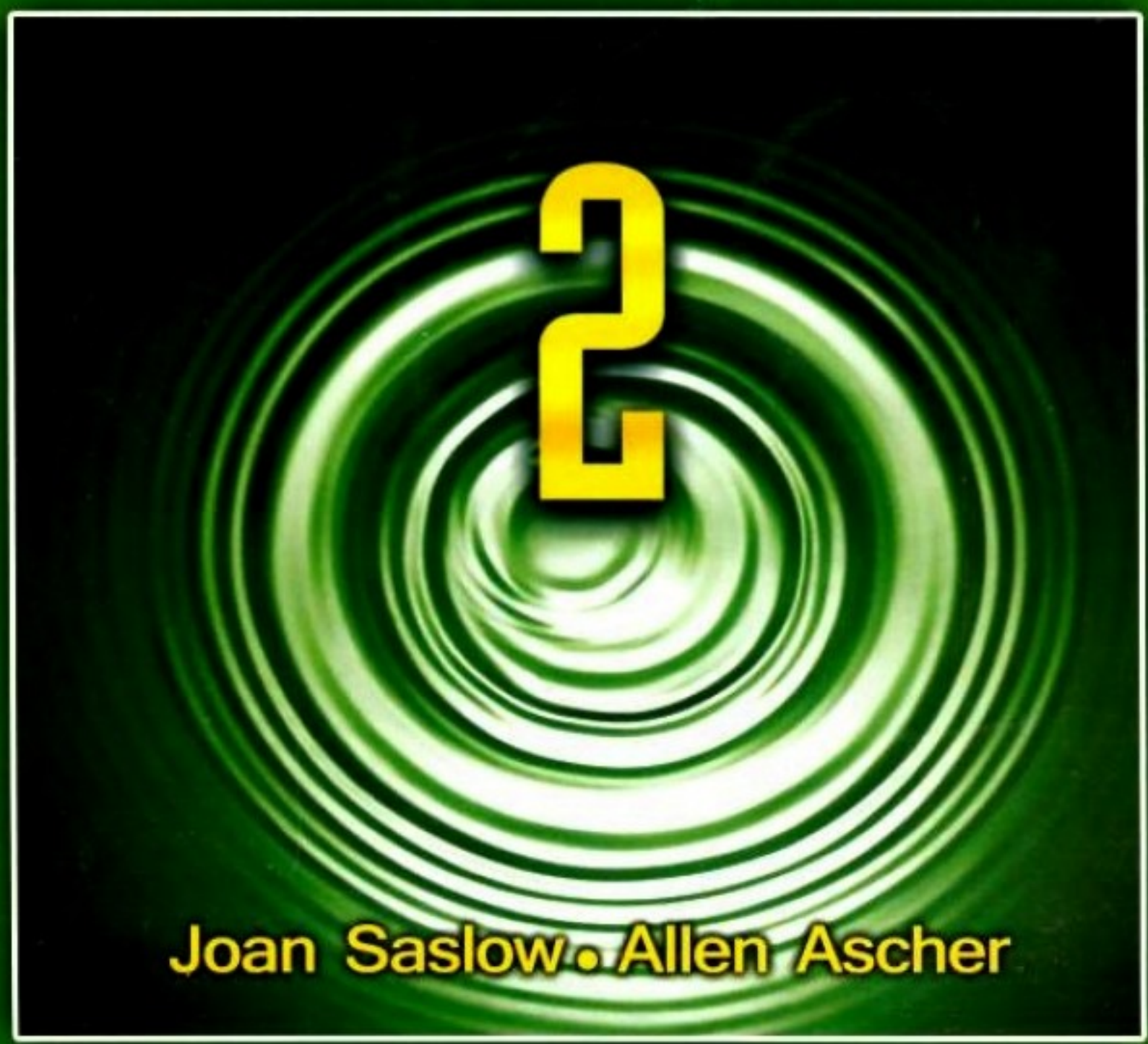
Teacher's Edition
and lesson Planner
with Active Teach

SECOND EDITION

TOP NOTCH



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What Is *Top Notch*?

Instructional levels

Top Notch (together with *Summit*) is a six-level communicative English course for adults and young adults.

- *Top Notch* Fundamentals: for true beginners or very weak false beginners
- *Top Notch* 1: for false beginners or for students who have completed *Top Notch* Fundamentals
- *Top Notch* 2: for pre-intermediate students
- *Top Notch* 3: for intermediate students
- *Summit* 1: for high-intermediate students
- *Summit* 2: for advanced students

The following chart shows the correlation of *Top Notch* and *Summit* to International Standards and Tests. For detailed correlations to the "Can do" statements of the Common European Framework (CEFR) and to U.S. federal and state standards, please consult the *Top Notch* website at: pearsonlongman.com/topnotch.

Correlations to International Standards and Tests

Course Level	TOEFL (Paper)	TOEFL (iBT)	TOEIC
Top Notch Fundamentals (true beginner)			110 – 250
Top Notch 1 (false beginner)	380 – 425	26 – 38	250 – 380
Top Notch 2 (pre-intermediate)	425 – 475	38 – 52	380 – 520
Top Notch 3 (intermediate)	475 – 525	52 – 70	520 – 700
Summit 1 (high-intermediate)	525 – 575	70 – 90	700 – 800
Summit 2 (advanced)	575 – 600	90 – 100	800+

Course Level	Common European Framework (CEF)
Top Notch Fundamentals (true beginner)	A1/Breakthrough
Top Notch 1 (false beginner)	A1/Breakthrough
Top Notch 2 (pre-intermediate)	A2/Level 1
Top Notch 3 (intermediate)	B1/Level 2
Summit 1 (high-intermediate)	B2/Level 3
Summit 2 (advanced)	C1/Level 4

Course Level	Cambridge Exams IELTS	Cambridge Exams Exam Level
Top Notch Fundamentals (true beginner)		
Top Notch 1 (false beginner)	3.0	KET
Top Notch 2 (pre-intermediate)	4.0	PET
Top Notch 3 (intermediate)	4.0	PET
Summit 1 (high-intermediate)	5.0	FCE
Summit 2 (advanced)	6.0	CAE

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Scope

Each level of the *Top Notch* course contains enough material for 60 to 90 hours of classroom instruction. Split editions are also available. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of diverse classes and programs or to expand the total number of hours.

Goal

The goal of the course is to make English unforgettable, enabling learners to understand, speak, read, and write English accurately, confidently, and fluently. Three key features are emblematic of the *Top Notch* course:

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

Content

Top Notch has a classic sequential grammatical syllabus. Grammar, vocabulary, and social language are integrated within topical, communicative units. Offering a balance of practical and informational topics, the content is designed to be consciously appealing to the student learning English.

Language and culture

Since English is the primary language of international communication, the *Top Notch* course goes beyond the traditional cultural and linguistic features of English. It prepares students to communicate with the diverse array of English language speakers around the world—more than two-thirds of whom are not native speakers of English.

Although the spellings, pronunciation, and usage in *Top Notch* language models for students are in standard American English, *Top Notch* integrates a variety of regional, national, and non-native accents throughout the listening texts and in the video program, *Top Notch TV*, beginning at the *Top Notch* 1 level. The first language of speakers with non-native accents is identified for you and your students. In addition, the Teacher's Edition contains a wealth of information, clarifying relevant differences between American and British usage.

In contrast to a focus on native language culture, *Top Notch* emphasizes "cultural fluency." This emphasis helps students build the communication skills and self-confidence needed to navigate social, travel, and business situations in unfamiliar cultural settings.

All spoken language models in *Top Notch* are informed by and confirmed with the Longman Corpus Network, which collects both spoken and written samples of authentic language. *Top Notch* students can be assured that the language they are learning is authentic and appropriate.

Instructional design

The following is a synopsis of the *Top Notch* instructional design.

A communication goal for each class session. Each of the four numbered two-page lessons in a *Top Notch* unit is designed for one class session of 45–60 minutes, and has a clearly stated communication goal.

Three reasons for having a communication goal are to make each class purposeful, to demonstrate progress in each class session, and to enable a more focused evaluation. When teachers and students are unaware of the purpose of each lesson, they often just "go through the motions." Conversely, when teachers and students know the purpose of the lesson, they see value in it and are motivated to achieve a successful outcome.

Integration of skills and content. Research has confirmed that when students encounter new language only once or twice, they find it difficult to master or even remember. For that reason, new vocabulary and grammar are embedded in exercises, conversation models, pair work activities, listening comprehension texts, readings, and other activities to make them unforgettable. In each lesson, new language is examined, explained, integrated, expanded on, and applied so that students receive multiple exposures to the language as well as numerous opportunities to practice it in all skill areas.

Confirmation of progress. The culmination of each of the four lessons is a carefully constructed, guided communication activity called Now You Can. Each of these activities is a semi-controlled or free conversation, discussion, or role play in which students demonstrate their achievement of the goal of the lesson. Students are motivated by their success, and in keeping with the aims of the "Can do" statements of the Common European Framework, continually see the practical value of their instruction.

Explicit presentations of vocabulary, grammar, and social language. In order to allow the *Top Notch* Student's Books to double as both a teaching and a reviewing tool, language is presented explicitly. Explicit presentations take the guesswork out of understanding meaning, form, and use and provide a concrete reference for students to review. For those who prefer an inductive presentation of grammar, there are printable "Inductive Grammar Charts" on the ActiveTeach multimedia disc at

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the back of this Teacher's Edition. These charts provide an alternative (inductive) approach to each grammar presentation in the Student's Book. In addition, Vocabulary Flash Cards on the ActiveTeach multimedia disc can also be used for an alternative approach to presenting vocabulary.

A model-based social language syllabus. Each unit in the *Top Notch* course contains at least two models of essential social language in short conversations. Each of these Conversation Models serves a clear communicative purpose by embedding key conversation strategies. A full list of conversation strategies can be found in the Learning Objectives charts on pages iv–vii of the Student's Book. The Conversation Models in *Top Notch* are designed to be changed and personalized by pairs or groups of students, using the target grammar and vocabulary. This practice activates and engraves the language in students' memories, providing them with "language in their pockets;" in other words, language that is accessible and ready to use in real life.

A systematic approach to developing free expression. *Top Notch* features a four-pronged approach to discussion: *idea framing, notepadding, text-mining,* and *wordposting* (described in *Methodology for a Communicative Classroom,* pages Tx–Txi). These four techniques enable students to actively access, use, remember, and recycle previously learned language as they express their ideas. This approach results in confident and highly productive free expression and rehearses students for the real world.

A strategy-based focus on reading and listening comprehension. In addition to the rigorous practice of reading and listening, there is an emphasis on learning strategies. The strategies include such things as understanding meaning from context, distinguishing main ideas from details, comparing and contrasting, determining points of view, drawing conclusions, paraphrasing, and summarizing—all of which enrich students as learners and as communicators.

A systematic writing syllabus. The *Top Notch* course also contains guided writing practice. Beginning with *Top Notch* 1, writing activities guide students in the conventions of written English. The activities evolve with each level, taking student writings from mere written production of what students can say to carefully constructed and correctly written sentences, paragraphs, and essays.

A complete course. *Top Notch* is a complete course with a wealth of supplementary components and a simple integrated technology, allowing the maximum flexibility for all teaching styles, learning settings, and course needs.

For a pictorial presentation of all components of the *Top Notch* course, please see Student's Book pages ix–xi.

Methodology for a Communicative Classroom

The goal of any communicative language course should be to enable students to express themselves confidently, accurately, and fluently in speaking and writing; to understand spoken and written English as it is used in the world today; and to function socially in English in a variety of settings, both familiar and unfamiliar. Much practice is needed to reach those goals.

Because the typical student has limited opportunities to observe and practice English outside of class, the goal of the classroom must be to provide rich sources of input for observation as well as intensive opportunities for controlled and free practice. In other words, the classroom must become both a microcosm of, as well as a rehearsal for the "real world." It is the goal of this section and the goal of the *Top Notch* course to suggest a methodology which makes that possible.

Permitting active observation of language

Although the world is saturated with English (through the Internet, films, music, and television), much of it is incomprehensible to beginning and intermediate students and difficult and frustrating to learn from. Nevertheless, students should be encouraged to seek out and observe English outside of class whenever possible.

On the other hand, students benefit greatly and learn easily from exposure to models of spoken and written English at their own productive level or language just above that level. The level of challenge that benefits students most is often called "i+1" (Krashen and Terrell, 1983*) or "comprehensible input." Comprehensible input is language that

* Krashen, Stephen and Terrell, Tracy D. 1983. *The Natural Approach: Language Acquisition in the Classroom.* Oxford: Pergamon Press.

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contains some unknown words or structures, but is still at a level that students can understand. Such language, especially when it is authentic, is extremely valuable for student progress and is abundant in the *Top Notch* course.

Although current methodologies often expect immediate production of target language, we believe that each class session should provide students with an opportunity to observe language by reading it and hearing it as well.

In order to benefit from the observation process, students should be encouraged to look at and/or listen to reading and listening material for several minutes in order for them to process it and to make connections between what they know and what is new. Only after students have had ample opportunity to immerse themselves in the observation process should they begin discussing the text or answering questions about it. And to maximize the value of observation, we strongly suggest that students support their opinions or answers by indicating where in an observed text or listening they got the information they needed to answer or to form an opinion. In this way, observation becomes an active process rather than simply a receptive activity.

Encouraging repetition of new language

Some people believe that repetition of language is indicative of an outdated behaviorist audio-lingual approach. Consequently, recent trends in language teaching tend to de-emphasize or discourage repetition of language being learned. However, we have observed that repeating new language is valuable as long as it is not overused and does not interfere with awareness of meaning. Repetition helps students remember correct pronunciation, stress, and intonation. It is recommended that students listen and repeat new language being learned for production.

For this reason, when students are learning new vocabulary or new social language, they should be encouraged to listen, or to read and listen, and then to listen again and repeat. When using audio materials as models, students appreciate the opportunity to compare their pronunciation, stress, and intonation with those of the speakers on the audio. We recommend that repetition be a regular feature of the presentation of vocabulary and model conversations.

For activities requiring students to listen and repeat, we suggest having students listen the first time while looking at the written form in their textbooks. This allows students to link the written form in the textbook to the sounds they hear. Next, as students are asked to listen and repeat, have them do it with their textbooks closed. This serves to reduce distractions and allows students to focus exclusively on listening and repeating, rather than reading. It also reduces the confusing effect of English spelling on pronunciation. However, if students find this difficult, allow them to keep their books open for visual support.

It is always beneficial to vary the method and sequence of repetition. Using alternative approaches does not diminish the value of repetition; the approaches add variety and help maintain interest. For example, it is not necessary to limit repetition to simply mimicking the words in the textbook. Occasionally, and within reason, students can practice by making small changes in conversation models as they are repeated. For instance, if the Conversation Model is "How have you been?" "Well, actually, I have a headache," students can be encouraged to change the model, substituting another ailment such as "backache." In this way, the original model is heard and used, yet not parroted mechanically, and still reinforces correct rhythm, intonation, and pronunciation.

It is best to keep the pace of repetition and personalization lively so that the greatest number of students have a chance to participate, maximizing their exposure to new language.

It is also beneficial to vary the number of people being asked to repeat. Sometimes it is helpful to have students repeat individually; at other times the whole class, half the class, all the males, all the females, etc. can be asked to repeat as a group. The goal is always served, no matter how the repetition is structured.

It is important, however, not to exaggerate the amount of class time devoted to repetition. A lively pace and a short time period will achieve the desired results; then it is time to move on to more substantive activities.

Ensuring that students use learning strategies

It is important to provide opportunities for students to work toward goals, to access prior knowledge, and to practice strategies such as planning, self-assessing, predicting, etc. These strategies have been proven to have positive results on students' learning. Knowing learning strategies is not enough, however. Research has shown that unless students are aware of the value of strategies, they are unlikely to incorporate them into their own learning initiatives.*

* The foundational learning strategies that folllow are an intrinsic part of the *Top Notch* Student's Book. For teachers who would like to teach additional reading, listening, and vocabulary-building strategies, there are numerous printable extension activities on the ActiveTeach multimedia disc in the back of this Teacher's Edition.

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Working toward goals. At the beginning of each term, before beginning instruction, probe students' individual personal goals in learning English. This discussion can be conducted in English or in the students' native language, depending on their level. Common goals could be for their profession, travel, academic study, etc. Help students become aware of how their course and/or their textbook will help them reach those goals; for example, by helping them learn to understand and communicate in spoken and written English. It is also worthwhile to encourage students to brainstorm a specific list of what they want to be able to do in English in practical or specific terms. For example:

I want to learn English because I want to:

- *order meals in a restaurant.*
- *get directions when I travel.*
- *give directions to foreign visitors to my city.*
- *check in and out of hotels.*
- *read academic journals or articles.*
- *write e-mails or letters.*
- *discuss news and current events.*
- *have social conversations.*
- *use the Internet.*

Have students look through their textbook to see if it will fulfill any of their goals. Ask them to point out lessons or units that they look forward to learning from.

Make goal-setting or goal awareness an important part of each unit and lesson. Before beginning a unit or lesson, have students look it over and brainstorm what they will be able to do at the end of it. Such awareness builds expectation of results, focuses students' attention on the purpose of instruction, and results in greater satisfaction with each class. Specific techniques for using the goals in class are covered in *Applied methods: How to teach a* Top Notch *unit* on pages Txviii and Txx.

Observing progress and self-assessing. When a brief discussion of goals takes place at the beginning of a class session, it then becomes easy for students to observe and confirm their progress that day. One simple way to ensure this is to ask "Did you learn how to give someone directions?" "What did you learn today?" and so on. When students confirm that the lesson's goal has been achieved, they value their instruction. Similarly, regularly review progress at the end of each full unit. In general, cumulative positive reinforcement of their study motivates learners to persevere. See a detailed explanation in *Applied methods: How to teach a* Top Notch *unit* on page Txxiii.

Being aware of the instructional process. Make students aware that presentations and activities in class, as well as those assigned for work outside of class (homework, projects, laboratory activities), have a definite purpose and are not random or accidental.

Effective lessons offer students presentations and activities that integrate target content. However, merely *offering* students such lessons is often not enough. The lesson will be more effective if students are *cognitively aware* of the value of each section of the lesson in achieving the lesson goals.

When finishing tasks, projects, and homework, take a moment to review the language students used in the task; for example, ask "Where did you use the present perfect today?" When students become aware that they actually used the present perfect in their conversations, practicing it becomes valuable to them. It is surprising how often students are not aware of the way in which activities help reinforce what they are learning. They often see a conversation practice session as isolated from grammar or vocabulary content, viewing it as just for fun or something to do to fill time.

Reflecting on one's learning. A number of hurdles must be overcome in learning a foreign or second language. One such hurdle is confusing the difference between *understanding* a word and *being able to translate* it into one's own (native) language.

Learners instinctively attempt to translate everything they read or hear, word for word. This is futile for two reasons. First, no one can possibly translate word-for-word quickly enough to follow a speaker speaking at a natural pace. Second, word-for-word translations are impossible for idioms, expressions, metaphors, or other figurative language.

In order to build students' awareness of this fact, we must help them reflect on the meaning of "understanding." Help them to see that they can in fact derive both general and specific meaning from spoken and written texts that contain words they have not heard or seen before. If students say they do not understand the meaning of a new word being learned, help them to describe its meaning, rather than to try to translate it. For example: assume you have presented the word *tight* (for clothing size) through an illustration depicting a person in a shirt that is too small. The caption states, "The shirt is tight." Because students already know the word *small*, they may be puzzled at seeing *tight* used here, instead of *small*. The natural impulse of learners is to search for a word in their own language that means *tight*. They will probably ask "What's *tight*?" To help students grasp the difference between understanding and translating, ask them to explain the meaning of "The shirt is tight." They will say "The shirt is too small." Point out to students that

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they in fact do understand the meaning of *tight* and that not being able to translate a word is different from not understanding it.

This is a profound awareness on which every learner of a new language needs to reflect. This awareness creates the desire and need to depend on context to infer meaning, promoting the development of one of the most important strategies for language learners—understanding meaning from context.

Managing pair, group, and collaborative activities

Collaborative activities, as well as pair and group work, facilitate interaction in English and are a hallmark of communicative language teaching. These activities encourage students to use their own language resources, which in turn makes the lesson more personal and meaningful. They also ensure that students initiate as well as respond in English. Also, by working together, students get to know each other faster and become more independent; they rely on the teacher less for guidance and ultimately take more responsibility for their own learning. We recommend the following approaches for activities featuring pair and group work.

Creating a student-centered environment. Some students, particularly those accustomed to teacher-centered lessons in which teachers spend a lot of time explaining, may not immediately see the benefits of working in pairs or groups. Remind students that working together allows them more time to practice their English and allows you to listen to more students individually. Reassure students that you will circulate to give them individual attention and that this will make you aware of any points that need explanation.

Encouraging cooperative learning and collaboration. Encourage students to help and learn from each other; in other words, to create a community of learners in the classroom. Whenever possible, try to elicit answers from other students before answering a question yourself. If a student asks a question that was previously asked by another student, direct him or her to the person who first asked that question. Also, before asking students to speak in front of the class, build their confidence by having them rehearse language in pairs, small groups, or chorally as a class. Students can also collaborate on written exercises with a partner or group, either by completing the activity together or by comparing their answers.

Facilitating a flexible seating arrangement. To ensure that students interact with a variety of partners, have them sit in a different location for each class. When dividing the class into pairs or groups, try to match students of different abilities. One method of forming groups is to have students count off according to the number of groups needed. The "1"s work together, the "2"s work together, and so on.

Monitoring activities. During pair and group work activities, monitor students by moving around the room to keep them on task and to provide help as needed. When possible, avoid participating in pair work yourself, as this will limit your ability to monitor and offer assistance to the rest of the class. If you are faced with an odd number of students, create a group of three students. The third student can work as a helper to encourage eye contact and other socially appropriate behavior and to correct mistakes.

Managing time. To keep students on task, it is best to set time limits for each activity. End activities when most of the class has finished to avoid "dead time" during which students are waiting for others to finish. For students who finish a conversation activity early, have them write out the conversation they created. If you use supplementary activities, it is a good idea to have some of those photocopied and on hand.

Correcting errors purposefully

In general, language learners—particularly adults—like feedback and expect to be corrected when they make a mistake. However, recent research (Brown, 2007*) suggests that correcting errors in students' speech and writing may not be as effective in promoting correct language use as is commonly believed. In fact, research indicates that excessive correction in a communicative course can embarrass or dishearten students and discourage them from attempting the experimentation and practice that is essential for language acquisition.

In view of these findings, we recommend striking a balance between the need for correction and maintaining feelings of success. The following are approaches to provide effective and positive feedback.

Promoting accuracy. For activities where accuracy is the focus, such as controlled conversation pair work, address mistakes shortly after they occur. Students need guidance as they attempt to use new words, phrases, and grammar; immediate correction is important. Ask students to incorporate the corrections as they continue their pair work.

* Brown, H. Douglas. 2007. *Teaching By Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). White Plains: Pearson Education.

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Promoting fluency. For freer and more challenging activities where fluency and free expression are the focus (discussions and role plays), refrain from stopping the flow of student discussion with corrections. In these activities, accuracy is less important than communicating ideas, improvising, and remembering and using the full range of language students have learned. Developing the ability to retrieve and use previously learned language is critical if students are to convert the English they have learned in the classroom into the English they need in their own lives. Interrupting students with corrections discourages this experimentation. Instead, take notes on common student mistakes and then review those errors with the entire class at the end of the activity.

Encouraging self-correction. If allowed, students are often able to correct their own mistakes. First let the student finish the thought, then indicate by sound or gesture that there has been a mistake. Try to point out where the mistake was to give the student an opportunity to self-correct.

Some techniques for eliciting self-correction include counting each word of the phrase on your fingers and pausing at the mistake, or repeating the student's sentence and pausing at the mistake; for example, S: "He has two child." T: "He has two ....?" S: "He has two *children*."

A less intrusive method is to correct the student's mistake by reformulating what the student said without stopping the flow of conversation; for example, S: "He have a car." T: "Oh, he *has* a car?" S: "Yes, he has a car." Note that these techniques often prompt the student to self-correct.

Being selective. Do not try to correct every mistake. Doing so could discourage or overwhelm students. Instead, focus corrections on the skills that are being taught in that particular lesson or on mistakes that interfere with comprehensibility.

Providing emotional support. Above all, be careful not to embarrass students. Be aware that students may be sensitive to criticism in front of their peers and may prefer more private feedback. Give students enough time to think before they answer to avoid making them feel pressured. There is nothing more effective in promoting student participation than reinforcing their belief that you are "on their side." To that end, we suggest that you show approval for student experimentation, even when language is inaccurate. Correction can come later. Experimentation is an essential step on the road to mastery.

Checking and managing homework. Maximizing the amount of time students have to interact and practice English is essential in a classroom environment. It is best to limit the amount of class time devoted to checking answers and correcting homework. For exercises done in class, have students check their answers with a partner. This increases interaction time, ensures that errors get corrected, and encourages students to correct their own mistakes. It also helps students avoid the possible embarrassment of giving incorrect answers in front of the entire class.

When the class has finished comparing answers, review the correct answers as a class, either by eliciting the answers from individual students or by having volunteers write their answers on the board. In classes with time constraints, we recommend that you write the answers on the board, as this method is faster.

We suggest that you follow a similar approach with homework by quickly reviewing correct answers. In large classes, you may prefer to systematically select which papers to review out of class in order to give individual feedback and check progress. If five to ten papers are collected every session, each student will receive individual feedback several times per term.

Actively developing free expression

One of the greatest challenges in the English language classroom is successfully engaging learners in free discussions and role plays. Teachers often find that students sit silently, produce single short "fossilized" utterances, or resort to using their first language. Some impediments to students' success are lack of vocabulary, grammar, subject knowledge, or interest—or forgetting previously learned language. There are psychological and psychosocial hurdles as well. Adult and young-adult students have many ideas to express but worry that they will be judged by both their teachers as well as their peers.

The following four techniques form part of a process approach to discussion and are recommended to mitigate the challenge of free discussions and role plays. They support learner confidence and increase quantity, quality, and complexity of expression.

Idea framing. When students are presented—unprepared—with a discussion topic, they typically approach it narrowly; for example, if you propose a discussion of vacation preferences, students may only think about one particular aspect of vacations. Worse, students often worry about what you consider appropriate to include in the discussion.

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Providing students with a stimulus such as an online or magazine survey or questionnaire can help them frame their ideas by indirectly suggesting topics to be included in the discussion to follow. Surveys and questionnaires you provide also reduce student anxiety by clarifying your expectations of what is appropriate to include in the discussion.

Notepadding. Giving students an opportunity to write notes helps them consider how they will express their ideas. Here again, students may start with a narrow view of what to include in the discussion, but when they are given preparation time beforehand, they will broaden their ideas and plan how they want to express them. Notepadding builds confidence and yields more complex statements than discussion without preparation does.

Text-mining. Although language textbooks usually contain readings that provide students with an opportunity to confront "i+1" comprehensible language, using these readings solely for reading comprehension can be a missed opportunity. One way to make the most of a textbook reading is to ask students to notice and select language from it ("mining its text") that they can use in a discussion or role play. Permit students to circle, underline, or copy "mined" language prior to classroom discussions. Text-mining greatly enhances students' ability to acquire and use language slightly above the level they have learned.

Wordposting. Another huge challenge to students is remembering known language—even recently learned language—and using it in discussions and role plays. But when students do not use and reuse learned language, they inevitably forget it.

To ensure that students recycle previously taught language, we suggest that you (or the students themselves) make and keep "wordposts"—lists of relevant recyclable language.* Wordposts can be written on the board or photocopied and distributed. To encourage the use of the wordposts during the discussion, you or your students can write a checkmark, cross out, or circle each word or phrase as it is used. Wordposting is one effective recycling technique that makes English unforgettable.

Teaching the receptive skills: reading and listening

Reading and listening are sometimes thought of as receptive skills. In a communicative classroom, however, reading and listening activities can greatly enhance speaking and writing, provide growth of comprehension, and help students cope with authentic language containing unknown words and complex ideas. The following are suggestions for approaching reading and listening in order to gain maximum benefit.

Authentic reading and listening passages will always contain a quantity of unknown language. We know that students can understand more language than they can produce, but they are often frightened to tackle readings or listening activities that include unknown language. (See the earlier discussion of the value of "i+1" comprehensible input on pages Tvi–Tvii.)

Readings and listening activities should represent real language. However, it is important to avoid language that falls significantly above the comprehensible level. Identifying a zone of comprehensibility enables readings and listening activities to maximize the building of comprehension skills and vocabulary.

As stated earlier, it is important to recognize that most language learners instinctively try to translate every word as they read and are frustrated by their inability to create a one-to-one correspondence of the English words to their native language. Adopting an approach that respects the amount of challenge a reading or listening activity presents, discouraging translation, and teaching reading and listening skills and strategies can help students read and listen successfully.

Reading strategies and applied comprehension skills. Reading skills and strategies that help students cope with the challenge of foreign- or second-language reading help prepare them to confront such readings with confidence. Some are practiced before, others during, and still others, after the actual reading.

Before a reading activity, encourage students to explore their ideas about the topic of the reading. To pique their interest in the reading, get them to access any knowledge they already have about the topic. Another strategy that helps students cope with a reading is identifying its source; for example, is it a magazine article, a website, a series of letters, an advertisement, etc.? These pre-reading strategies will help students approach a reading with the confidence that they know what is coming and will discourage them from focusing on every unknown word.

Some strategies and skills that help students while they read are *skimming*, *scanning*, and *focusing on the context* in which unknown words occur, to help students understand meaning (instead of trying to translate those words). Encourage students to quickly read the passage from beginning to end

* In *Top Notch* units, wordposts are listed within a box called *Be sure to recycle this language.*

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without stopping for details. One way to teach skimming is to have students read the first sentence of each paragraph and the first few sentences at the beginning and the end of the passage.

Scanning for specific information is another helpful skill. Before students read line for line, they can be asked to find information about dates, names, ages, times, etc. Such information usually identifies itself by format—numbers, isolated words, charts, and the like. Keep in mind, though, that not all readings lend themselves naturally to skimming or scanning. Only choose skimming or scanning with readings that naturally lend themselves to that sort of examination.

As students read and encounter unknown words, help them to find the context clues that "explain" the meaning of those words. In the following sentence, the general meaning of the word *dousing* can be understood from the context: "Songkran is a wild and wonderful festival in which people of all ages have fun *dousing* each other with water for three solid days." Many students would instinctively reach for the bilingual dictionary to look up *dousing* or simply decide the reading was too hard. But asking them to look for the meaning in the surrounding text (the "context," where they will find "with water") helps build the habit of searching for context clues and taking educated guesses.

A good way to help students see the value of searching for context clues is to ask them to explain their reasons for guessing the meaning of a word. Ask them to go into the text to provide support for their opinions. In the case above, students would cite "with water" to support their opinions. Note that a precise definition or translation is not necessarily the goal. Students should also be encouraged to guess the "sense" of a word; for example, whether it is positive or negative, male or female, something you eat or wear, etc. If this is done regularly, students will develop the habit of looking for meaning in the context.

After reading, *summarizing* a text is a valuable applied reading comprehension skill. When students are able to summarize a reading, it indicates that they have identified the main idea and can distinguish it from random facts or details that are included in the article.

One way to provide practice in distinguishing main ideas from details is to ask students to *take notes* as they read and to organize or separate their notes into categories; for example, in a reading about the experiences of a woman with physical challenges, students can be asked to take notes about her habitual activities in the morning, in the afternoon, and in the evening. In a reading about healthy eating habits, students can be asked to jot down information about foods that are good for you and those that are not good for you. Putting notes into categories helps students perceive the details that support the main ideas of a reading and can provide a framework for a logical and articulately expressed summary. A further way to help students understand the main idea of or the point of view expressed in a reading is to ask them to try to *paraphrase* what the author's idea is. As they read, ask students to put the author's words into their own words.

The input/task ratio. When asking comprehension questions about a reading (or a listening activity; see below) it is helpful to keep in mind the relative difficulty of the text. If a text is very challenging and has a lot of difficult or unfamiliar language and complex ideas, questions and tasks should be relatively easy and receptive, such as determining general or main ideas. If a text is relatively easy, the tasks and questions should be commensurately more difficult, productive, and inferential, and should require more critical thinking. In other words, the difficulty of the task should be inversely proportional to the difficulty of the text. If this ratio is respected, even very difficult texts can be used by students at lower levels.

Listening skills and strategies. Listening is often frustrating to students because of factors such as speed, accent, background interference, and the fact that in the real world, a listener usually has only one opportunity to understand. In contrast, a reading text—even if difficult—can be explored, studied, and re-read at the learner's pace.

For most learners, understanding spoken language can be very difficult, especially when the speaker is not seen, as during a phone conversation or when listening to the radio, a podcast, or a classroom audio program. Listening skills and strategies can help reduce the natural panic that occurs when students listen to challenging speech.

If we want students to be able to cope with real spoken language, it is crucial to expose them to listening passages recorded at a normal rate of speed and in a variety of accents. When students are presented with unnaturally slow and over-enunciated listening passages, they may understand them easily and perform well on comprehension exercises. Unfortunately, however, this apparent success is misleading because it does not indicate that students will be able to understand authentic speech, which is inevitably faster and less enunciated. As language educators, it is important for us to ask ourselves what the purpose of listening comprehension exercises is in a communicative classroom. Is it to get students to understand every word they hear in a comprehension exercise or is it to help them learn how to successfully understand real spoken English in the world outside

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the classroom? Although we know the answer is the latter, we struggle with our own feelings of "failure" when students are unable to easily understand the listening texts we bring to class.

To offset our own fears as educators, it is important to explain to students the value of challenging listening experiences and to reassure them that the exercise is not a test of whether or not they understood everything the first time. Be sure students understand that the purpose of this practice is to help them obtain meaning, even from something that is not completely understood, and not simply to answer questions.

In presenting listening comprehension practice in class, be sure students have several opportunities to listen to each passage. Focus students' attention by having them listen for a different purpose each time they listen. Build up the progression of tasks from easier to more challenging ones. Add an extra listening opportunity again after other tasks in order to let students check their work.

The input/task ratio especially applies to constructing listening activities in the classroom. (See page Txii.) If the listening passage is fast, accented, or otherwise difficult, present a less challenging or receptive task, such as understanding main ideas or identifying the global purpose. On the other hand, if the listening passage is slow or otherwise easy, present more productive or difficult exercises. A convenient way to apply the input/task ratio to listening comprehension exercises is to compare them to the reading skills of skimming and scanning: for more difficult listening passages, expect students to "skim" by listening and getting the main idea, but few details, inferences, or complexities. For easier listening passages, expect them to "scan" for details, make inferences, and draw conclusions based on those.

In all cases, however, make sure students realize that these exercises are meant to increase their ability to cope with natural spoken speech, not a means to judge what they can understand on one listening.

Improving written expression

Writing tasks perform a number of useful functions in a communicative classroom:

- First, they offer yet another vehicle for students to remember, practice, and consolidate language they are learning, reinforcing vocabulary and grammatical conventions.
- Second, they promote the development of accuracy because students and instructors read and edit the writing; errors are visible and can be meticulously corrected.
- Third, they can prepare students for the real writing they will do in their work and social lives: letters, e-mails, reports, articles, messages, and the like.
- Fourth, tasks based on a writing syllabus can teach students the conventions of standard written expression, such as sentence and paragraph development, use of topic sentences, and written rhetorical devices. These cannot be learned through speaking activities.

Students should have frequent opportunities to write. In every class session, they should be offered grammar, vocabulary, reading, and listening comprehension exercises that require a written response. Exercises should include word and phrase-level cloze or fill-in-the-blanks exercises; sentence-level exercises that require one or several sentences; and other controlled writing tasks. Such exercises should be corrected for grammar, usage, punctuation, and capitalization errors, either through peer-correction or through self-correction by seeing the correct responses on the board. Alternatively, exercises that have written responses can be collected and corrected periodically. (See section on checking and managing homework on page Tx.)

Students should also be given topics to write about. Even beginning-level learners can write short paragraphs based on the topic or theme of the textbook unit as long as the goal is specific; for example, if beginning-level students have learned the vocabulary of daily activities, the simple present tense, and frequency adverbs, a good writing assignment would be for them to write about their "typical day."

Expect an increase in both quality and quantity as students develop their writing skills. Students should be reminded and encouraged to actively use the language they have learned, and they should try to vary the vocabulary they use and the way they express themselves. In addition, they should always be encouraged to try and write a little more. If students share their writing in pairs or groups, have other students ask questions about information they want to know more about. Do the same when you read students' work.

Writing is a process that begins with ideas. Encourage students to brainstorm ideas, write lists, take notes, organize their thoughts, use graphic organizers, etc. before they begin writing a first draft. Encourage revision as a regular habit in writing. Students should get feedback from others and look at their own writing critically for clarity of ideas. Then they should rewrite to try and improve what they wrote in the first draft.

When you first read your students' writing, respond to the ideas they are trying to express,

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rather than focusing on errors. Ask questions that encourage students to say more and clarify what they are saying. Focus on accuracy only after students have had an opportunity to revise and improve the content of their own work.

Intermediate-level and advanced-level learners can cope with more challenging assignments; for example, if students have completed a unit in their textbook on the unreal conditional, government, politics, and global issues, they can write an essay about what they would do about corruption if they were in government.

At all levels of instruction, however, it is important to construct a writing assignment that students are prepared to write about. Many failures in writing occur when students begin translating their ideas from their own language into English, instead of using the words, expressions, and grammar they are familiar with. When assigning a writing task, ask yourself if it will require students to use known language or whether the subject is unrelated to what they know.

To help develop students' abilities in the conventions of writing, it is helpful to link each writing assignment to a particular skill to be applied, such as correct capitalization or punctuation, the use of connecting or sequencing words, the inclusion of topic sentences, and introductory and concluding statements, and other features of effective writing. In this way, students practice the language they are learning as well as the conventions expected in English writing. Finally, so that students become familiar with the conventions of formal and informal written expression, vary the text types in assignments, from e-mails to formal letters and essays.

Commonsense Testing and Evaluation

One of a teacher's most difficult challenges is to construct tests that fairly evaluate global student progress. Without pretending to present an exhaustive approach to testing and evaluation, we offer a few principles. First of all, although all teachers accept the principle that "we should test only what we teach," this is easier said than done in a communicative classroom, where more than 50% of class time is spent practicing the oral/aural skills. If we were to "test what we taught" this would require more than 50% of our test items to evaluate listening and speaking. However, oral tests take a lot of time because each student must be tested individually; few programs provide enough time for such testing. For this reason, most programs rely on tests that are largely written.

We would like to suggest procedures that answer the following two questions:

- How can students receive credit for their progress in speaking— the aspects of language learning that have received the most emphasis in class? In other words, how can we evaluate speaking?
- How can we construct a written test that permits students of all ability levels to demonstrate their knowledge of the language they've studied and which measures their abilities in listening and reading comprehension as well as written expression?

Oral tests

As mentioned above, formal oral tests are very time-consuming. In a class of thirty students, administering a five-minute unit oral test to each student would take 150 minutes (two and a half hours). Almost no program could dedicate that much time to oral testing at the end of each textbook unit, so it's only possible to administer a few oral tests per term. However, teachers report that when there are very few oral tests, students tend to panic and perform poorly because the stakes are too high. And a test on which students underperform doesn't accurately assess their progress. A more practical and effective way to measure students' progress is to provide an ongoing, less formal, in-class assessment of speaking skills.

One approach is to keep a record of students' progress in each class session. If a class has thirty students, we suggest focusing on ten students in each session, making a mental note of their spoken responses in whole class, small group, and pair work activities. At the end of the session, make a notation in your record book in a form that makes most sense to you. One simple notation system is to give each student you evaluated a "plus," a "check," or a "minus" for that day's oral work. In the following class session, focus on the next ten students, and in the following session, focus on the final third of the students. In that way, students receive credit for their progress as they begin to retrieve and use target language to communicate in class. You can determine the criteria

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you wish to use to evaluate your students (e.g. fluency, accuracy, clarity, etc.). The important thing is that you have a record of each student's ongoing progress. This set of records can then be factored into the grade each student receives for the marking period, unit, term, etc. The percentage of weight you wish to give to this ongoing oral evaluation in relation to the written test is up to you and your program.

Written tests

How can we construct a written test that enables us to fairly evaluate the progress of all students—those who are gifted as well as those who struggle? All students learn, though not at the same rate, and some learn more from a textbook unit or from a lecture, etc. than others. We suggest that test items in written tests be weighted as follows so that all students who have progressed acceptably can demonstrate that growth on the test. (Note that the item types described below can be mixed throughout the test.)

We propose that 80% of the test items be receptive and literal ones. Examples of these item types would include such things as true and false, multiple choice, and cloze sentences with word banks from which to choose items. These items should "test" students' knowledge of the target vocabulary and grammar they studied in the unit. In terms of difficulty, these items should be at a level that all students who have studied and learned the material can answer successfully.

In turn, 10% of test items should be items that require more thought and more productive responses than those mentioned above. Examples of these items would be an answer to a question, a completion of a conversation response, or cloze sentences in which students have to complete items without benefit of a word bank or a set of choices. These items should "test" students' knowledge and use of vocabulary and grammar learned in the unit. Regarding difficulty level, these items should target average and above-level students. While it is possible that weaker students will correctly complete these items, it is not probable. It is worth noting that all students sometimes perform above expectation, and that performance should be encouraged.

The final 10% of test items should require responses of multiple sentences or paragraphs, etc. that indicate mastery of vocabulary and grammar and that may require critical thinking, such as inferential understanding of language and ideas in context from reading passages. These items would typically target the strongest students in the class. Again, it is possible, however unlikely, that some weaker and average-ability students might perform well on these items. Any success should be supported.

If a written test is constructed using items apportioned as above, all students can demonstrate progress, with the weakest students (who have worked to their capacity) probably achieving a potential 80% score, average-ability students achieving a potential 90% score, and the best students achieving a potential 100%. Of course, these percentages are not guaranteed, but they do permit even the weakest students to see their progress and the best ones to demonstrate their mastery.

A compelling reason for this approach to constructing written tests is to address teachers' frequent concern that their students don't "do well on the test." Research has shown that teachers often write tests that provide items weighted on the side of the most difficult content taught, under the rationale that "if students can answer these questions, I can assume they could have answered easier items." The consequence of this assumption is that many students don't receive recognition for the language they have learned because they are unable to answer the most difficult and productive items perfectly. However, it is our contention that the easier content, such as the knowledge of the target vocabulary, is at least as important as the ability to use the most difficult grammar. We believe that all of the content should be evaluated.

Once a score on a written test has been determined, you (or your program) can decide how much weight to give oral tests or the ongoing oral assessment in the student's global evaluation. If we are to truly test what we taught, and the amount of time spent on the oral/aural skills was 75%, then a case could be made for "counting" the written test for 25% of the grade, although few programs would adopt such a scale, for reasons of expediency. Our purpose here is to provide a starting point for discussion to enable programs to consider what weight to assign the oral and written tests so that each student's evaluation meets the goals of the program.

ActiveTeach Multimedia Disc For more information on the topics in this section, please consult the ActiveTeach multimedia disc in the back of this Teacher's Edition and Lesson Planner. You will also find four academic articles written by Joan Saslow and Allen Ascher:

- "Making English Unforgettable: Enhancing Acquisition in the EFL Setting"
- "The Purposeful Use of Songs in Language Instruction"
- "A Process Approach to Discussion: Four Techniques that Ensure Results"
- "From Awareness to Application: Five Essential Aids to Learner Training"

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Top Notch Unit Format

Top Notch units contain six two-page lessons, described in detail on pages Txviii-Txxviii.

METHODS HANDBOOK

UNIT 2 **Movies and Entertainment**

GOALS After Unit 2, you will be able to:
1. Apologize for being late
2. Discuss preferences for movie genres
3. Describe and recommend movies
4. Discuss effects of violence on viewers

Preview

http://www.netclips.com/leonardodicaprio

NETCLIPS — Click on to preview movies before buying. Or choose the "rent" option if you'd rather rent than buy.

Revolutionary Road — Based on the novel by Richard Yates, this drama examines the unhappy lives of Frank and April Wheeler (DiCaprio and Kate Winslet), a smart, talented suburban couple who have always believed they were made to do something great. The couple struggles to accept the truth that they may not be any more special than their neighbors—with tragic results. (2008)

Titanic — This 1997 blockbuster disaster movie is less the true story of the ill-fated ocean liner *Titanic* than a 194-minute romantic story. Rose (Kate Winslet), a wealthy but unhappy bride-to-be, falls for Jack (DiCaprio), a poor artist who gives her life meaning. The scenes of the sinking of the magnificent *Titanic* are truly frightening. A romantic epic! (1997)

Preview Lesson
- Previews content of the unit
- Activates prior knowledge
- Gets students thinking and talking

A Pair work Look at all the Leonardo DiCaprio movies on the website. Talk about the movies you've seen and choose the ones you'd like to see.

B Discussion Where do you like to see movies: at home or in a movie theater? Explain your reasons.

C 1.22 **Photo story** Read and listen to a conversation at a movie theater.

Anna: So, what are you in the mood for? They've got a bunch of great classic movies tonight.
Peter: They sure do. Hey, you're a big DiCaprio fan. I missed *Gangs of New York* when it was playing. Have you ever seen it?
Anna: Nope, I haven't. I've heard it's pretty violent. Frankly, I just can't take all that fighting.

Peter: Yeah. It's supposed to be pretty bloody. ...What else?
Anna: Well, there's *Wall-E*. They say it's spectacular. What do you think?
Peter: Hmm. To tell you the truth, I can't stand animated films. Sorry. I don't think I could handle a picture with two hours of a machine talking. I think I'd rather see something...

Peter: Hey! What about *Casablanca*?
Anna: *Casablanca*? Now you're talking! And by the way, it's great. You paid last time. What do you say?
Peter: It's a deal! I'll get the popcorn.

D Focus on language Find an underlined word or expression in the Photo Story that has a similar meaning to each of the following words and phrases.

1. "I'll pay."
2. "really don't like"
3. "To tell you the truth..."
4. "a lot of"
5. "didn't see"
6. "They say..."

E Infer meaning With a partner, discuss and find...

1. two different nouns that have the same meaning as "movie."
2. two different adjectives that are related to "fighting" or "killing."
3. an adjective that means "really great."

F Think and explain Answer each question. Then explain your answer with a sentence from the Photo St

1. What actor does Anna like? _____
   How do you know?
   Peter says, " Hey, you're a big DiCaprio fan. "
2. Did Anna see *Gangs of New York*? _____
   How do you know?
   She says, " _____ ."
3. What movie does Anna suggest? _____
   How do you know?
   She says, " _____ "
4. Who is going to pay for the popcorn? _____
   How do you know?
   Peter says, " _____ "

G Pair work Make a list of movies playing in your town. Which movies would you like to see? Which movie would you not like to see? Explain why or why not.

LESSON 1 **GOAL** Apo

GRAMMAR *The present perfect*

Use *since* with a specific time or date
How long have you been here? I've / I've

Other uses:
- with *always*: I've **always** wanted
- with ordinals, superlatives, *only*: This is **the third time** I've seen *P*. It's **the best** movie I've ever seen. My husband has **only** seen it on

A Grammar practice Choose the co

I've been a big fan of Angelina I've followed her career (2 since / watched every movie she's made (4 yet / still) haven't seen that o **loved** Angelina's work. I've (6 sin theater when **her** movies open. **the most** interesting **to me** is *Th* movie she's made (9 so far / still

B Pair work Take turns asking and Use the present perfect in all your

1. Is there a movie you've always
2. Have you seen any good movi
3. What's the best movie you've

VOCABULARY *Explanatio*

A 1.46 Read and listen. Then listen

I overslept. I miss

B Pair work Think of two oth

Txvi

16 UNIT 2

LESSON 2 **GOAL** Discuss preferences for movie genres

VOCABULARY *Movie genres*

A 1.23 Read and listen. Then listen again and repeat.

an action film — a horror film — a science-fiction film — an animated film — a comedy — a drama — a documentary — a musical

B Pair work Compare your favorite movies for each genre.

"My favorite animated film is *Shrek*."

C 1.24 **Listening comprehension** Listen to the conversations about movies. Write the genre for each movie. Then circle the movie if the people decided to see it.

Movie	Genre
1 *The Bottom of the Sea*	
2 *The Sound of Music*	
3 *The Ant Who Wouldn't Die*	
4 *Chickens Never Wear Shoes*	
5 *Goldilocks Grows Up*	
6 *The Equalizer*	
7 *Twelve Angry Women*	
8 *City Under the Sea*	

D Discussion Which movies sound good to you? Listen again if necessary. Explain your choices.

GRAMMAR *Would rather + base form*

State preferences with *would rather* / *would rather not* and the base form of a verb.
She'd rather see a less violent film.
We'd rather not see a horror film.

Use *than* with *would rather* to contrast preferences.
I'd rather rent a movie than go to the theater.
They'd rather go to a Woody Allen film than a Martin Scorsese film.

Questions
Would you rather see *Casablanca* or *Wall-E*?
Which would they rather see—a comedy or a drama?
What would you rather do—see a play or a movie?

Short answers
Would you rather stay home? Yes, we would. NOT Yes, we'd rather.
Would you like to see a movie? Actually, we'd rather not. We're too busy.

I / He / We / They 'd rather { see a musical. / not go out tonight.

Be careful!
Don't use to after *would rather*.
NOT He'd rather to see a comedy.

GRAMMAR BOOSTER • p. 124
• Expressing preferences: review

18 UNIT 2

Lessons 1 and 2
- Goal and achievement based
- Integrate grammar, vocabulary, pronunciation, and social language
- End with a guided conversation

CONVERSATION MODEL

A 1.28 Read and listen to people discuss their movie preferences.

A: What would you rather see—a classic or a new release?
B: It doesn't matter to me. You choose.
A: Well, what would you say to a documentary?
B: Hmm. To tell you the truth, I'm not that big on documentaries.
A: What about a comedy?
B: That works for me.

Describing preferences
☺ I love ___s. ___s are great. ___s are my favorite.
😐 I can take them or leave them. ___s are OK.
☹ I'm not that big on ___s. I don't like ___s. I can't stand ___s.

B 1.30 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Discuss preferences for movie genres

A Pair work Personalize the Conversation Model, expressing your own preferences in movie genres. Then change roles.
A: What would you rather see ___ or ___?
B: It doesn't matter to me. You choose.
A: Well, what would you say to ___?
B: Hmm. To tell you the truth, I ___.
A: What about ___?
B: ___

Be sure to recycle this language.
It's on me. / It's my treat. / I'm sorry I'm late. / Have you been here long? / Have you ever seen ___? / I missed it. / Actually, ___. / Frankly, ___. / I'm not that big on ___. / I can't stand ___.

B Change partners Change the conversation from a video store to in front of a movie theater. Talk about specific movies.

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LESSON 3 — GOAL: Describe and recommend movies

BEFORE YOU LISTEN

A Vocabulary • Adjectives to describe m

funny something that makes you laugh
hilarious very, very funny
silly not serious; almost stupid
boring not interesting

B Pair work Write the title of a movie for e

a funny movie
a hilarious movie
a silly movie
a boring movie
a romantic movie
a weird movie
an unforgettable movie
a thought-provoking movie
a violent movie

LISTENING COMPREHENSION

A Listen for main ideas Liste
he recommends and write an X ne
1 ☐ Popcorn 2 ☐ Th

B Infer meaning Listen care
circle one or more adjectives to c
1 Popcorn (weird / funny / bo
2 The Vacation (romantic / vi

C Dictation Listen to the fo
what you hear.

POPCORN ★
① First up is Popcorn, a new .....
Bodine and Judy Crabbe. ②
complete waste of .....

T E VACATION ★ ★ ★
③ Our next film, The Vacation
_____ . ④ I highly
_____ wonderful .....

20 UNIT 2

NOW YOU CAN Describe and recommend movies

A Pair work Read the short movie reviews and choose the movie you think sounds the most interesting. Then compare movie choices. Explain your reasons.

Lessons 3 and 4
- Goal and achievement based
- Build reading or listening skills and strategies
- End with a role-play or free discussion

LESSON 4 — GOAL: Discuss effects of violence o..

BEFORE YOU READ

Warm up At what age do you think it's safe to permit children to see violent movies and TV shows? Explain.

READING

Can Violent Movies or TV Programs Harm Children?

A number of scientific studies have reported that watching violence can make children more aggressive. According to the research, two kinds of programs and movies encourage aggressive behavior in young children more than others: (1) realistic violent action programs and movies and (2) violent cartoons.

One disturbing conclusion is that the effects of violent viewing last for many years. One study showed that children who watched violent TV programs when they were 8 years old were more likely to behave aggressively at age 18. Furthermore, as adults they were more likely to be convicted of violent crimes, such as child abuse and murder.

Studies have also demonstrated that watching violent movies and TV shows can affect children's attitudes towards violence in the world around them. Children who watch a lot of violence become less sensitive to it in the real world. If children find violence normal, they may accept more violence in society or even commit violent acts themselves.

Very often, characters in movies and on television who commit violent crimes are not sorry for their actions and don't face consequences or punishment. When children see fictional characters like these, they learn that doing bad things is OK. For children, who are growing and developing, this is a bad message.

So what can we do? With young children, we have the power to control the TV programs and movies they watch, so we can protect them from seeing any violence at all. However, with older children it's impossible to completely prevent their exposure to violence. But we can try to limit the number of hours they spend watching it. And when children have seen a violent film or TV show, it's important to discuss it with them, to help them understand that violence is not a normal part of life.

Information source: education.pitt.edu

A Confirm content Discuss the following questions, using the information in the article. Then share your answers with the class.
1 Research has found that TV and movie violence can hurt children. What are some ways that viewing violence can affect children?
2 What kinds of programs and movies are most harmful?
3 Some studies show that viewing violence can have long-term effects, lasting for many years. What are some of the effects that studies have shown?
4 What bad "message" can come from violent programs and movies?
5 What suggestions does the article make to help parents prevent the bad effects of violent TV programs and movies in very young children? in older children?

B Evaluate ideas Do you agree with the article that "violence is not a normal part of life"? Explain your answer.

On your ActiveBook Self-Study Disc: Extra Reading Comprehension Questions

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A Complete the chart with three films or television shows you know. Rate the from 0 to 3, with 3 being the most violent.

Title	Medium	Level of
Gangs of New York	film	3

0 = not violent, 1 = somewhat violent, 2 = violent, 3 = ultra violent

B Notepadding Write notes about the most violent film or TV show on your char

Should children see it? Why? / Why not?

Is it OK for adults to see it? Why? / Why not?

Text-mining Underline lan on page 22 to For example: "According to

C Discussion Discuss the effects of violence on viewers. Use the information from your notepad to help you express your ideas. Here are some questions to consider in your discussion:
- In your opinion, are there some people who should not see violent movies? If so, who?
- Is the effect of viewing violence the same in children and adults?
- Does violence encourage adults to behave aggressively?

"I think violent movies can mak violent. They see violence and t do the same thing they see in t"

"I agree ..." "I disagree. I"

Review

ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciation

A Listening comprehension Listen to the conversation about movies. Check the correct description of each movie.

1 ☐ a romantic film ☐ a documentary about Brazil ☐ a horror movie
2 ☐ an animated police story ☐ a weird romantic story ☐ an unforgettable comedy
3 ☐ an unforgettable movie ☐ a weird police story ☐ an animated children's film
4 ☐ a documentary about cooking ☐ a musical tragedy ☐ a silly comedy
5 ☐ a documentary ☐ a movie only for adults ☐ an animated musical
6 ☐ a comedy ☐ an animated film ☐ a drama

Review Lesson
- Reviews content of the unit
- Evaluates readiness for assessment
- Enables students to confirm their achievement of the unit's goals

_____ movie? I think (they saw it / they've seen it) twice (still / so far).

B: Really? I (never / still) (didn't see / haven't seen) it.

C Complete each statement or question with for or since.
1 That film has played at the Metroplex _____ two weeks.
2 The Talking Parrot has been available on DVD _____ last Tuesday.
3 I've loved animated movies _____ I was a child.
4 Have you been here _____ more than an hour?
5 I've been a fan of science fiction movies _____ over thirty years.
6 I've been in the ticket line _____ 6:30!

Top Notch Pop "Better Late Than Never"

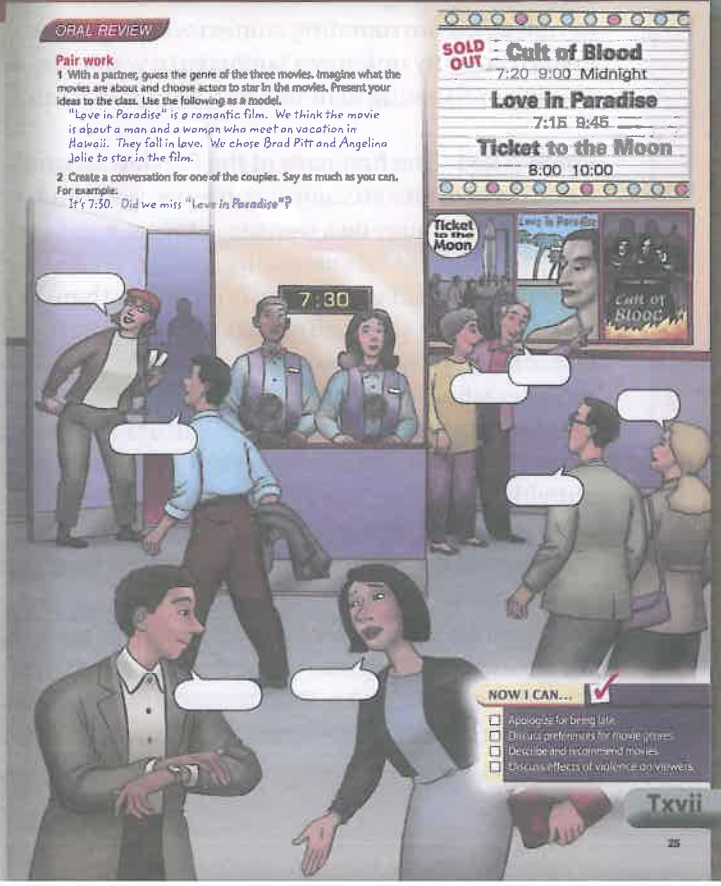
D Writing Write two paragraphs about violence in movies and on TV. Explain why some people think it's harmful and why others think it isn't.

WRITING BOOSTER • p. 140
- Paragraphs
- Topic sentences
- Preparation for Exercise D

24 UNIT 2

ORAL REVIEW

Pair work
1 With a partner, guess the genre of the three movies. Imagine what the movies are about and choose actors to star in the movies. Present your ideas to the class. Use the following as a model.
"Love in Paradise" is a romantic film. We think the movie is about a man and a woman who meet on vacation in Hawaii. They fall in love. We chose Brad Pitt and Angelina Jolie to star in the film.
2 Create a conversation for one of the couples. Say as much as you can. For example:
It's 7:50. Did we miss "Love in Paradise"?



NOW I CAN...
- ☐ Apologize for being late
- ☐ Discuss preferences for movie genres
- ☐ Describe and recommend movies
- ☐ Discuss effects of violence on viewers

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Applied Methods: How to Teach a *Top Notch* Unit

See pages Txvi–Txvii for pictorial examples of the following lessons.

Preview Lesson

The purpose of the Preview Lesson is to provide an introduction to the topic and social language of the unit. A Goals list at the top right of the first page announces the communication goals that are presented in the unit, building students' anticipation of what they will learn in the unit. We suggest that the four goals be pointed out at the beginning of the unit and then individually as each of the four numbered lessons begins.

The Preview Lesson includes highly authentic "i+1" language which should be comprehensible yet challenging for a student at that level of the *Top Notch* series. It is well-known that students make good progress when they are exposed to such language as long as they are not expected to produce it right away. When students see that they can cope with somewhat challenging language, their confidence grows and they enter the unit motivated with the expectation of success. The Preview Lesson contains embedded illustrations, contextual photographs, and other visual cues to meaning.

The material included in each Preview Lesson helps students activate prior knowledge of themes, topics, and language. It also actively helps them build the strategy of determining meaning from context. Encouraging students to use visual cues as well as the surrounding context will help them understand any unknown language in what they are reading or listening to in this first part of the unit.

Preview text. The first page of the Preview Lesson contains a text for students to observe, read, and think about. It may be a website, a menu, a self-test, an advertisement, or something similar. When important topical vocabulary is included, there is an audio icon 🔊 indicating that the vocabulary is recorded on the Classroom Audio Program and provides whole-class pronunciation practice of these words. Alternatively, you might ask students to access the audio directly from their ActiveBook for individual practice. In addition to the preview text and vocabulary, you will find one or more exercises that provide practice with the content and language of the preview text.

FYI: There are several options for accessing the audio. If you are using the Classroom Audio Program audio CDs, CD and track numbers are listed directly above the audio icon on the Student's Book pages; for example, 4:15 indicates that the recording is on CD 4, track 15. If you are using the Digital Student's Book on your ActiveTeach multimedia disc, you can click on the audio icons for instant play. Your students can do the same when using their own Digital Student's Book on the ActiveBook. Alternatively, your students can download individual MP3 files of each track directly from a folder on their ActiveBook. These files have the same CD and track numbers used in the Student's Book.

▶ **Teaching tips** Before discussing the preview text or doing the exercises, allow a few minutes for students to silently familiarize themselves with its content and form and explore its details. Always remind students to use the illustrations and context to help determine the meaning of unfamiliar words and phrases. This is an important learning strategy for understanding material above one's productive level. When students have had a few minutes to take in the preview text, ask a few questions about the content of the text. (Specific questions for each preview text are provided in the interleaved section of this Teacher's Edition—the "Lesson Planner.")

The exercises that follow the preview text are designed to get students to start talking about the unit topic. These discussion activities help students use both familiar and unfamiliar (new) language from the preview text. Students can discuss in pairs or small groups. After students have concluded their discussions, review by asking a few students to share their ideas with the whole class.

Photo Story. On the second page of the Preview Lesson, a short Photo Story permits students to see an illustrated conversation that contains natural, authentic, corpus-informed social language in a story context. The Photo Story is not intended to be a conversation model for students to repeat and "learn." Rather, it is an opportunity to observe, read, and listen in order to notice language and how it is used. These examples of natural language will promote comprehension of real spoken English and will ready students for productive social language they will learn in the numbered integrated-skills lessons that follow the Preview Lesson. *Top Notch* Photo Stories contain highly appealing idiomatic language that many students will pick up and make their own.

A note about accented speakers in *Top Notch*: As mentioned on page Tv, in order to accustom students to listening to English in today's world, where native speakers of English have a variety of accents and more than two-thirds of English speakers are non-native speakers of the

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language, *Top Notch* listening selections include regionally accented native speakers (British, Australian, Canadian, U.S. regional, etc.) as well as accented speakers from a variety of other languages. The first language of any non-native speakers in the Photo Stories is indicated on the Student's Book page. The Teacher's Edition identifies the regional or language background of all other speakers included in listening comprehension on the audio. We encourage you to share this information with your class and to remind students that English is an international language that is used to connect speakers from a variety of cultures and language backgrounds. Important: anything students are supposed to repeat (productive language models), such as vocabulary and Conversation Models are always in standard American English.

▶ **Teaching tips** Before students read and listen to the Photo Story conversation, ask questions about the photos, if possible. For variety, and to provide listening practice, you may sometimes want to have students listen with books closed. Another option is to have students read the Photo Story silently first, then read and listen, or listen without reading. (Specific suggestions for each Photo Story are given in the Lesson Planner, but we encourage you to use the approach you feel is best for your group.) No matter which approach you elect to use, however, it is always worthwhile to have students listen to the Photo Story, whether before or after reading it. (See FYI on page Txviii for alternative ways to access *Top Notch* audio.)

After students have become familiar with the Photo Story, ask questions to check comprehension. Use the questions that are provided in the Lesson Planner or your own questions. Questions can be presented to the full class, written on the board for students to answer with a partner, or read aloud for students to write answers to. If appropriate, ask additional questions that relate the content of the Photo Story conversation to students' own lives. Then proceed to the exercises that follow the Photo Story.

Photo Story exercises. A series of intensive exercises following each Photo Story provides practice in determining meaning of new language from context as well as activating previously learned language. One important feature of the second edition of *Top Notch* is an emphasis on asking students to **explain** their answers. In exercises called Think and Explain, students are asked to notice and cite key language from the Photo Story to explain the basis of their answers. In addition to building critical thinking skills, explaining provides an opportunity to make receptive exercises productive; it stimulates discussion in class and trains students to use context to support an answer. An added benefit of asking students to find support for answers within a passage is improved performance on standardized tests that expect students to delve into texts to extract meaning.

Other exercises ask students to classify or paraphrase language encountered in the Photo Story in order to demonstrate understanding. Many of these are called Focus on Language. These productive exercises build the essential skills of determining meaning from context and of using known language to "talk around" words not yet known.

The final exercise in the Preview Lesson usually asks students to consolidate the information, personalize it, or discuss it before moving on to Lesson 1.

▶ **Teaching tips** The exercise questions can be asked in open class, written on the board for students to answer with a partner, or read aloud for students to write answers to. Specific suggestions are made in the Lesson Planner. When time is short, these exercises can be done as homework and reviewed quickly in class. They remain in the book, however, as a convenient reminder of meaning when students study and prepare for tests.

Lessons 1 and 2

FYI: All parts of these lessons are described below. The order of the parts may vary from lesson to lesson.

Lessons 1 and 2 contain a combination of rich input of social language as well as presentations and exercises in several of the following skill areas: grammar, vocabulary, pronunciation, and listening comprehension. These lessons always feature a Conversation Model and Pair Work in which students personalize and change the Conversation Model by using target grammar and vocabulary. Each lesson begins with the statement of its communication goal and concludes with Now You Can, which provides an opportunity for students to demonstrate their achievement of the goal. Each goal corresponds to the goals that are listed in the Preview Lesson. All content within any lesson is designed to lead students to, and is important for, the achievement of the goal.

Lessons have been organized to make full use of the interplay between vocabulary, grammar, and social language, and to provide variety from lesson to lesson. The sequencing of the internal elements of each lesson is approached logically, sometimes starting with the Conversation Model and other times with the Vocabulary or the Grammar. However, you

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may wish to use a different sequence from time to time. This is possible because all parts of the lesson lead to its conclusion, Now You Can.

▶ Teaching **tips** Before beginning each lesson, be sure students focus on the goal of the lesson so that they will appreciate achieving it by the end of the lesson. Students should always be aware of their goals and their achievement.

Below are general suggestions for teaching all parts of Lessons 1 and 2. (Specific suggestions are given in the Lesson Planner.)

Conversation Model. A key element of the *Top Notch* pedagogy is the Conversation Model, which includes natural social language and conversation strategies. The models are appealing to students because their practical value is obvious. All Conversation Models provide at least one example of the target grammar and/or vocabulary from the lesson. The aim of each Conversation Model is to provide language students can "carry in their pockets" and can make their own. All Conversation Models are recorded so students can listen to the natural stress and intonation of spoken English.

▶ **Teaching tips** To build awareness and facilitate comprehension, begin by asking questions about the photo, if possible. Many questions are provided in the Lesson Planner, but it is not necessary to stop there. When you ask questions, however, be mindful of what students are capable of answering. Avoid eliciting language or information that students would not know prior to reading the Conversation Model.

One presentation technique is to play the audio of the Conversation Model or read it aloud yourself with a more confident student while the other students read and listen with books open (or closed). Then check students' understanding of the conversation by asking comprehension questions. The questions provided in the Lesson Planner help students focus on the essential information in the conversation and determine the meaning of any new language from context. Because at least one example of the lesson's grammar and/or vocabulary is embedded in the Conversation Model, the questions will also build familiarity, understanding, and correct usage of the lesson's target language.

An alternative presentation technique, especially in stronger groups, is to have students listen to the Conversation Model the first time with books closed in order to build comprehension and avoid being distracted by the written word. When choosing this option, have students begin by looking at the picture to raise awareness of the social situation of the conversation.

Rhythm and Intonation. This activity directly follows the Conversation Model. It contains the same recording of the Conversation Model, but with pauses between the utterances so students can focus on and practice imitating the pronunciation, rhythm, stress, and intonation of the speakers on the audio. The Conversation Models have been recorded by native speakers who have standard American accents and speak naturally, but slowly enough so students can repeat at the same pace. It is important to make sure that students practice using socially appropriate pitch and intonation when they imitate the model. The teaching suggestions in the Lesson Planner provide specific rhythm, stress, and intonation points to pay attention to.

▶ **Teaching tips** Some instructors like to have students look at the text for support as they repeat. Some prefer to have students do the rhythm and intonation practice with books closed to avoid any interference caused by English spelling. We encourage experimentation to see which is more effective in your classroom. This exercise can be done chorally, with the whole class participating. Alternatively, or additionally, it can be done by students using their own MP3 audio from the ActiveBook self-study disc in the back of their Student's Book.

With books open or closed, students listen and repeat after each utterance. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Once students are more familiar with the model, you might want to have them continue practicing by playing a particular role in groups or individually; for example, one half of the class can be the first speaker and the other half the second speaker. Finally, have students practice the Conversation Model in pairs on their own, using the words of the original speakers. Correct their pronunciation, stress, or intonation when necessary. In this way students will be thoroughly familiar with the model and will be better prepared to change it and make it their own.

Another, more dynamic, approach to rhythm and intonation practice can be found in "Speaking Practice" in the *More Practice* section of the student's ActiveBook. Instruct students to go to the Conversation Model for this lesson in "Speaking Practice" and have them select "Record and Compare." There they will be able to repeat each utterance of the

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Conversation Model, record their voice, and compare it with the speaker on the audio. (See a description of the ActiveBook on page ix of the Student's Book.)

Grammar. In the Grammar boxes, rules for new structures are presented through explanations of form, meaning, and use. Following each explanation are one or more examples so students can visualize the grammar in actual sentences or in patterns. Certain words and phrases are in bold color type in order to focus students' attention on those words within examples that show the form.

The Grammar boxes in the Student's Book present grammar deductively so that each presentation can serve as a reference for future review or study. However, if you prefer an inductive approach to grammar, an alternative inductive presentation of the grammar is also available as a printable extension activity on the ActiveTeach multimedia disc (click on "Inductive Grammar Charts"). (See a full explanation of your ActiveTeach multimedia disc and its contents on pages Txxix–Txxx.)

▶ **Teaching tips** The Lesson Planner provides teaching suggestions and guidance for teaching the grammar in each Grammar box. However, it is important to remember that although focused presentations of grammar are essential, actual use of grammar greatly enhances its learning and activation.

Each new grammar structure is included at least one time within the Conversation Model so students always read, hear, and understand the structure in a conversational context. If you have presented the Conversation Model prior to presenting the Grammar, revisit the model and ask students to find the grammar they have just learned. Seeing the grammar in conversational use will help students remember it. If you haven't yet presented the Conversation Model, take a moment to ask students to find the grammar within the model after they have read and listened to it. At the end of the lesson, after students have completed the conversation practice in Now You Can, be sure to ask them to find the grammar again in their personalized conversations. (See "Now You Can" on page Txxiii.)

Grammar Booster. Everything students need to be successful in the lesson is covered in the Grammar box. However, following most Grammar boxes is an icon referring students to the optional Grammar Booster. Teachers and programs differ, so the Grammar Booster is an option for teachers who want to go beyond what is normally included in a textbook for this level.

Each Grammar Booster icon indicates the content of the Grammar Booster for that lesson. In some cases, the Grammar Booster expands on the specific grammar point taught in the lesson. In others, it includes related grammar concepts, some of which will be presented in more detail at a later stage in the series. In still other cases, the Grammar Booster provides targeted review of related concepts students have learned earlier. The Grammar Booster contains confirming exercises for each grammar point presented. Answers are printed in green on the Grammar Booster pages in this Teacher's Edition, or included in the lesson plan on the page facing the exercise, just as they are within the unit lesson. Please note that the Workbook has a separate section for optional extra Grammar Booster practice.

▶ **Teaching tips** The Lesson Planner provides teaching suggestions for all grammar presentations and exercises in the Grammar Booster. We suggest that even if you decide not to use the Grammar Booster or if you elect to use only some, but not all of it, that students be made aware that there is extra material in the back of the book. Stronger students may be encouraged to work through this material on their own.

Grammar practice. One or more individual pair work or group work exercises always follow the Grammar presentations. There are several types in *Top Notch*. Grammar Practice exercises provide written or oral practice of the structures being taught. Find the Grammar exercises direct students to look for examples of the structures in the Conversation Models or the Photo Stories. Understand the Grammar exercises have students demonstrate that they grasp the meaning of the grammar or how it works. Some exercises require listening comprehension of the grammar in context. (For general suggestions for teaching listening skills and strategies, see "Listening skills and strategies" within *Methodology for a communicative classroom* on page Txii. For information on managing listening comprehension exercises, see "Listening Comprehension" on page Txxiv.)

▶ **Teaching tips** You may wish to complete the exercises with the class as a whole or you may prefer that students complete the exercises independently. If necessary, model how to complete the first item in each task. In large groups, you might divide the class so half of the class is working on those exercises that require an individual written response and the other half is working on those that entail pair or group oral work. With fewer students doing pair or group work at once, you will have more time to circulate so you

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can monitor, assist, and correct the pairs and groups. Then have the groups change tasks, allowing you to monitor and assist the oral work of the other students.

Specific suggestions are offered in the Lesson Planner for each exercise. When all the practice exercises are complete, you may wish to review answers with the whole class or have students check their answers with a partner.

If you would like your students to have even more practice of each grammar concept, encourage them to use their ActiveBook, where they will find numerous additional interactive grammar exercises with instant feedback. Students will find those by clicking on "Grammar and Vocabulary Practice." The *Top Notch* Workbook and the activities in the accompanying Copy & Go also include more grammar practice.

Vocabulary. Throughout *Top Notch*, new vocabulary is explicitly presented through captioned pictures, definitions, or in the context of example sentences. The vocabulary presentations in the Student's Book serve to convey clear meaning of each new vocabulary item and to provide a reference for self-study, especially valuable as students prepare for tests. Vocabulary in *Top Notch* is presented at word, phrase, and sentence level—including expressions, idioms, and collocations.

▶ **Teaching tips** Begin by focusing students' attention on the illustrations, definitions, or example sentences. An option is to have students cover the words with a sheet of paper and look only at the pictures. Pairs can test themselves to check which words and phrases they already know. Play the audio program from one of the available sources. (See FYI on page Txviii for alternative ways to access *Top Notch* audio.) If you don't have access to the audio, read the words aloud as a model. Alternatively, or in addition, students can study the words and phrases individually, using the MP3 audio files from their ActiveBook. Students should listen and repeat. Note that in the vocabulary presentations, singular count nouns are generally shown with the indefinite article *a/an*. Students should use the article when they repeat. Depending on your students' language background, the concept of count and non-count nouns may present a challenge. Using the indefinite article to contrast singular count nouns with non-count nouns will help reinforce this concept. For vocabulary that is presented as collocations or in the context of sentences, students should repeat the whole collocation or sentence as well.

If necessary, clarify the meaning of any words or phrases students have difficulty understanding. For lower-level students, convey the meaning physically—through gestures, mime, or reference to people or objects in the room—or give examples or a simple definition. Specific ideas for each vocabulary presentation are in the Lesson Planner.

When possible, personalize the vocabulary or use the vocabulary to talk about or ask questions about content familiar to your students. Many of the activities that immediately follow vocabulary presentations provide these opportunities.

Vocabulary presentations are followed by one or more exercises that may include written or oral responses. Many vocabulary presentations are followed by a listening comprehension exercise to reinforce and practice the new vocabulary. (For general suggestions for teaching listening skills and strategies, see *Methodology for a communicative classroom* on page Txii. For information on managing listening comprehension exercises, see "Listening comprehension" on page Txxiv.)

For review and reinforcement of vocabulary or as an alternative way to present it, use the "Vocabulary Flash Cards" from the printable *Extension Activities* section of the ActiveTeach multimedia disc. The Teaching Ideas found in the "Vocabulary Flash Cards" folder also contain a wealth of ideas for using the cards. In addition, the *Extension Activities* section of the ActiveTeach multimedia disc provides printable vocabulary-building strategies activity worksheets for many of the units. (See the "Learning Strategies" folder on ActiveTeach.) Another option is to ask students to use the *More Practice* section of their ActiveBook. Many of the activities in the Workbook and the interactive activities in Copy & Go provide more practice of the vocabulary as well.

Pronunciation. In addition to the rhythm and intonation practice that follows each Conversation Model, each unit presents and provides practice of a specific pronunciation point. Pronunciation points and activities are usually related to the lesson's content. Suggestions for extending this pronunciation practice are frequently given in the Lesson Planner as well.

▶ **Teaching tips** Play the audio from one of the sources, or model the pronunciation yourself. Have students first read and listen, then listen again and repeat. After students repeat, have them read the sentences to their partners. One technique is to have students exaggerate when they practice correct intonation, pronunciation, or stress to be sure they

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are focused on the pronunciation point. Remind them however, not to exaggerate the pronunciation point when they are really speaking. Remind students to practice the pronunciation point as well when they do the pair work activity in Now You Can.

To extend practice of the pronunciation point in a pair work activity, print out the corresponding "Pronunciation Activity" from the *Extension Activities* section of your ActiveTeach multimedia disc. If you would like do even more pronunciation work, print out the "Supplementary Pronunciation Lesson"* from the same source.

Now You Can. Each of the four integrated-skills lessons within *Top Notch* units ends with a feature called Now You Can. It is here, at the end of the lesson, that students demonstrate the achievement of the communication goal of the lesson. As students work through the exercises in this section, meaningfully activating the language of the lesson, they will feel motivated by their success and see confirmation of their efforts in achieving the goal. Because each goal has obvious practical and communicative value, students will see their English lessons as worthwhile. Cognitive awareness of progress is exhilarating for language learners and keeps them interested and learning.

Pair work activities. Now You Can sections in Lessons 1 and 2 always provide a guided conversation pair work, which is fashioned after the Conversation Model from the lesson. In the guided pair work, pairs of students personalize or role-play the Conversation Model, inserting their own choice of information in the blank spaces (gaps) so they can make the conversation their own. The gaps have been carefully placed within the conversation to offer a number of possibilities based on what the students have learned, so they are largely foolproof. The importance of this activity cannot be overstated, for it is in producing their own language in this controlled activity that students transfer language to reflect their own ideas, taking their first steps toward truly free language use.

Throughout Lessons 1 and 2 in *Top Notch*, the gaps in the Now You Can pair work activities perform a variety of roles. Some are included specifically because they enable students to substitute target vocabulary or grammar. Others are there so students can address each other with their own names. Still others are there so students can insert their own preferences; for example, foods or activities. Finally, others are there simply because students have already learned a number of ways to express a particular thought. For instance, following "Thank you," a gap for a response is provided because students can respond in a number of previously learned ways, such as "You're welcome," "No problem," or "Sure!" Each gap has been tested to be sure students have enough language "in their pockets" to provide one or more responses.

This controlled communication practice makes the Conversation Model even more memorable. Additionally, it is of great value for pronunciation and intonation practice. Illustrations and other concrete cues are often provided to keep the ideas flowing.

So that students have more than one opportunity to personalize the conversation and practice several times, each time differently, Now You Can almost always directs students to first change roles and then change partners. With another partner or role, students access and activate even more language, making it unforgettable.

Don't Stop! So that students extend the conversation, a Don't stop! activity box suggests ways students could move beyond the actual Conversation Model, making it longer or taking it in another direction. Instructions have been carefully written to ensure that students have already learned any language they need in order to continue. In some cases, students are asked to continue the conversation by moving on to another subject that might naturally follow. Other Don't Stop! activities encourage students to ask and answer additional questions.

▶ **Teaching tips** Begin by focusing students on the title of the Now You Can activity. Remind them of, or solicit from them, the goal of the lesson so they are aware that they are about to achieve the goal. Then read the instructions aloud so students understand the purpose of the task and are reminded of the original Conversation Model and the vocabulary and grammar to use in performing the pair work activity. Show them the gaps in the pair work activity in which they need to use the grammar or the vocabulary from the lesson. Emphasis has been placed on building students' cognitive awareness of what they are doing. Research has shown that awareness greatly contributes to learning. To this end, ask students to look back at the vocabulary and grammar they learned in this lesson and encourage them to use it here.

Model the conversation with a more confident student to demonstrate that students should change the Conversation Model by filling in new language from the lesson or from other sources. *Be sure students do not think the point of the practice is to test their "memory" of the original Conversation Model.* The purpose is exactly the opposite. The point is

* Supplementary Pronunciation Lessons by Bertha Chela-Flores.

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personalization and experimentation. The most effective way to encourage experimentation is to show approval when students use imagination and variety in their "gap fillers."

Students practice the conversation with a partner and then change roles. Encourage students to vary their partners from lesson to lesson. As students practice, circulate and offer help and encouragement as needed. Make sure students are aware of the social situation of the conversation so that they use socially appropriate pronunciation and tone. To encourage active listening and socially appropriate body language, remind students to make eye contact during conversations. An option is to have pairs role-play their conversations for the class or for each other. Having different pairs of students perform their conversations in front of the class reminds all students of how much social language they have learned. Specific suggestions for each Now You Can section are provided in the Lesson Planner.

For additional reinforcement in class, direct students either before or after the pair work activity in Now You Can to the "Speaking Practice" section of their ActiveBooks. There they will find every Conversation Model in a format that permits them to role-play the conversation, recording their own voices as either Speaker A or Speaker B and responding in their own way, which they can play back as a complete conversation with the other recorded voice. This activity has limitless possibilities and is a lot of fun.

Another option or alternative is to print out and photocopy the "Conversation Pair Work Cards" from the *Extension Activities* section of your ActiveTeach multimedia disc (see page Txxix), assigning Speaker A's role to one student and Speaker B's role to his or her partner. This allows you to get students "out of the book" and actively listening to each other. Teaching Ideas are provided on your ActiveTeach multimedia disc to maximize the impact of this practice. (See the "Conversation Pair Work Cards" folder.) In addition, the *Extension Activities* section offers some printable activity worksheets for building conversation strategies (in the "Learning Strategies" folder).

Lessons 3 and 4

Lessons 3 and 4 provide integrated skills with a listening or reading focus. They begin with a communication goal and a pre-listening or pre-reading activity. Then each lesson culminates in a Now You Can activity, which is an opportunity for students to demonstrate their achievement of the goal.

Before You Listen and Before You Read. A Before You Listen (or Before You Read) feature prepares students for the reading or listening passage that follows. In some places vocabulary is presented prior to the passage. This vocabulary is taken from the passage and should be learned and used productively by the student both before and after reading or listening. Elsewhere, there are discussion activities that tap into prior knowledge or explore students' ideas on the topic of the reading or listening passage.

▶ **Teaching tips** The Lesson Planner suggests a procedure for each Before You Listen (or Before you Read) activity. In addition to the suggested procedure in the Lesson Planner, options and alternatives are also presented to help you approach these activities in a varied way. As always, we encourage you to use your own procedures with all activities and presentations if preferable.

Another pre-listening or pre-reading technique you can use in addition to what is already on the Student's Book page is to give students a few minutes to examine any photos, captions, headings, or charts in the reading passage or accompanying the listening exercise that follows.

Listening Comprehension. Listening passages and the exercises that follow them in Lessons 3 and 4 provide the core listening practice of the unit and focus on the building of listening comprehension skills and strategies such as listening for main ideas, details, point of view, prediction, and the like. (The Learning Objectives charts on pages iv–vii show the full range of skills and strategies covered in this level of *Top Notch*.)

Listening passages contain language at students' productive level as well as at the more challenging "i+1" level. Context, intonation, and similarity to language students already know all aid them in comprehending the listening passages.

▶ **Teaching tips** Point out to students that a major cause of lack of comprehension is the natural panic that occurs when learners hear unknown words. Be sure that they understand that the instructional purpose of a listening comprehension activity is to build their ability to derive meaning from listening *even when they don't understand every word.* Make sure students understand that the listening comprehension activities are not meant to be tests, but rather skill-building activities.

To maximize the effectiveness of these activities, avoid providing students with explanations of new language beyond any vocabulary that was taught prior to the actual listening. If a student specifically asks about a new word, give the meaning, but do not spend a lot of time on it. Exposure to "i+1"

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language promotes students' language development and prepares them to fend for themselves outside a classroom, where there will be no one to explain language to them prior to hearing it.

If information about the speakers, setting, or situation is provided in the directions to the exercise, read it aloud before listening. In general, we recommend that students listen to the passage the first time with books closed. (In some cases, the Lesson Planner provides an alternative approach.) In this way, students can focus on the "big picture" without the distraction of completing the exercise. Alternatively, you might prefer to ask general questions (after the first listening), such as "Who's talking?" "Where are the people?" "What are the people doing?" If students are not forthcoming with answers to these questions, you can restate a question, providing two answers from which to choose. The value of this approach is to convince students that they have, in fact, understood a good deal, even if they have not understood everything. Demonstrating to students that they have understood something challenging builds their confidence and helps reduce their fear of listening.

Before students listen again and complete an exercise, have them look at the exercise to focus their attention on the specific listening task, such as listening for locations, for opinions, in order to predict, and the like. Play the audio as many times as necessary for students to complete the activity. Try not to approach these exercises as "tests." Repeated exposure to each listening passage has substantial instructional value. Increasing students' exposure to challenging language enhances their comprehension and confidence.

Review answers with the whole class, or have students check their answers with a partner. Be sure to ask students to explain their answers.

Please note that all listening passages are accessible on the student's ActiveBook. If, to save time, you wish students to listen individually and complete the exercises on their own, they can do that out of class. If an exercise is in the form of pair work or discussion, however, we recommend that it be completed during class time.

If you would like more exercises for the listening passage, there may be a corresponding listening comprehension strategy worksheet in the *Extension Activities* section of your ActiveTeach multimedia disc. (See the "Learning Strategies" folder.) If you want even more listening practice, there are additional listening passages and exercises for every unit, including dictation practice, in the *More Practice* section of the Student's ActiveBook.

Readings. Readings and the exercises that follow them provide the core reading experience in the *Top Notch* units. All readings are based on authentic sources. To avoid frustrating students at this level, we have adapted and simplified some of the language from the original sources, but have taken care to maintain the authentic character of the material. The readings in each unit are related to the content of the other lessons within the unit to facilitate discussion using previously learned language.

Exercises have been developed to go beyond simple factual comprehension questions and engage students in skills and strategies such as recognizing point of view, critical thinking, inference, and the like. Exercises are challenging and provide both receptive and productive responses. The exercises will not only build and check comprehension, they will stimulate discussion and help students build the skills they need to perform well on standardized tests.

▶ **Teaching tips** As with the listening passages, students should be reminded that it is not necessary to know every word in a reading in order to understand it. They should be encouraged to read without looking up every new word in the dictionary. Remind students that reading in a foreign or second language always presents the challenge of some unknown language. Students need to learn that they can comprehend main ideas, get specific information, and infer information even without knowing every word. If students are apprehensive about not being able to "translate" every word into their own language (which students sometimes confuse with comprehension—see "Teaching the receptive skills: reading and listening" in *Methodology for a Communicative Classroom* on page Txi for a discussion of this problem), encourage them to guess the meaning of new words as much as possible, or to comprehend as much as they can without understanding every word. After students read, ask questions or use activities that lead them to figure out the meaning of new language and that help them identify the essential information from the reading. The Lesson Planner makes specific suggestions to help students build the skill of understanding vocabulary from context.

Please note that all readings are recorded on the Classroom Audio Program for optional listening practice. Listening to the readings gives excellent ear training for the rhythm, stress, and intonation of narrative (as opposed to conversational) speech. It also builds students' awareness of collocations

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(words that "go together" as phrases.) Several optional alternatives for using the audio of the readings follow: If you choose to use the audio of the reading, you may play it as students read along for the first time, or not until after students have done all other strictly-reading applications. Or you may choose to have them listen with books closed for listening comprehension practice. Another approach is to use the audio as a model for reading aloud, which provides another level of pronunciation practice. The possibilities are numerous. We encourage you to use the reading audio in a way that matches your needs and your teaching philosophy. We also encourage you to experiment and try a variety of approaches. The Lesson Planner provides suggestions for using the audio as an alternative or additional activity.

For exercises following the reading, read the directions aloud, or ask volunteers to read them. Have students read the exercise items and then reread the reading passage independently. As students read, they can underline words or information that will help them complete the exercise. Allow students a set period of time to refer to the reading to complete the exercise individually, in pairs, or in small groups. Have students check their work with another pair or group, or review answers as a class. For a challenge, have students practice reading the passage or parts of it aloud in small groups.

In addition to the exercises on the page, optional basic comprehension and critical-thinking exercises on the same reading passage ("Extra Reading Comprehension Questions") can be printed out from the student's ActiveBook. There are also extra reading exercises for the same passage in the Workbook. To teach strategies and prepare students for tests, there are printable activity worksheets for reading strategies in the *Extension Activities* section of your ActiveTeach multimedia disc. (See the "Learning Strategies" folder.) Printable "Extra Reading Comprehension Questions" are also in the *Extension Activities* section of your ActiveTeach multimedia disc.

If you are looking for even more reading practice, there are additional reading passages and exercises in the *More Practice* section of the student's ActiveBook.

Now You Can. As in Lessons 1 and 2, Now You Can is an activity in which students demonstrate the achievement of the communication goal of the lesson. In Lessons 3 and 4, Now You Can is an integrated free-speaking activity based on the content and theme of the reading or listening passage. Surveys, questionnaires, and notepadding activities are included to help students frame their thoughts and prepare what they will say.

▶ **Teaching tips** Success in the discussion or role play will be greatly enhanced by allowing students adequate time to complete any surveys and notepadding activities. (For an expanded discussion of this, see "Actively developing free expression" in the section entitled *Methodology for a communicative classroom* on pages Tx–Txi.) In every case, the Lesson Planner provides detailed suggestions and alternatives.

Be Sure to Recycle This Language. When language is out of sight it is often out of mind. The Be Sure to Recycle This Language feature, which represents a major instructional strategy of the *Top Notch* course, ensures that students get multiple opportunities to use previously learned language, making it unforgettable. The language listed in the form of "wordposts" has been included because it will support students in their discussions within Now You Can. (See a discussion of wordposting in "Actively developing free expression" on page Txi.) Be Sure to Recycle This Language boxes cumulatively gather language from the unit as well as from previous units, listing it to be used as wordposts. *No unknown language is included.*

▶ **Teaching tips** Focus students' attention on the wordposts and encourage them to look at the words and phrases as they conduct their discussions, role plays, and the like. One option is to have students check each one off as it is used. Alternatively, have students report which language they used after the activity is completed. Give students positive feedback when they use the wordposts, and encourage them to remember and use all the language that is, or should be, in their repertoire. To further elevate the importance of the wordposts, ask students to use the *Unit Study Guides* (which can be printed from the student's ActiveBook or from your ActiveTeach multimedia disc) for each Now You Can activity, adding other language they have used and want to remember. If your class always meets in the same classroom, you may wish to have a permanent "word wall"—wordposts on large paper displayed on the classroom walls—that students can consult for support. (See "Wordposting" on page Txi.)

Review

The left-hand page reviews essential content and skills from the unit and provides exercises that require a written response. The first activity is always a listening comprehension exercise, and the page always ends with a writing assignment in

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which students use the language content of the unit in a formal piece of writing that contains one or more paragraphs.

Writing Booster. An optional Writing Booster teaches and practices the conventions of written English and provides guidance for the writing activity on the page. (To see a list of the scope and sequence of writing skills in this level of *Top Notch*, see the Learning Objectives charts on pages iv-vii.) We suggest that even if you decide not to use the Writing Booster, or if you elect to use only some, but not all of it, students be made aware of it. Stronger students may be encouraged to work through this material on their own.

Oral Review. The right-hand page contains the Oral Review, a signature feature of the *Top Notch* course—a full-page illustration or a set of photos with instructions to use it as a stimulus for an oral review of the entire unit. The picture provides a clear visual context for practice and helps bridge the gap between practice and authentic language use. Activities on the page prompt students to find and name items in the picture, ask and answer questions about the picture, create conversations between people in the picture, tell stories about the people or situations in the picture, and more.

▶ **Teaching tips** Have students work individually to complete the exercises. Move around the room to offer help as needed. Review the correct answers as a class. Alternatively, or to save time, you may wish to have students complete these exercises as homework, reviewing the answers quickly the next day. Note any areas of difficulty and provide additional instruction and practice as necessary.

For the writing activity, there are optional "Writing Process Worksheets" you can print out from the *Extension Activities* section of your ActiveTeach multimedia disc.

▶ **Teaching tips** Specific suggestions for getting full value out of each illustration are provided in the Lesson Planner for each Oral Review. Depending on the focus of the picture(s), the Lesson Planner indicates responses your students should be able to produce as they follow the directions at the top of the page. This information is enclosed in a text box on the Lesson Planner page and is called "Possible responses."

Begin by having students read the directions for each activity. Be sure they review the example provided to feel confident they know what is expected. You may wish to have all students do each activity at the same time, or alternatively, you may wish to divide the class so that groups of students are working on different activities. Divide students into pairs or small groups. Move around the room and offer help as needed. To encourage risk-taking and improvisation, avoid interrupting students with corrections. Instead, take notes on common student mistakes and review them as a class at the end of the activity. Encourage students to say as much as they can and to extend the suggested tasks as much as possible. The following are some techniques that teachers have found successful with the Oral Review:

- **Word Memory Game.** Allow students to look at the picture for one minute. Then have them close their books and write down all the vocabulary items they can remember from the picture. See who remembers the most items.
- **Groups of Four.** In pairs, students write three true statements and three false statements about the picture. Regroup students into groups of four. One pair reads their statements, in random order, to the other pair, who replies *true* or *false*.
- **Chain Story.** One group (or pair) begins by saying a sentence about the picture, and the next group follows by saying another sentence. Groups that can no longer say anything are eliminated until only one group (or pair) remains.
- **Content Memory Game.** Give students one minute to study the picture and remember all they can about it. Then have students close their books and form small groups. Ask questions about the picture and keep a record of the correct answers. After each question, allow the groups time to discuss and write down an answer. Review as a class and see which group has the most correct answers.
- **"Who Said It?" Game.** Give each character in the picture a name. Working in pairs, students write one line of conversation for each person in the picture. Then each pair of students joins another pair. Pairs take turns reading their lines and guessing who in the picture is speaking. Students may answer with the name of the character, by pointing, or by describing the character; for example, "the short woman."
- **Mystery Characters.** Have volunteers act out one of their conversations in front of the class. Students listen and guess which people in the picture are being portrayed.
- **"What Did They Say?" Game.** Have two volunteers act out their conversation in front of the class. The class listens and tries to

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remember exactly what was said. Working in pairs, students try to re-create the exact conversation they heard.

- **Script-Scramble.** In pairs, students write their conversation in dialogue form. Each pair then writes each line of its conversation on a separate slip of paper, mixes up the order of the slips, and gives them to another pair. The other pair must then put the conversation back in the correct order.
- **This is Your Life.** Have students choose one person in the picture and write his or her biography. The details of the person's life should be based on what is in the picture, but students will have to make up much of the information. Have volunteers read their biographies to a group or to the class and have students guess who in the picture is being described.

Oral Progress Assessment. An optional Oral Progress Assessment based on the full-page picture is provided in the Lesson Planner.

▶ Teaching tips The Oral Progress Assessment is designed to take no more than five minutes per student. These short tests make it possible to check class progress quickly. The *Oral Progress Assessment Charts* can be printed from your ActiveTeach multimedia disc and used to guide your assessment. Please note that the Complete Assessment Package provides Speaking Tests after Unit 5 and Unit 10.

Now I Can. This check box is provided for students to self-assess and demonstrate that they have achieved the communication goals of the unit. These goals appear in the Preview Lesson and then again at the beginning of the four integrated-skills lessons (Lessons 1–4). The check-box format is used in the spirit of the Common European Framework's "Can do" statements. Allowing students to check off each achieved goal is a motivating and success-confirming experience.

▶ Teaching tips Students can check the goals off at the end of the unit, demonstrating to themselves how much they've learned. Alternatively, they can check each one off at the end of each of the four lessons. We recommend that time be taken for informal congratulations to the students for their progress. One extension is to ask students where and when they imagine they can use their new communication abilities.

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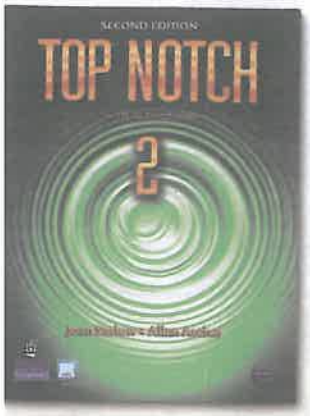
How to Use *ActiveTeach*



Digital Student's Book with

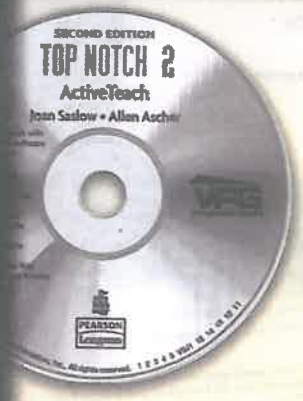
- Interactive Whiteboard Software
- **More Practice (from *ActiveBook*)**
- **Complete Classroom Audio Program**
- ***Top Notch TV***

Other Resources (printable)

- How to use the Digital Student's Book
- Extension Activities
- *Top Notch TV* Activity Worksheets
- Unit Study Guides
  - Pronunciation Table
  - Reference Charts
  - Oral Progress Assessment Charts
- Audioscripts
  - Workbook Answer Key
- Authors' Academic Articles

***ActiveTeach* menu screen**

Insert the disc into a computer and choose the Digital Student's Book or one of the printable resources.



The Digital Student's Book

Top Notch 2 ActiveTeach

Choose a unit and open any two-page lesson.

Choose any of the interactive activities from the student's *ActiveBook*.

Open any segment of the *Top Notch TV* video program.

Enlarge any section of the page.

Play the audio.

Click on to instantly go to that lesson's Grammar Booster.

Write, highlight, erase, create notes, etc.

Note: If you'd prefer to view *Top Notch TV* as a DVD, insert the disc into a DVD player instead.

Save any work you've created in class.

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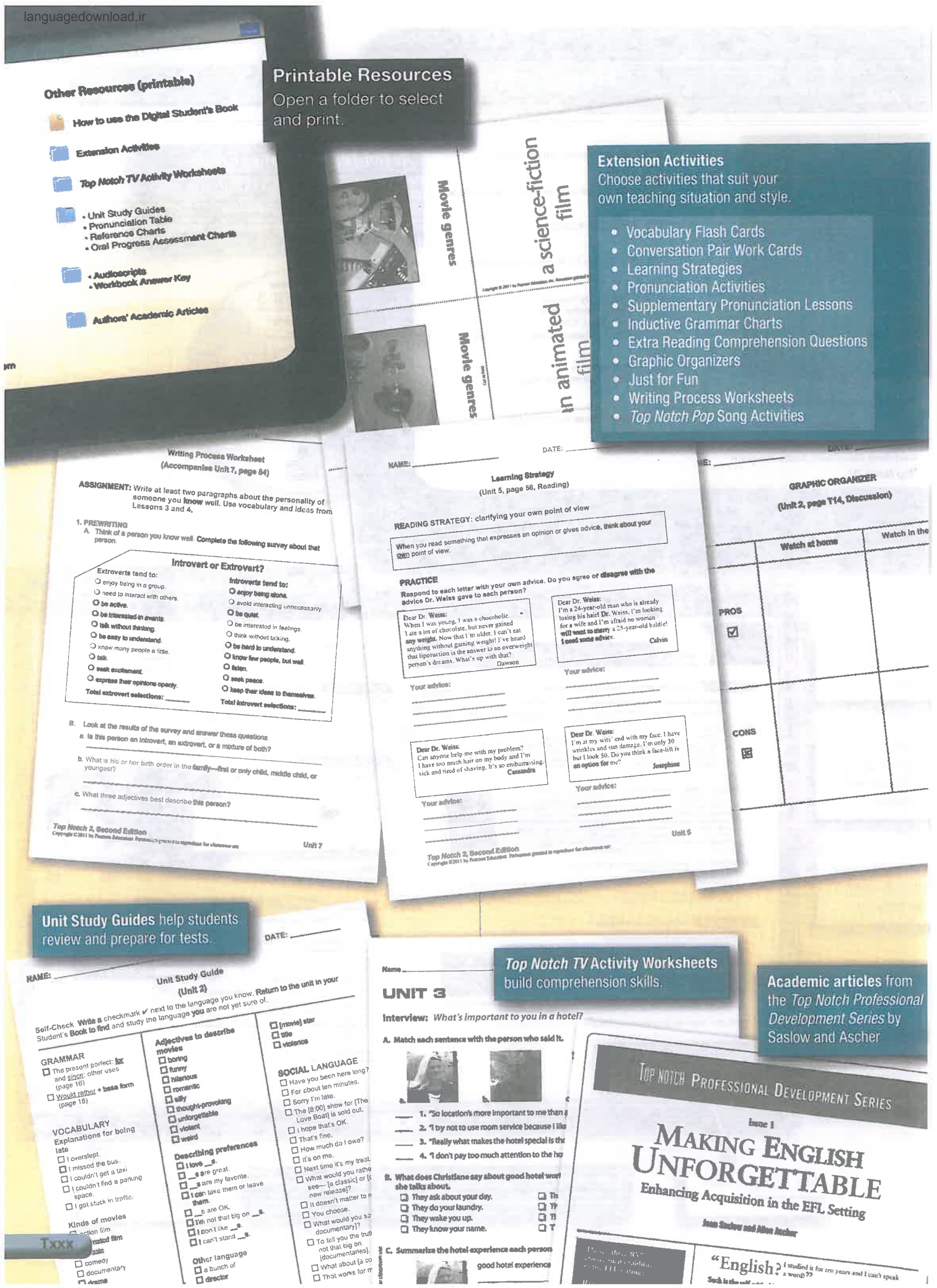

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Joan Saslow has taught in a variety of programs in South America and the United States. She is author of a number of multi-level integrated-skills courses for adults and young adults: *Ready to Go: Language, Lifeskills, and Civics; Workplace Plus: Living and Working in English;* and of *Literacy Plus*. She is also author of *English in Context: Reading Comprehension for Science and Technology*. Ms. Saslow was the series director of *True Colors* and *True Voices*. She participates in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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Learning Objectives

Unit	Communication Goals	Vocabulary	Grammar
1 **Greetings and Small Talk** page 2	• Get reacquainted with someone • Greet a visitor to your country • Discuss gestures and customs • Describe an interesting experience	• Tourist activities • Participial adjectives to describe experiences	• The present perfect ∘ Statements and yes / no questio ∘ Form and usage ∘ Past participles of irregular verbs ∘ With already, yet, ever, and befo ∘ Common errors **GRAMMAR BOOSTER** • The present perfect ∘ Past participles: regular and irregu ∘ Questions with What or Which ∘ Yet and already: expansion ∘ Ever, never, and before ∘ Common errors
2 **Movies and Entertainment** page 14	• Apologize for being late • Discuss preferences for movie genres • Describe and recommend movies • Discuss effects of movie violence on viewers	• Explanations for being late • Movie genres • Phrases to describe preferences • Adjectives to describe movies	• The present perfect ∘ With for and since ∘ Other uses • Would rather + base form ∘ Form and usage ∘ Statements, questions, and answe ∘ Common errors **GRAMMAR BOOSTER** • The present perfect continuous • The present participle: spelling • Expressing preferences: review
3 **Staying in Hotels** page 26	• Check into a hotel • Leave and take a telephone message • Request hotel housekeeping services • Choose hotels and explain reasons for choices	• Hotel room types and features • Hotel services • Hotel room amenities and services	• Had better ∘ Usage ∘ Vs. should ∘ Contractions • The future with will ∘ Form and usage ∘ Contractions **GRAMMAR BOOSTER** • Obligation: have to / must • Suggestions and advice: could / should / ought to / had better • Expectation: be supposed to • Will: other uses; vs. be going to
4 **Cars and Driving** page 38	• Describe a car accident • Report a problem with a car • Rent a car • Discuss good and bad driving	• Car types • Car parts • Ways to show concern • Causes of car accidents • Phrasal verbs for talking about cars • Aggressive driving behavior	• The past continuous ∘ Form and usage ∘ Vs. the simple past tense • Direct objects with phrasal verbs **GRAMMAR BOOSTER** • The past continuous: other uses • Nouns and pronouns: review
5 **Personal Care and Appearance** page 50	• Ask for something in a store • Request salon services • Discuss ways to improve one's appearance • Define and discuss the meaning of beauty	• Salon services • Personal care products • Ways to discuss beauty	• Indefinite quantities and amounts ∘ Some and any ∘ A lot of, many, and much • Indefinite pronouns: someone / no one / anyone **GRAMMAR BOOSTER** • Some and any: indefiniteness • Too many, too much, and enough • Indefinite pronouns: something, anything, and nothing

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Conversation Strategies	Listening/ Pronunciation	Reading	Writing
• Use "I don't think so." to soften a negative answer • Say "I know!" to exclaim that you've discovered an answer • Use "Welcome to ____." to greet someone to a new place • Say "That's great." to acknowledge someone's positive experience	**Listening Skills:** • Listen to associate • Listen for details **Pronunciation:** • Sound reduction in the present perfect	**Texts:** • A poster about customs • A magazine article about non-verbal communication • A geographical map • A photo story **Skills/Strategies:** • Identify supporting details • Personalize information	**Task:** • Write a description of a fascinating, strange, thrilling, or frightening experience **WRITING BOOSTER** • Avoiding run-on sentences
• Apologize and provide a reason when late • Say "That's fine." to reassure • Offer to repay someone with "How much do I owe?" • Use "What would you say to ____?" to propose an idea • Soften a negative response with "To tell you the truth, . . ."	**Listening Skills:** • Listen for main ideas • Listen to infer meaning • Dictation **Pronunciation:** • Reduction of h	**Texts:** • A movie website • Movie reviews • A textbook excerpt about violence in movies • A photo story **Skills/Strategies:** • Confirm content • Evaluate ideas	**Task:** • Write an essay about violence in movies and on TV **WRITING BOOSTER** • Paragraphs • Topic sentences
• Say "Let's see." to indicate you're checking information • Make a formal, polite request with "May I ____?" • Say "Here you go." when handing someone something • Use "By the way, . . ." to introduce new information • Say "Would you like to leave a message?" if someone isn't available	**Listening Skills:** • Listen to take phone messages • Listen for main ideas • Listen for details **Pronunciation:** • Contractions with will	**Texts:** • A hotel website • Phone message slips • A hotel guide book • A city map • A photo story **Skills/Strategies:** • Draw conclusions • Identify supporting details • Interpret a map	**Task:** • Write a paragraph explaining the reasons for choosing a hotel **WRITING BOOSTER** • Avoiding sentence fragments with because or since
• Express concern about another's condition after an accident • Express relief when hearing all is OK • Use "only" to minimize the seriousness of a situation • Use "actually" to soften negative information • Empathize with "I'm sorry to hear that."	**Listening Skills:** • Listen to summarize • Listen to infer outcomes • Listen for main ideas **Pronunciation:** • Stress of particles in phrasal verbs	**Texts:** • A rental car brochure • Rental car case studies • A feature article about defensive driving • A driving behavior survey • A photo story **Skills/Strategies:** • Understand from context • Critical thinking	**Task:** • Write a paragraph comparing good and bad drivers **WRITING BOOSTER** • Connecting words and sentences: and, in addition, furthermore, and therefore
• Use "Excuse me." to initiate a conversation with a salesperson • Confirm information by repeating it with rising intonation • Use "Not at all." to show you don't mind an inconvenience	**Listening Skills:** • Listen to summarize • Listen to take notes **Pronunciation:** • Pronunciation of unstressed vowels	**Texts:** • A hotel spa advertisement • A health advice column • A photo story **Skills/Strategies:** • Predict • Confirm content • Apply information	**Task:** • Write a letter on how to improve appearance **WRITING BOOSTER** • Writing a formal letter

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Unit	Communication Goals	Vocabulary	Grammar
6 **Eating Well** page 62	• Talk about food passions • Make an excuse to decline food • Discuss lifestyle changes you have made • Describe local dishes	• Nutrition terminology • Food passions • Excuses for not eating something • Food descriptions	• Use to / used to • Negative yes / no questions • Offers and suggestions with Why don't . . . ? **GRAMMAR BOOSTER** • Use to / used to: expansion ◦ Be used to vs. get used to ◦ Would + base form • More about negative yes / no questions; Why don't . . . ?
7 **About Personality** page 74	• Get to know someone's likes and dislikes • Cheer someone up • Discuss personality and its origin • Examine the impact of birth order on personality	• Positive and negative adjectives • Terms to discuss psychology and personality	• Gerunds and infinitives as direct objects • Gerunds as objects of prepositions **GRAMMAR BOOSTER** • Gerunds and infinitives: other functions • Negative gerunds
8 **The Arts** page 86	• Recommend a museum • Ask about and describe art objects • Talk about artistic talent and where it comes from • Discuss your favorite artists and the reasons you like them	• Kinds of art • Positive adjectives • Materials and objects • Describing how art affects us	• The passive voice ◦ Form, meaning, and usage ◦ Statements and questions **GRAMMAR BOOSTER** • Transitive and intransitive verbs • The passive voice: form in all tenses
9 **Living with Computers** page 98	• Troubleshoot computer problems • Recommend a better deal • Describe how you use computers • Discuss the social impact of the Internet	• Computer parts • Ways to reassure someone • Computer terms and commands • Internet activities	• The infinitive of purpose • Comparisons with as . . . as ◦ Meaning and usage ◦ Just, almost, quite, nearly **GRAMMAR BOOSTER** • Expressing purpose with in order to and for • As . . . as to compare adverbs • Comparatives / superlatives: review
10 **Ethics and Values** page 110	• Discuss ethical choices • Return someone else's property • Express personal values • Discuss acts of kindness and honesty	• Ways to confirm a response • Ethical choices • Ways to acknowledge thanks • Personal values	• The real and unreal conditional ◦ Form, usage, common errors • Possessive pronouns / Whose ◦ Form, usage, common errors **GRAMMAR BOOSTER** • Present and future factual conditionals: usage and common errors • Order of clauses: punctuation • Possessive nouns: review and expansion • Pronouns: summary

Grammar Booster ..... page 122
Writing Booster ..... page 139

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Conversation Strategies	Listening/ Pronunciation	Reading	Writing
• Provide an emphatic affirmative response with "Definitely." • Offer food with "Please help yourself." • Acknowledge someone's efforts by saying something positive • Soften the rejection of an offer with "I'll pass on the ___." • Use a negative question to express surprise • Use "It's not a problem." to downplay inconvenience	**Listening Skills:** • Listen for details • Listen to personalize **Pronunciation:** • Sound reduction: use to / used to	**Texts:** • A healthy eating pyramid • Descriptions of types of diets • A magazine article about eating habits • A lifestyle survey • Menu ingredients • A photo story **Skills/Strategies:** • Understand from context • Summarize • Compare and contrast	**Task:** • Write a persuasive paragraph about the differences in present-day and past diets **WRITING BOOSTER** • Connecting ideas: subordinating conjunctions
• Clarify an earlier question with "Well, for example, ..." • Buy time to think with "Let's see." • Use auxiliary do to emphasize a verb • Thank someone for showing interest • Offer empathy with "I know what you mean."	**Listening Skills:** • Listen for main ideas • Listen for specific information • Synthesize information • Infer information **Pronunciation:** • Reduction of to in infinitives	**Texts:** • A pop psychology website • A textbook excerpt about the nature / nurture controversy • Personality surveys • A photo story **Skills/Strategies:** • Support reasoning with details • Understand from context • Make personal comparisons	**Task:** • Write an essay describing someone's personality **WRITING BOOSTER** • Parallel structure
• Say "Be sure not to miss ___." to emphasize the importance of an action • Introduce the first aspect of an opinion with "For one thing, ..." • Express enthusiasm for what someone has said with "No kidding!" • Invite someone's opinion with "What do you think of ___?"	**Listening Skills:** • Understand from context • Listen to take notes • Infer point of view **Pronunciation:** • Emphatic stress	**Texts:** • Museum descriptions • A book excerpt about the origin of artistic talent • An artistic survey • A photo story **Skills/Strategies:** • Recognize the main idea • Identify supporting details • Paraphrase	**Task:** • Write a detailed description of a decorative object **WRITING BOOSTER** • Providing supporting details
• Ask for assistance with "Could you take a look at ___?" • Introduce an explanation with "Well, ..." • Make a suggestion with "Why don't you try ___ing?" • Express interest informally with "Oh, yeah?" • Use "Everyone says ..." to introduce a popular opinion • Say "Well, I've heard ___." to support a point of view	**Listening Skills:** • Infer meaning • Listen for the main idea • Listen for details **Pronunciation:** • Stress in as ... as phrases	**Texts:** • A computer troubleshooting website • A computer user survey • Newspaper clippings about the Internet • A photo story **Skills/Strategies:** • Understand from context • Relate to personal experience	**Task:** • Write an essay evaluating the benefits and problems of the Internet **WRITING BOOSTER** • Organizing ideas
• Say "You think so?" to reconfirm someone's opinion • Provide an emphatic affirmative response with "Absolutely." • Acknowledge thanks with "Don't mention it."	**Listening Skills:** • Listen to infer information • Listen for main ideas • Understand vocabulary from context • Listen to apply new vocabulary • Support reasoning with details **Pronunciation:** • Assimilation of d + y in would you	**Texts:** • A personal values self-test • Print and online news stories about kindness and honesty • A photo story **Skills/Strategies:** • Predict • Infer meaning • Summarize • Interpret information • Relate to personal experience	**Task:** • Write an essay about someone's personal choice **WRITING BOOSTER** • Introducing conflicting ideas

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To the Teacher

What is *Top Notch*?

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

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

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

The *Top Notch* course has two beginning levels: *Top Notch* Fundamentals for true beginners and *Top Notch* 1 for false beginners.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit* 1 and *Summit* 2 are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

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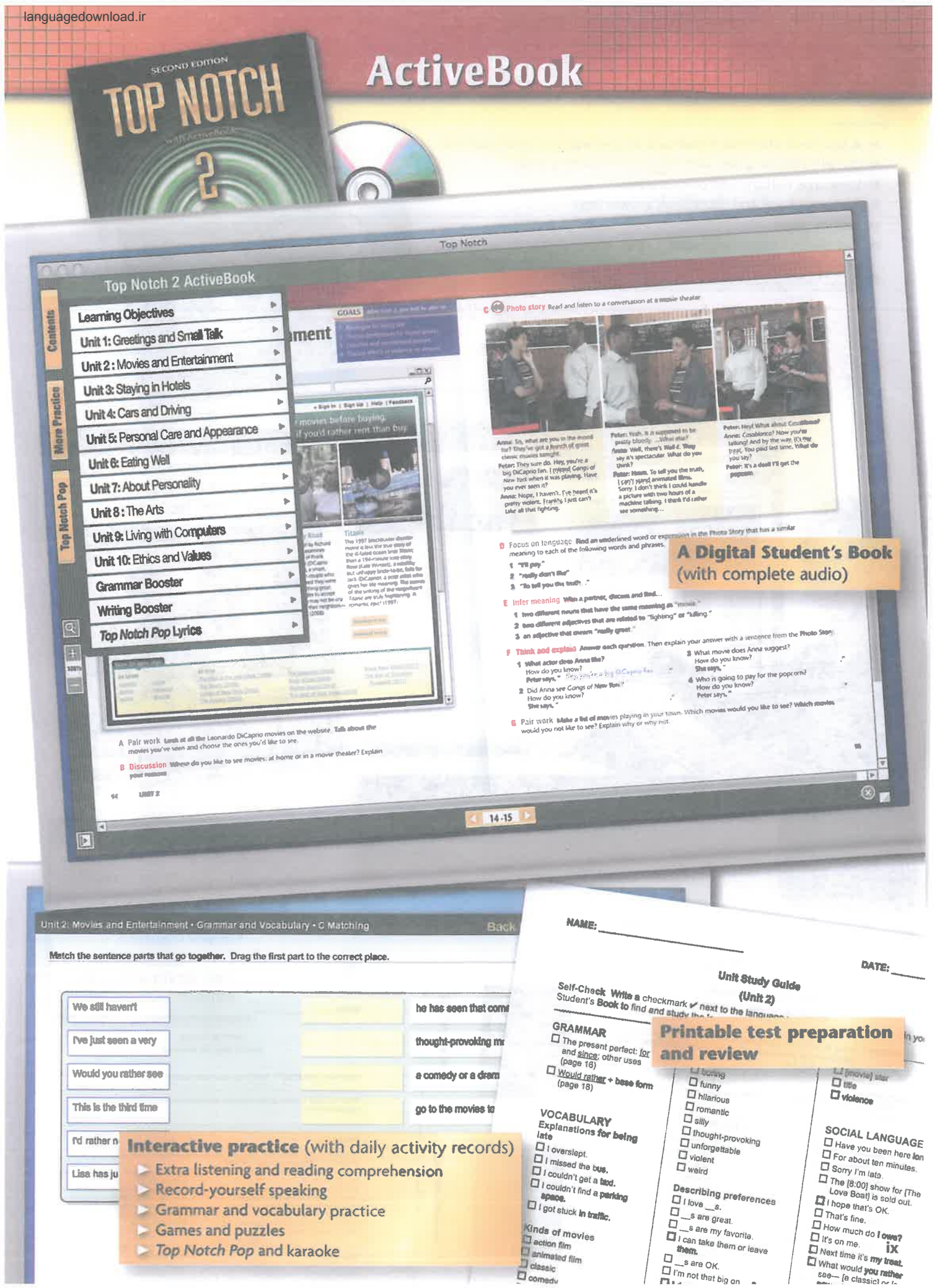
ActiveBook



A Digital Student's Book (with complete audio)

Printable test preparation and review

Interactive practice (with daily activity records)

- Extra listening and reading comprehension
- Record-yourself speaking
- Grammar and vocabulary practice
- Games and puzzles
- *Top Notch Pop* and karaoke

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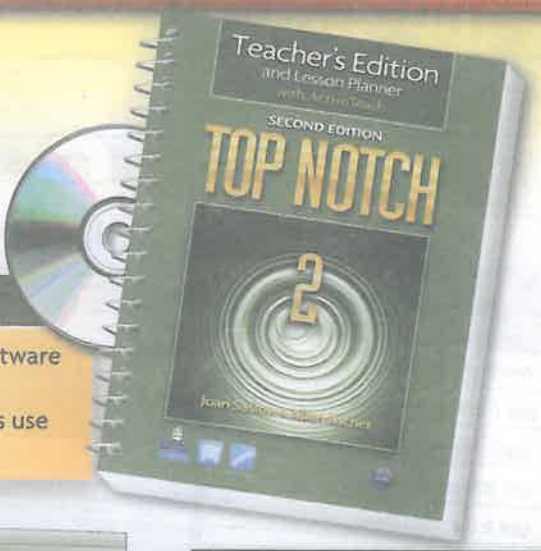
The Teacher's Edition and Lesson Planner

Includes:

- A bound-in Methods Handbook for professional development
- Detailed lesson plans with suggested teaching times
- Language, culture, and corpus notes
- Student's Book and Workbook answer keys
- Audioscripts
- *Top Notch TV* teaching notes



ActiveTeach

- A Digital Student's Book with interactive whiteboard (IWB) software
- Instantly accessible audio and *Top Notch TV* video
- Interactive exercises from the Student's *ActiveBook* for in-class use
- A complete menu of printable extension activities

The Digital Student's Book

With zoom, write, highlight, save and other IWB tools.

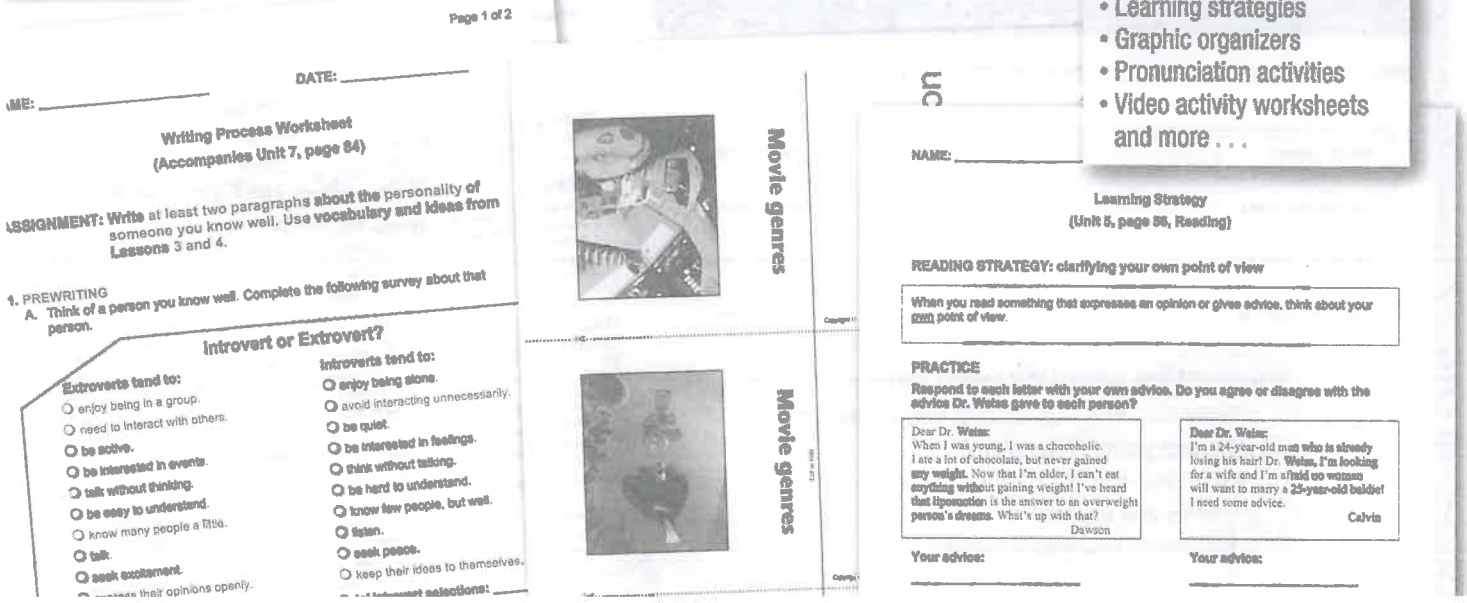
Top Notch TV

A hilarious situation comedy, authentic unrehearsed on-the-street interviews, and *Top Notch Pop* karaoke.

Printable Extension Activities

Including:

- Writing process worksheets
- Vocabulary flashcards
- Learning strategies
- Graphic organizers
- Pronunciation activities
- Video activity worksheets and more . . .



Page 1 of 2

DATE: _____

NAME: _____

Writing Process Worksheet
(Accompanies Unit 7, page 84)

ASSIGNMENT: Write at least two paragraphs about the personality of someone you know well. Use vocabulary and ideas from Lessons 3 and 4.

1. PREWRITING
A. Think of a person you know well. Complete the following survey about that person.

Introvert or Extrovert?

Extroverts tend to:
- ○ enjoy being in a group.
- ○ need to interact with others.
- ○ be active.
- ○ be interested in events.
- ○ talk without thinking.
- ○ be easy to understand.
- ○ know many people a little.
- ○ talk.
- ○ seek excitement.
- ○ express their opinions openly.

Introverts tend to:
- ○ enjoy being alone.
- ○ avoid interacting unnecessarily.
- ○ be quiet.
- ○ be interested in feelings.
- ○ think without talking.
- ○ be hard to understand.
- ○ know few people, but well.
- ○ listen.
- ○ seek peace.
- ○ keep their ideas to themselves.

My introvert selections: _____

Movie genres

Movie genres

NAME: _____

Learning Strategy
(Unit 5, page 56, Reading)

READING STRATEGY: clarifying your own point of view

When you read something that expresses an opinion or gives advice, think about your own point of view.

PRACTICE

Respond to each letter with your own advice. Do you agree or disagree with the advice Dr. Weiss gave to each person?

Dear Dr. Weiss:
When I was young, I was a chocoholic. I ate a lot of chocolate, but never gained any weight. Now that I'm older, I can't eat anything without gaining weight! I've heard that liposuction is the answer to an overweight person's dreams. What's up with that?
Dawson

Your advice: _____

Dear Dr. Weiss:
I'm a 24-year-old man who is already losing his hair! Dr. Weiss, I'm looking for a wife and I'm afraid no woman will want to marry a 25-year-old baldie! I need some advice.
Calvin

Your advice: _____

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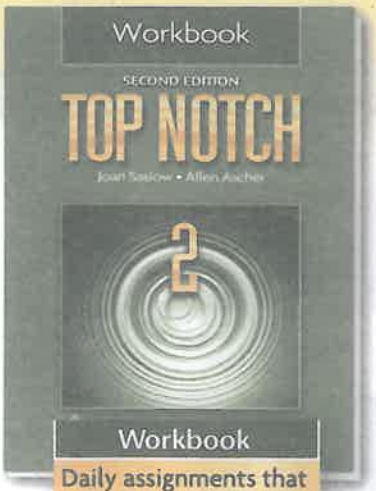
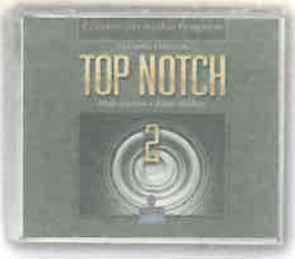
Other components



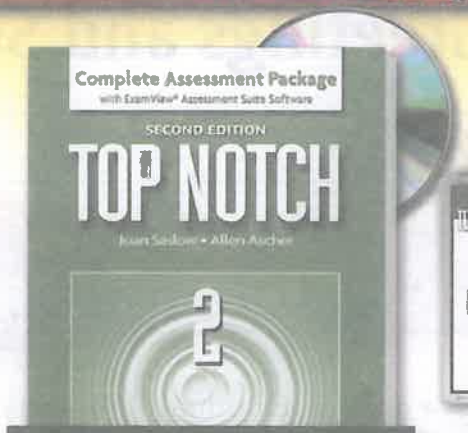
Workbook

Daily assignments that reinforce each lesson.



Classroom Audio Program

Includes a variety of authentic regional and non-native accents.

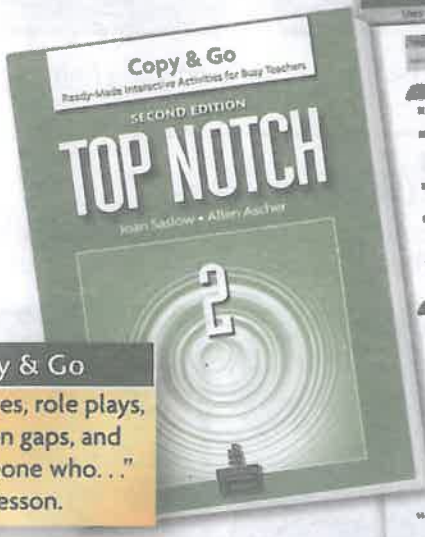


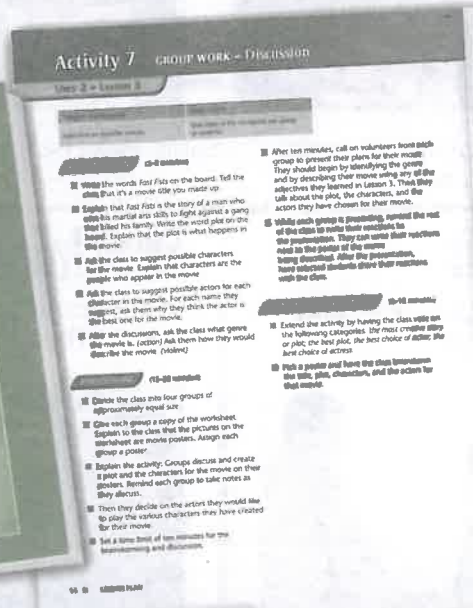
Complete Assessment Package

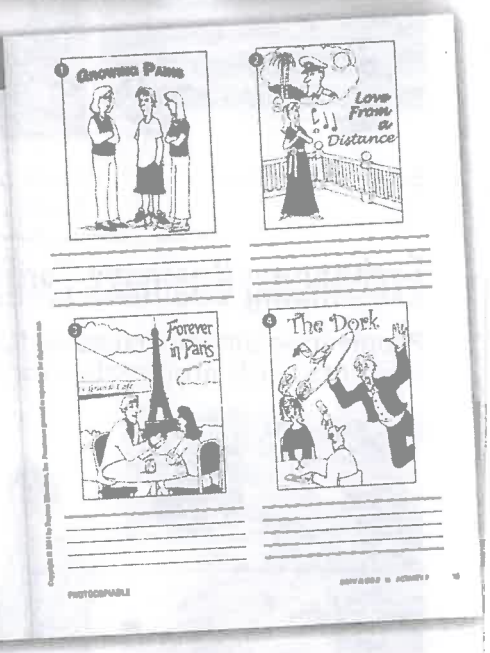
Ready-made achievement tests. Software provides option to edit, delete, or add items.

Full-Course Placement Tests

Choose printable or online version.

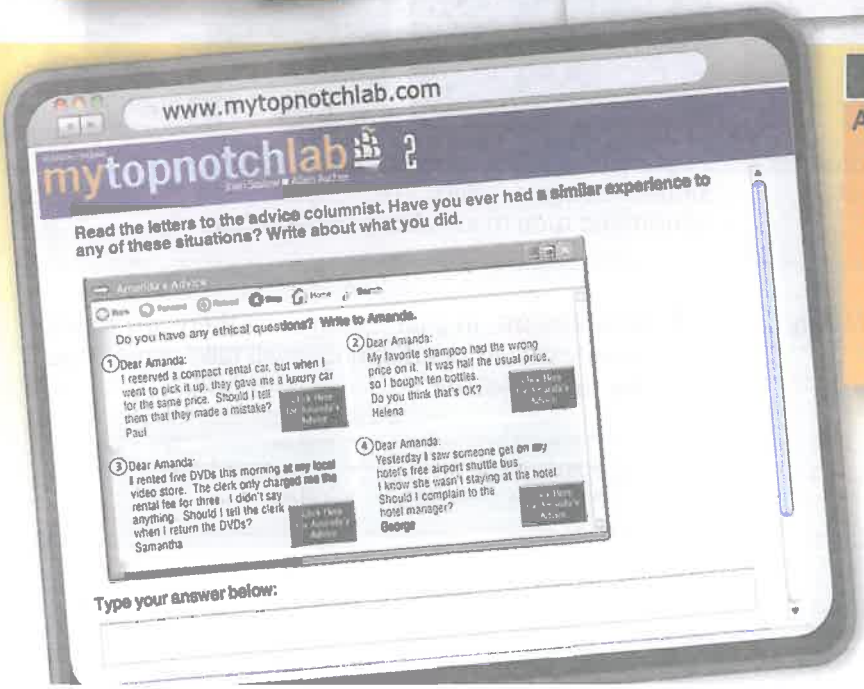






Copy & Go

Board games, role plays, information gaps, and "find someone who. . ." for every lesson.



MyTopNotchLab

An optional online learning tool with:

- An interactive *Top Notch* Workbook
- Speaking and writing activities
- Pop-up grammar help
- Student's Book *Grammar Booster* exercises
- *Top Notch TV* with extensive viewing activities
- Automatically-graded achievement tests
- Easy course management and record-keeping

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UNIT 1

Greetings and Small Talk

Preview

GOALS After Unit 1, you will be able

1. Get reacquainted with someone.
2. Greet a visitor to your country.
3. Discuss gestures and customs.
4. Describe an interesting experience.

Customs Around the World

Greetings

People greet each other differently around the world.

Some people bow.

Some people kiss once. Some kiss twice.

Some shake hands.

And some hug.

Exchanging Business Cards

People have different customs for exchanging business cards around the world.

Some customs are very formal. People always use two hands and look at the card carefully.

Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

Small Talk

What about small talk—the topics people talk about when they don't know each other well?

In some places, it's not polite to ask about someone's age or salary. In others, it's considered rude to ask about someone's family.

A Pair work In your opinion, is there a right way and a wrong way to greet people? Explain.

B Discussion In your country, are there any topics people should avoid during small talk? What about the topics below?

- the weather
- someone's job
- someone's religion
- someone's family
- someone's home
- (other) _____

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UNIT 1

Greetings and Small Talk

Preview

LESSON PLAN

How to plan a *Top Notch* lesson

The teaching suggestions for each two-page lesson add up to a total teaching time of 45–60 minutes. Your actual teaching time will vary from the times suggested, according to your needs, your schedule, and the needs of your class.

Activities labeled "Option" are additional to the 45–60 minutes, and the estimated teaching time for each is noted with the activity.

In addition, you will see other optional extensions to the material on the Student's Book page. These of course will also increase the time allotted to the lesson:

ActiveTeach Multimedia Disc An extension activity from the *ActiveTeach Multimedia Disc* in the back of this Teacher's Edition

GRAMMAR BOOSTER An optional feature at the end of the Student's Book

WRITING BOOSTER An optional feature at the end of the Student's Book

EXTRAS (optional) Available supplementary components to support the lesson

These optional activities can be assigned as homework or class work. They come from the Workbook, Copy & Go, Top Notch TV, and the Complete Assessment Package.

Oral Progress Assessment and ***Top Notch* Project**

At the end of each unit there is also an optional oral progress assessment and Top Notch project. Time for these activities depends on the size of your class.

The Top Notch authors strongly encourage you to view these lesson plans and accompanying options and extensions as a menu of possibilities in creating the best lesson plan for you. You may wish to construct your lesson entirely without the options and extensions, or to extend the lesson to do all possible activities. The suggested teaching times are provided to help you do that.

Preview

Suggested teaching time:	12–17 minutes	Your actual teaching time:	

Before Exercise A, give students a few minutes to silently read and examine the photos and information about customs.

- Ask a volunteer to read the heading *Customs Around the World.*
- Call on students to read the section headings and the photo descriptions.
- To focus on *Greetings,* ask students for additional ways to greet people and write them on the board. (Possible responses: Pat on the back, nod, smile.)
- Focus on *Small Talk* by explaining that *small talk* is conversation about minor topics. Ask students to name additional topics that can be used for small talk. (Possible responses: The weather, hobbies, work.)

Language and culture*

- Customs vary from culture to culture. In Japan, business cards are always presented to another person with two hands to show respect. In English-speaking countries, hugging or kissing is reserved for friends or close associates. In some cultures, asking about a person's age, salary, or family is acceptable; in English-speaking countries, asking about age or salary can be rude, but asking about family is polite and often expected.

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

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

A Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	

- For a warm-up, ask *How do you usually greet people?*
- On the board, write *What behaviors would be unusual or strange in your country? Why?*
- Have pairs discuss the questions; then call on students to share their opinions with the class.

B Discussion

Suggested teaching time:	7–12 minutes	Your actual teaching time:	

- Model the activity by discussing the questions with a more confident student. Review the question and topics in the box with the class. Encourage students to fill in the blank with another conversation topic.
- Divide the class into groups of three and have students read and discuss the questions. Move around the room and help students as needed.
- Review answers with the class. Ask *Which topics would you feel uncomfortable talking about? Most comfortable? What other topics did you think of?*

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C Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To prepare students for the activity, have them look at the photos. Ask:
  Do you think the two men know each other well? (No.)
  How do they greet each other in the second photo? (By shaking hands.)
  How do they exchange business cards? (Taka uses two hands to hold the card.)
- Have students read and listen to the conversation once or twice.
- To check comprehension, ask:
  What countries are they from? (Japan, Mexico.)
  Where did they meet last week? (At an IT business conference.)
  Where is the conference going to be next year? (Acapulco.)
- Listen again and review answers with the class.

***Language** and culture*

- *IT* refers to *information technology.*
- *What have you been up to?* means *What have you been doing?* and is commonly used in spoken English. The expression can be used in different tenses; for example, *What are you up to these days? What were you up to?*

Option: [+5 minutes] To extend the activity, have pairs role-play the Photo Story. Tell them to replace the names in the book with their own names.

Option: [+10 minutes] To challenge students, have them create and role-play their own conversations using the underlined expressions from the exercise. Tell them to imagine they met some time in the past and that now they meet again. For example,
A: *You look familiar. I'm ___.*
B: *Oh, yes, I think we met at ___ last week. I'm ___. . . .*
Volunteers can present their role play to the class.

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

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

D Focus on language

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare students, point out the underlined words in the Photo Story. Ask volunteers to read them aloud.
- Model the activity by doing the first item.
- After students do the matching, have them compare answers in pairs.
- Move around the room and help students as needed.

E Think and explain

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to make notes as they think about and answer the questions. Encourage them to use the underlined expressions from the Photo Story in their answers.
- Review answers with the class.

F Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask students to read the samples in the quotes aloud. Explain vocabulary as needed. Ask *Who agrees with each statement?*
- Have students work in pairs. As pairs write their advice, move around the room to provide help with vocabulary and expressions. Tell students to use the same language to give their advice; for example, *Please don't . . . ; Never . . .*
- Invite students to share their advice with the class and explain why it is important.
- Ask the class *Did you find anyone's answers surprising? Whose?*

EXTRAS (optional)

- **Workbook: Exercises 1–4**

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C 1:02 Photo story Read and listen to two people meeting in a hotel lobby.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Leon: You look familiar. Haven't we met somewhere before?

Taka: I don't think so. I'm not from around here.

Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.

Taka: Of course! You're from Mexico, right?

Leon: That's right. I'm sorry. I've forgotten your name.

Taka: Kamura Takashi. But you can call me Taka.

Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?

Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.

Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.

Taka: That would be great. I hear Acapulco's beautiful.

Leon: It was nice to see you again, Taka.

Taka: You, too.

Leon: Spanish speaker / Taka: Japanese speaker

D Focus on language Find an underlined expression in the Photo Story to match each of the following explanations.

1. You say this when you want to offer to introduce someone to a new place. I could show you around.
2. You say this to suggest that someone call or e-mail you in the future. We should keep in touch.
3. You say this when you're not sure if you know someone, but you think you might. You look familiar.
4. You say this when you want to ask about someone's recent activities. What have you been up to?

E Think and explain Answer the questions, according to the Photo Story. Explain your answers.

1. Why does Leon begin speaking with Taka? He thinks he recognizes him.
2. Has Taka been busy since the conference? No. He hasn't been doing much.
3. Why does Leon give Taka his business card? So that they can keep in touch.
4. What does Leon offer to do at the next conference? To show Taka around in Acapulco.

F Pair work Write suggestions to a visitor about how to behave in your country. Then share your advice with the class.

"Never ask about a person's age or salary!"

"Please don't exchange business cards with one hand!"

Your advice

1 _____

2 _____

3 _____

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LESSON 1

GOAL Get reacquainted with someone

CONVERSATION MODEL

A 1:03 Read and listen to people getting reacquainted.

A: Audrey, have you met Hanah?
B: No, I haven't.
A: Hanah, I'd like you to meet Audrey.
C: Hi, Audrey. You look familiar. Have we met before?
B: I don't think so.
C: I know! Last month. You were at my sister Nicole's party.
B: Oh, that's right! How have you been?

B 1:04 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

Contractions
have met = **'ve** met
has met = **'s** met
have not met = **haven't** met
has not met = **hasn't** met

GRAMMAR *The present perfect*

Use the present perfect to talk about an indefinite time in the past.
Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time	simple past tense: definite time
I've **met** Bill twice.	We **met** in 1999 and again in 2004.

Form the present perfect with have or has and a past participle.
For regular verbs, the past participle form is the same as the simple past form: (open → opened, study → studied)

We {'ve / haven't} **met** them. She {'s / hasn't} **called** him.

Have you **met** them? **Has** she **called** him?
Yes, we **have**. / No, we **haven't**. Yes, she **has**. / No, she **hasn't**.

Irregular verbs

base form	simple past	past participle
be	was / were	been
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
have	had	had
make	made	made
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written

For more irregular verb forms, open **Reference Charts** on your *ActiveBook* Self-Study Disc.

A Pair work Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.

1 A: Has Jake met (Jake / meet) our new teacher?
B: Yes, he has (he has). He met (meet) her in the office this morning.

2 A: Have they been (they / be) to this class before?
B: No, they haven't (they haven't). They're new at this school.

3 A: Have you eaten (you / eat) in the new school restaurant?
B: No, I haven't (I haven't). Is it good?

4 A: Have your classmates spoken (your classmates / speak) with the school director?
B: Yes, they have (they have). They spoke (speak) with her yesterday.

5 A: Has Beth seen (Beth / see) the new language lab?
B: No, she hasn't (she hasn't). But she has seen (see) the library.

GRAMMAR BOOSTER ▸ p. 122
• *The present perfect: information questions*

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use "I don't think so" to soften a negative answer.
- Say "I know!" to exclaim that you've discovered an answer.

- To prepare students for the activity, ask *What's happening in the picture?* (A man is introducing two women.) *Is this a business or a social situation?* (Social.)
- After students read and listen to the conversation, make sure they understand the conversation strategies by asking comprehension questions; for example, *Does Audrey recognize Hanah right away?* (No.) *Does Hanah recognize Audrey?* (Yes.)

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for . . . *have you met Hanah?*
  - use falling intonation for . . . *I'd like you to meet Audrey* and *How have you been?*

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the structure, write on the board *1 They've met before. 2 She met him yesterday.*
- Ask:
  Which sentence mentions specific time in the past? (Number 2, yesterday.)
  What is the verb in sentence 2? (Met.)
  What tense is the verb? (Simple past tense.)
  Write *simple past tense* above the sentence.
- Read the underlined verb in the first sentence. Then write *present perfect* above it. Explain that this sentence uses the present perfect because it does not mention a specific time in the past. We don't know exactly when she met him.
- To help students identify the difference between specific and non-specific times, explain that a specific time tells them when something happened. Practice this concept by presenting pairs of sentences and asking if the time is specific. For example, *I've read that book. Is this specific?* (Non-specific—at some time in the past.) *I read that book last week.* (Specific—*last week.*)
- Ask a student to read the first point in the Grammar box. Point out the specific time references in the simple past tense (1999, 2004). Make sure students understand the meaning of *indefinite* (non-specific) and *definite* (specific). Explain that the example in the present perfect does not have a definite time reference. We don't know when this person has met Bill.
- After reading the second point in the Grammar box, ask volunteers to read the example sentences. Ask *Which verb is regular?* (Called.) *What is the base form of this verb?* (Call.) *Which verb is irregular?* (Met.) *What is the base form of this verb?* (Meet.)
- Review the formation of the simple past; remind students that regular verbs form the simple past tense by adding *-ed* to the base form. The past participle form is the same. Explain that irregular verbs do not form the simple past tense by adding *-ed*. The past participle form may be the same as the simple past form or different.
- Point out the contractions in the sentences and ask students to give the full form for each (*have–have not; has–has not*). Be sure to explain that short answers in the present perfect only contract the negative form and affirmative form.
- Ask a volunteer to read the remaining two example sentences. Go over question formation in the present perfect (*have / has* + noun / pronoun + past participle). Write *Have you taken a writing course? Have you read today's newspaper?* Have students respond. (Yes, I have. / No, I haven't.)

Option: GRAMMAR BOOSTER (Teaching notes p. T122)

• Inductive Grammar Charts

A Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to circle the definite past time references to help them identify the sentences that use the simple past tense (1B *this morning;* 4B *yesterday*).
- Point out the list of simple past forms and past participles for irregular verbs in the Grammar box. Remind students not to include the past participle in the short answers.
- After pairs have compared answers, have volunteers read the conversations aloud to the class.

Language and culture
- In British English, the past forms of some words can be regular or irregular. For example, you can say *burned* or *burnt, learned* or *learnt, spelled* or *spelt*. The regular past forms of these words are always used in American English.
- The past participle of *get* is *got* in British English; in American English, the past participle of *get* is *gotten*.

Option: **[+10 minutes]** To challenge your students, have them work in pairs to prepare two short conversations. Tell students to use the present perfect in the question and the simple past tense or the present perfect in the response. Move around the room to provide help and answer questions. After finishing, have pairs role-play their conversations for the class. Ask the class to listen for the verb form and any definite time references in the response. After all the pairs have finished, review the verbs with the class.

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B Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To help students identify which sentences require the simple past tense, tell them to circle the definite past time references. (1. yesterday; 4. In 2006; 8. last September; 9. then.)
- Have students compare completed conversations in pairs.
- Review answers with the class. Refer to the Grammar box on page 4 if needed.

PRONUNCIATION

A Listen to how the sound . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students have listened to and read the sentences, tell them to listen again, paying attention to the disappearing /t/ sound of the negative contraction.
- Have students listen a third time and repeat in the pauses.

B Now practice saying . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- For more practice, have pairs say the sentences to each other. Move around the room and listen for correct sound reduction. Provide help as needed.

• Pronunciation Activities

NOW YOU CAN Get reacquainted with someone

Suggested teaching time:	13–18 minutes	Your actual teaching time:	

- To review getting reacquainted with someone, refer students to the Conversation Model on page 4.
- Ask a volunteer to read the Ideas list. Ask *Which of these places do you go to often? Why? At which places do you usually meet new people?*
- Have students fill in their own idea and share answers with the class.

Don't stop! Extend the conversation. Encourage students to continue the conversation by using topics in the box.

- Be sure to reinforce the use of conversation strategies. On the board, write *Body language*. Demonstrate the use of appropriate gestures and facial expressions; for example, looking puzzled when responding "I don't think so . . ." to the question *Have we met before?*
- Model the activity by role-playing with a more confident student. Take the role of Student A and use student names; for example, *Peter, have you met Mary?* Then extend the conversation by using a situation from the Ideas and Don't Stop! boxes.
- Divide the class into groups of three. Tell students to fill in the blanks and continue the conversation. Encourage students to refer to the Ideas list for places where they might have met. Make sure each student has a chance to make an introduction.
- Move around the room and help students as needed. If necessary, remind students that *small talk* is conversation about minor topics.
- Make sure students change roles and start a new conversation at least once.

Option: [+10 minutes] To expand the activity, ask groups to perform their introductions. Have the rest of the class write down the body language they observe. To demonstrate, write *Student A stood very close to Student B. Student B moved his hands around a lot. Student A smiled and looked friendly.* After each introduction, ask *Was the person introduced using a first or last name? How did the people greet one another?*

Option: [+10 minutes] To challenge students, have pairs role-play introductions using the language in the Photo Story on page 3. Point out that each man introduces himself because there isn't a third person to make the introduction. The men get reacquainted when they recognize each other.

EXTRAS (optional)

- **Workbook: Exercises 5–7**
- **Copy & Go: Activity 1**

AUDIOSCRIPT for page T12 (A Listening Comprehension)

[M = Canadian English; F = Spanish]

M: Welcome to Vancouver! When did you get here?
F: Just yesterday, thanks.
M: Oh, that's great. Have you done any sightseeing yet?
F: Yes, I have. I've already been to the Vancouver Aquarium.
M: I love the Aquarium.
F: And I took a tour of Gastown.
M: Cool! Have you been to the top of Grouse Mountain yet?
F: Not yet. Is it nice?
M: Oh, yeah! The sky ride up is great. You shouldn't miss it. And you should definitely visit the Capilano Suspension Bridge. It's a great place to take pictures.
F: Oh, that sounds great. You know, everyone tells me I should try dim sum while I'm here.
M: Definitely. It's really delicious. And they bring the food right to your table and you choose what you want.
F: Sounds like fun. Oh, did I mention that I went to the top of the Harbour Centre Tower this morning?
M: No. Actually, I've never done that myself.
F: You should. It's a beautiful view. Vancouver's a great city.
M: Well, I hope you enjoy your stay.
F: Thanks.

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B Grammar practice Complete the message with the present perfect or the simple past tense.

FaceSpace SAVE DELETE REPLY ATTACH

Antoinetta

Birthday: June 3

Current city: Montreal

Hometown: Rome

SEARCH
INBOX
SENT

August 29 at 10:50 AM

Hi, Emilie:

I have always remembered your wonderful English classes in Rome, and when I (1 see) saw you on FaceSpace yesterday, I (2 decide) decided to send you a message to say hello. We (3 not see) have not seen each other in years! So let me tell you what I've been up to. In 2006, I (4 move) moved to Canada, and I'm living in Montreal right now. I'm still studying English, and I recently (5 enroll) enrolled in a great language school here. I (6 travel) I have traveled a lot in Canada and the US, too. I (7 be) have been to Toronto, Halifax, Boston, and New York. I (8 go) went back home to Rome to visit my parents last September. Sorry I (9 not call) didn't call you then! Do you think my English is better now? I'm going to keep studying until I can speak as well as you! After more than three years here, I (10 fall) have fallen in love with this city! Let's keep in touch. If you come to Montreal, I'd love to show you around.

Antoinetta

PRONUNCIATION *Sound reduction in the present perfect*

A 1:05 Listen to how the sound /t/ of the negative contraction "disappears." Then listen again and repeat.

1 I haven't been to that class.
2 He hasn't met his new teacher.
3 They haven't taken the test.
4 She hasn't heard the news.

B Now practice saying the sentences on your own.

NOW YOU CAN Get reacquainted with someone

Group work Adapt the Conversation Model. With two other students, make introductions and get reacquainted. Use the present perfect. Then change the situation and roles.

A: ....., have you met .....?
B: No, I haven't.
A: ....., I'd like you to meet ..... .
C: ..... . You look familiar. Have we met before?
B: ..... .

Ideas
You met...
- at a party
- at a meeting
- at a friend's house
- in a class
- (your own idea) ____

Don't stop!
Engage in small talk.
Talk about how the weather has been.
Ask what your partners did before class began.
Introduce other classmates.

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LESSON 2

GOAL Greet a visitor to your country

VOCABULARY *Tourist activities around the world*

A 1:06 Read and listen. Then listen again and repeat.

climb Mt. Fuji

go sightseeing in New York

go to the top of the Eiffel Tower

try Korean food

take a tour of the Tower of London

take pictures of the Great Wall

B Pair work What tourist activities have you done? Which haven't you done? Use the Vocabulary and the present perfect.

"I've climbed two famous mountains."

"I haven't gone to the top of the Empire State Building in New York."

GRAMMAR *The present perfect: already, yet, ever, and before*

Use yet or already in questions about recent experiences.

Have you toured Quito **yet**? Has she **already** tried Korean barbecue?

Use already in affirmative statements. Use yet in negative statements.

I've **already** tried sushi. I haven't tried sashimi **yet**.

Use ever or before in questions about life experiences.

Have you **ever** eaten Indian food? Has she **ever** been to London?
Have you eaten Thai food **before**? Has she been to Paris **before**?

Use already or before in affirmative statements. Use have never or haven't ever in negative statements.

I've **already** tried Indian food three times, but I **'ve never** tried Thai food.
I've tried Indian food **before**, but I **haven't ever** tried Thai food.

Be careful!
You can use before in affirmative statements. But don't use ever.
Don't say:
I've ever been to London before.

GRAMMAR BOOSTER ▸ p. 122
- *Yet and already: expansion, common errors*
- *Ever, never, and before: use and placement*

A Grammar practice On a separate sheet of paper, use the words to write statements or questions in the present perfect.

1 (you / go sightseeing / in London / before)
Have you gone sightseeing in London before?

2 (she / already / try / Guatemalan food)
She has already tried Guatemalan food.

3 (they / ever / be / to Buenos Aires)
Have they ever been to Buenos Aires?

4 (we / not take a tour of / Prague / yet)
We haven't taken a tour of Prague yet.

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Invite volunteers to give the location of the places pictured, or tell students where they are. (*Mt. Fuji*—Japan; *Eiffel Tower*—Paris; *Tower of London*—England; *the Great Wall*—China)
- Ask *What are the tourists pointing to in the second picture?* (The Statue of Liberty.)

Language and culture

LEN From the Longman Corpus: A common mistake by English learners of all language backgrounds is to say *do sightseeing* instead of *go sightseeing*. However, *do some sightseeing* is a common expression in spoken English.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards • Learning Strategies

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write on the board *What tourist activities have you done?* and *Which haven't you done?* Read each question aloud. Model the activity by providing one or two of your own answers. Have students work in pairs to answer the questions using the vocabulary and their own information. Remind them to use the present perfect.
- As pairs are discussing their answers, move around the room and help students as needed.
- To review answers, have individuals report to the class a tourist activity that their partner has done; for example, *Ken has gone to the top of the Eiffel Tower.*

Option: [+5 minutes] Have students use the bold words in the Vocabulary to talk about other tourist activities they have done; for example, *I have gone sightseeing in Madrid. I have taken pictures of the Brooklyn Bridge.*

GRAMMAR

Suggested teaching time:	7 minutes	Your actual teaching time:	

- To introduce the use of *yet* and *already*, write the first two examples from the Grammar box on the board. Underline *yet* and circle *already* in the questions. Ask a student to read aloud the first rule and examples while you point out the placement of *yet* at the end of the sentence and *already* before the past participle. Stress that each question is about activities a person has done a short time ago.
- Have a student read aloud the second rule and the two examples. Ask volunteers for additional questions with *yet*. Have students answer in the affirmative or negative using *yet* or *already*; for example, *Have you seen this movie yet?* (Yes, I have already seen it. No, I haven't seen it yet.).
- Write on the board the examples under the third rule. Explain that *before* means before now and refers to an indefinite time in the past. Point out that *ever* is placed before the past participle, and *before* is placed at the end of the sentence. Point out that *ever* and *before* can be used in the same sentence: *Have you ever been to London before?* Then have students read the Be careful! note.
- Explain that *yet, already,* and *ever* are optional. They emphasize the lack of a specific time reference.
- Read the fourth rule to students. Have students underline the affirmative statements. (I've already tried Indian food three times; I've tried Indian food before.) Point out that *I've never* and *I haven't ever* have the same meaning.

Language and culture

- *Still* is used to say that an earlier situation has not changed; for example, *It's eight o'clock and Jim still has not come home.*
- In British English, the present perfect is used with a past action that has a result in the present; for example, *David has lost his keys.* In American English, the present perfect and the simple past are both used, but the simple past is more common; for example, *David lost his keys.*

Option: GRAMMAR BOOSTER (Teaching notes p. T122)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

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B Listening comprehension

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to look at the pictures and read the captions. If students don't know, explain that *ceviche* is raw fish marinated in lemon juice, oil, and spices.

AUDIOSCRIPT

CONVERSATION 1 [M = Arabic]
M: Welcome to Egypt! First time here?
F: Actually, I've been here twice before.
M: Really! Have you taken pictures of the Great Pyramids for your friends back home?
F: Yes, I have.

CONVERSATION 2 [F = Japanese]
M: This is my second time in Japan.
F: Well, welcome to Kyoto. Where else have you been?
M: So far, I've been to Tokyo and Osaka. Tomorrow I'm going sightseeing here.
F: Kyoto is fantastic. You're going to enjoy it!

CONVERSATION 3 [M = Peruvian]
F: This is my first time in Peru. I've heard the food is great here.
M: Yes, it is. We're really proud of our food. Have you tried ceviche?
F: No, I haven't. Is it good?
M: Excellent.

AUDIOSCRIPT continues on page T8.

C Write five questions . . .

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To review, write *yet*, *already*, *ever*, and *before* on the board. Ask students where these words appear in a present perfect statement or question. Provide or have students provide examples, such as before the past participle or at the end of a question.
- Have students work in pairs to ask each other their questions. Remind students to use the present perfect in their answer.

• Learning Strategies

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use "Welcome to ___" to greet someone to a new place.
- Say "That's great" to acknowledge someone's positive experience.

- Have students look at the pictures on the right. Ask *What city is this?* (Rio de Janeiro.) *What are the two people doing?* (Shaking hands and introducing themselves.)
- After students listen and read, ask comprehension questions: *Has the man been to Rio before?* (No.) *Where did he go yesterday?* (To Sugarloaf.)
- Point out that *feijoada* is a famous Brazilian dish.
- Point out that the expression *been to a place* only occurs in the present perfect. It is a very common way of saying *have visited a place.*

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Have you ever been here before?* and *Have you tried feijoada yet?*
  - use falling intonation for *What's that?*

NOW YOU CAN Greet a visitor to your country

A Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Ask students for examples of tourist activities and popular dishes and drinks in their country. Make a list on the board of the most popular items.

B Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Don't stop! Extend the conversation. Encourage students to continue the conversation by asking each other for information about other places listed on their notepads.

- Be sure to reinforce the use of the conversation strategies; for example, to sound excited when saying "That's great!"
- Model changing and extending the conversation by role-playing with a more confident student. Play the role of Student A.
- To maximize their speaking practice, make sure that students change roles and start a new conversation at least once.

• Conversation Pair Work Cards

C Change partners

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students form new pairs by counting off 1, 2, 3, 4. Tell students 1 and 3 to form pairs and students 2 and 4 to form pairs.

EXTRAS (optional)

- **Workbook: Exercises 8–10**
- **Copy & Go: Activity 2**

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1:07

B **Listening comprehension** Listen to each conversation and complete the questions. Then listen again and complete the short answers.

Questions	Short Answers
1 Has she ...taken pictures... of the Great Pyramids yet?	...Yes..., she ...has... .
2 Has he ...gone sightseeing... in Kyoto yet?	...No..., he ...hasn't... .
3 Has she ever ...tried... ceviche?	...No..., she ...hasn't... .
4 Has he already ...climbed... the Pyramid of the Sun?	...Yes..., he ...has... .
5 Has she ever ...been... to Beijing before?	...No..., she ...hasn't... .
6 Has she ...taken a tour... of the Forbidden City yet?	...No..., she ...hasn't... .

The Great Pyramids • Egypt

The Pyramid of the Sun • Mexico City

C Write five questions about tourist activities in your city or country. Use yet, already, ever, and before.

Have you ever tried our seafood dishes?

The Forbidden City • Beijing, China

Ceviche • Peru

A temple • Kyoto, Japan

CONVERSATION MODEL

1:08

A Read and listen to someone greeting a visitor.

A: Welcome to Rio. Have you ever been here before?

B: No, it's my first time. But yesterday I went to Sugarloaf. It was really beautiful.

A: That's great. Have you tried feijoada yet?

B: Feijoada? No, I haven't. What's that?

A: It's a famous Brazilian dish. I think you'll like it.

1:09

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Greet a visitor to your country

A **Notepadding** On the notepad, write at least five activities for a tourist in your city or country.

Activity	Description
try feijoada	It's a famous Brazilian dish.

B **Pair work** Change the Conversation Model to greet a visitor to your country. Use the present perfect. Suggest tourist activities in your city. Use your notepad. Then change roles.

A: Welcome to ..... . Have you ever been here before?

B: No, it's my first time. But yesterday I ..... .

A: ..... . Have you .....yet?

B: ....

Activity	Description

Don't stop! Ask about other places and tourist activities.

C **Change partners** Practice the conversation again, asking about other tourist activites on your notepad.

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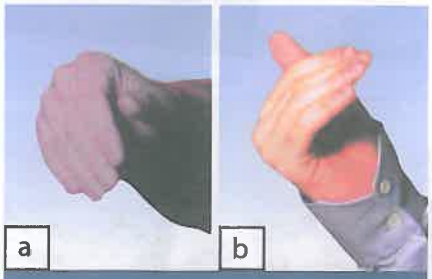
LESSON 3

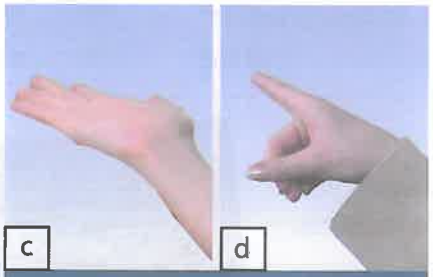
GOAL Discuss gestures and customs

BEFORE YOU READ

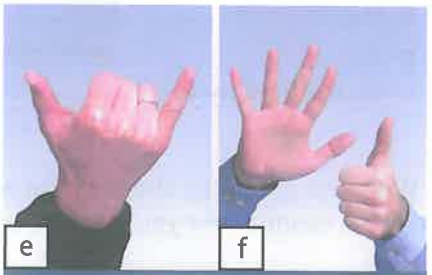
Pair work Discuss which hand gestures people use in your country for the expressions below. Are there any other gestures you can think of that people often use?



"Come with me."



"There he is."



"Six."

READING

1:10

Body Talk

By Kelly Garbo

To communicate well with people of other countries, you must learn to speak well, right? Yes, but speaking isn't everything. Some experts say only thirty percent of communication comes from talking. Your gestures and other non-verbal actions matter, too.

But in different cultures, the same action can have different meanings. When you have to meet someone from a different culture, be prepared. Do you know what kind of gestures and customs are appropriate?

Let's look at shaking hands. North Americans like a firm handshake. But the French prefer a light, short handshake. If you shake a French person's hand the North American way, he or she may not like it. People in Eastern European countries and some Latino cultures prefer shorter handshakes, too. Hugging after shaking hands is also a common introduction there. Don't be surprised if a Brazilian gives you a hug. If you misinterpret gestures of introduction, your friendship may get off on the wrong foot!

Everyone around the world knows the "OK" hand gesture don't they? But in Spain, parts of South America, and Eastern Europe, the OK sign is considered rude. And if you go shopping in Japan, it means you'd like your change in coins instead of bills. In France, making the OK sign means "zero" or that something is worthless. So check before you use the OK sign to be sure it's OK!

Understanding even a few key gestures from different cultures can make you a better communicator. So next time you travel, try being culturally sensitive. Find out the local gesture and let your body talk.

Source: bellaonline.com

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BEFORE YOU READ

Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To introduce the topic, call on students to read the captions. Ask *Which of these gestures do people use in this (your) country? Are any of these gestures considered rude? What other gestures do people use in these situations?*
- Ask students to imitate the gestures they are comfortable with and to demonstrate additional gestures people use in their country and say what they mean. (Possible responses: shrugging shoulders: I don't know; raising eyebrows: I don't believe you; waving: hello or good-bye)

Language and culture

- In many European countries, *Come with me* is gestured palm up, but in many cultures this is considered rude and it is done palm down. In some Asian cultures, an open palm is preferred for indicating a third person. In Chinese culture, there are gestures for the numbers 6 through 10 using one hand.

READING

Suggested teaching time:	12–17 minutes	Your actual teaching time:	

- Before students read, write on the board *body talk* and ask students what they think it means. (Gestures and other non-verbal communication.) Explain to students that the term *body language* has the same meaning.
- Have students read the article. Then have students read the article again and underline the different gestures mentioned (handshake, hug, "OK" hand gesture).
- Ask *How are gestures different from speech? Do you think gestures can be more powerful than words? Give examples.* (Possible responses: Gestures express meaning without words. Some gestures can be understood between people who speak different languages. Some gestures can make people feel friendlier, angrier, or more interested.) Have students form small groups to share their opinions.
- Tell students to shake hands with a partner and note the type of handshake; for example, firm, light, short. Have students describe each other's handshakes to the class.

- **Extra Reading Comprehension Questions**
- **Learning Strategies**

AUDIOSCRIPT Continued, for page T7 (**B** Listening comprehension)

CONVERSATION 4 [F = Spanish]

F: Welcome to Mexico City! Is it your first time?
M: Yes.
F: When did you arrive?
M: Last week. I've done so much, but for me the best was climbing the Pyramid of the Sun.
F: When did you do that?
M: Yesterday. It was incredible.

CONVERSATION 5 [M = Chinese]

M: Welcome to Beijing! Have you been to China before?
F: Well, I've been to Shanghai and Hong Kong. But this is my first time to Beijing.
M: Have you taken a tour of the Forbidden City?
F: No, not yet. But I plan to.
M: Oh, you really should! It's amazing.

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A Identify supporting details

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Review the answers with the class. Have a student read a statement, say if it is true, and explain why by giving an example from the text.
- Write *get off on the wrong foot* on the board. Ask *Can anyone explain what this means?* Tell students to scan the article for this expression and underline it (last sentence of the third paragraph). Have pairs focus on the context to figure out the meaning of the expression. Then have students share ideas with the class. Explain that *to get off on the wrong foot* means to make a bad start.
- Model the use of this expression by saying *We got off on the wrong foot when I arrived late for the job interview.* Then tell students to think of different situations in which this expression can be used.

Option: [+10 minutes] To challenge students, ask pairs to create three additional true / false statements using the information in the text. Tell students not to include the answers. Combine pairs into groups of four and have them exchange statements. Have students support their answers by giving an example from the text.

B Relate to personal experience

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Divide the class into groups of three to discuss the questions.
- If appropriate for your students, have students describe or demonstrate to the class the gestures that surprised them and share their experiences.

Option: [+10 minutes] To challenge students, ask pairs to create a list of do's and don'ts for gestures in their culture. Tell them to use ideas from the article and class discussion. Have students share their lists with the class.

NOW YOU CAN Discuss gestures and customs

A Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask *When you travel, should you follow the customs of the place you are visiting? Why or why not?*
- Before students read the tips, tell them to read the country names in parentheses at the bottom of the tip. Ask *Has anyone visited these countries?*
- After pairs have read and discussed the tips, as a class talk about which tips also apply in the students' culture.

Language and culture

- In North America, a common excuse for lateness is *I'm stuck in traffic* or *I'm working late*. A more general excuse is *I'm running late* (I'm behind schedule), and it is an acceptable way to inform someone that you won't be on time.
- Clauses that start with *If* present a particular condition or situation in the future. *You should* is used to offer advice.

Option: [+10 minutes] To extend the activity, do a short role play. Call on a student to read the tip on the top right. Ask two volunteers to role-play getting a server's attention by making eye contact and using hand gestures.

B Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To prepare students, read the list of topics and explain any new vocabulary as needed. Encourage students to write their own topic in the blank.
- Model the activity by writing on the board:
  Topic: Showing respect to older people.
  Custom: [Write a custom.] Then say a bit more about it.
- As pairs do the activity, walk around the room, encouraging them to analyze the topic further by answering the questions. Help students as needed.

Option: [+5 minutes] To extend the activity, tell groups to write rules for another topic.

Language and culture

- In English-speaking countries, when children greet adults they don't know, they look them in the eye and say *hello*. They may also shake hands. Depending on the formality of the relationship, children call adults by their title and last name (Mr. Anderson) or just by their first name (John).

C Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Text-mining: Review the instructions with the class, then have students skim the article and underline appropriate language. For example, *[the French] prefer ___; . . . is also a common introduction; get off on the wrong foot; try being culturally sensitive;* etc. Write students' findings on the board for them to refer to during the discussion.

- In pairs, students discuss the customs. Then call on pairs to share their list of customs with the class.

Option: [+10 minutes] For additional practice, brainstorm or suggest additional topics; for example, how to act in a workplace, how to behave in a classroom. Have small groups write rules for them.

Option: [+3 minutes] To extend the activity, ask *What are the consequences of not following customs in your culture?* (Possible responses: People don't respect you, they don't want to talk to you or invite you to their homes.)

EXTRAS (optional)

- **Workbook: Exercises 11–13**
- **Copy & Go: Activity 3**

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A Identify supporting details Check the statements that are true, according to the article. Explain your answers.

- ☑ 1 Seventy percent of communication comes from non-verbal actions.
- ☐ 2 If you don't speak someone's language, it's always safe to use gestures from your own culture.
- ☑ 3 Eastern Europeans generally don't like long handshakes.
- ☑ 4 Hugging is common during introductions in Brazil.
- ☐ 5 Japanese people think the OK sign is rude.

B Relate to personal experience Discuss the questions:
Have you ever been surprised by someone's body language on TV, in the movies, or in real life? What was the non-verbal action? What do you think it meant? Why were you surprised?

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss gestures and customs

A Pair work Read the travel tips about gestures and customs around the world. Compare your own customs with those described.

Travel Tips

If someone gives you a gift, thank the person and open it right away. (Ecuador)

If you want to get a server's attention, it's more polite to use eye contact rather than hand gestures. (Kenya)

If you are going to be more than 15 minutes late for a party, lunch, or dinner, you should call to explain. (United States)

If you invite someone to go to a restaurant, you should always pay for the meal. (India)

Before you enter someone's home, you should take off your shoes. (Ukraine)

When a visitor is leaving your home, you should walk with that person out the door. (Korea)

When greeting people, older people should always be greeted first. (Mongolia)

B Notepadding With a partner, choose a topic and discuss your country's customs. Then write notes about your country on the notepad.

Topic: *showing respect for older people.*
Customs: *It's not polite to disagree with an older person.*

Topic:

Customs:

Are the rules the same for both men and women? How about for young people or older people? Explain.

Topics
- showing respect to older people
- do's and don'ts for gestures
- invitations
- visiting someone's home
- giving gifts
- offering or refusing food
- touching or not touching
- (your own topic) ___

C Discussion Tell your classmates about the customs you described on your notepad. Does everyone agree?

Text-mining (optional)
Underline language in the Reading on page 8 to use in the Discussion. For example:
"Don't be surprised if ..."

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LESSON 4

GOAL Describe an interesting experience

BEFORE YOU LISTEN

A 1:11 **Vocabulary** • *Participial adjectives* Read and listen. Then listen again and repeat.

The safari was **fascinating**. (They were **fascinated**.)

The ski trip was **thrilling**. (They were **thrilled**.)

The sky-dive was **frightening**. (They were **frightened**.)

The food was **disgusting**. (They were **disgusted**.)

B On a separate sheet of paper, write lists of things you think are fascinating, thrilling, frightening, and disgusting.

C **Pair work** Compare your lists.

"I think eating lobsters is disgusting."

"Really? I've tried them and I wasn't disgusted at all."

LISTENING COMPREHENSION

A 1:12 **Listen to associate** Listen to the three interviews. Then listen again and write the number of the speaker described by each statement.

3 a travels to have thrilling experiences
1 b describes differences in body language
2 c was disgusted by something
1 d is fascinated by other cultures
2 e tries to be polite
3 f does some things that are scary

2

Andrew Barlow

1

Nancy Sullivan

3

Mieko Nakamura

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Explain that many past participles ending in *-ed* and present participles ending in *-ing* are used as adjectives.
- Point out that the participial adjectives ending in *-ing* describe something (the safari, the ski trip, the sky dive, the food). (*Fascinating* means extremely interesting. *Thrilling* means causing a person to suddenly have a strong feeling of excitement. If something is *frightening*, it makes a person afraid or scared. *Disgusting* means very unpleasant, causing a person to feel sick.)
- The participial adjectives ending in *-ed* describe how the people feel (in each example *They*). Have students read and listen.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards • Learning Strategies

B On a separate sheet of paper . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- On the board, draw the chart below or print out the graphic organizer from the *ActiveTeach Multimedia Disc* and have students fill it in with the activities from Exercise A.

Fascinating	Thrilling	Frightening	Disgusting

- Tell students to create their own charts and provide examples for each participial adjective.

ActiveTeach Multimedia Disc • Graphic Organizers

C Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Point out the picture of a snail. Model the language by asking two students to read the samples in quotes. In pairs, have students compare their lists from Exercise B and respond by giving their opinions. Move around the room and listen for correct use of participial adjectives.

ActiveTeach Multimedia Disc • Learning Strategies

LISTENING COMPREHENSION

A Listen to associate

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare students, call on a volunteer to read the numbers and names under the pictures. Review the example to make sure students understand the task. Then play the interviews and have students listen.
- Tell students to read the statements. Let them listen again and match the statements to the speakers.
- Review answers with the class. Allow students to listen again, if necessary.

Language and culture

- Note that these expressions are used in spoken English and in informal situations:
  - *Oh, boy!* is an exclamation used to express surprise. It is similar to *Wow!*
  - *Thanks but no thanks* is an abbreviated, informal way of saying *Thank you for offering me [something], but I don't want it, thank you.*
  - *For real?* is a less formal way of saying *Really?*

AUDIOSCRIPT

INTERVIEW 1 [F = U.S. regional]

M: This is Nick Krakauer, and you're listening to *World Reflections*. We're talking today with Nancy Sullivan from Minneapolis in the United States. Hi, Nancy.
F: Hi, Nick.
M: So, Nancy, I understand you're a real traveler—that you've visited over twenty-five countries around the world.
F: That's right.
M: Tell us some of the places you've been to.
F: Well, I've been to countries all over . . . North and South America, Europe, Asia . . .
M: What have been the most fascinating places for you to visit?
F: Hmmm . . . Well, I like visiting countries where the culture is really different from my own. That's what I find most interesting. Different body language, different foods . . . you know.
M: You told me earlier you've been to India. What was that like?
F: Oh, India is fantastic.
M: And what was so different about it?
F: Well for one thing, when people say "yes," they shake their heads from side to side instead of up and down, like I do.

INTERVIEW 2 [M2 = Australian English]

M1: Nick Krakauer here, hosting *World Reflections*. Today's guest is Andrew Barlow from Perth, Australia. G'day, mate!
M2: G'day to you.
M1: So, Andrew, I understand you've been a teacher overseas, is that correct?
M2: I have been, yes.
M1: And I understand you have an interesting story about something you ate once in one of those countries.
M2: That's right.
M1: Tell us about it.
M2: Well, this happened when I got my first teaching job in a very small village. The people in the village wanted to thank me for coming, so they prepared a meal with a lot of really delicious dishes.
M1: That must have been nice.
M2: It was. But there was one thing that I thought was kind of, well, disgusting. They had these tiny little fish that were still alive . . . they were moving on the plate.
M1: Whoa!
M2: Yeah. You're supposed to put one in your mouth and swallow it whole.
M1: Oh, boy!
M2: Look, I was their guest and I didn't want to be impolite, so I tried one. But I could feel it moving as it went down into my stomach. I tried a few, to be nice. But I just didn't know how to say "thanks, but no thanks" without being rude.

AUDIOSCRIPT continues on page T11.

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B Listen for details

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

- Have students skim the questions. Ask *Can you answer any of these questions without hearing the audio again?* Students do the exercise and try to answer. Let them listen again and take notes. If necessary, allow students to listen once more before checking answers.
- Have students work in pairs to compare answers. If students are still missing information, play the interviews again.

Option: [+5–10 minutes] For a challenge, role-play the interviews in pairs. Assign roles (interviewer and Nancy, Andrew, or Mieko). Encourage students to try to remember as many details from the interviews and use them in their role plays. Move around the room and help students as needed. Invite students to present their role plays to the class.

ActiveTeach Multimedia Disc • Learning Strategies

NOW YOU CAN Describe an interesting experience

A Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Model the activity by relating some of your own experiences. Write the chart below on the board, filling in your own information. Note that the answers in this chart are merely possible responses.

	Fascinating	Strange or disgusting	Thrilling or frightening
Place	Mexico	Mongolia	Tanzania
Activity	Visited pyramids, went sailing, took cooking classes	Tried camel meat	Took pictures of lions

- Read the questions and review vocabulary as needed. Then ask students to skim the language in the Recycle box. Encourage students to refer to it as they answer the questions.
- Move around the room and help students as needed.

ActiveTeach Multimedia Disc • Graphic Organizers

B Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Model the activity with a more confident student by talking about something you wrote on the board and using language from the Recycle box.
- Be sure to include conversation strategies from previous lessons, such as "That's great!"

Don't stop! Extend the conversation. Encourage students to continue the conversation by using the ideas in the box.

- Move around the room and listen for the correct use of present perfect and simple past.

Option: [+5 minutes] For additional practice, have students follow up by asking classmates when they had each experience. Ask *When did you take a tour of the Great Wall of China?* Remind students to use the simple past tense when referring to a definite time in the past.

C Group work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To preview the picture, ask a volunteer to read the caption. Ask *Has anyone ever gone hang gliding or done anything dangerous? How did you feel? Were you frightened?* Ask *Was the experience thrilling? Were you thrilled?*
- To model the activity, call on a volunteer to read the sample in quotes. Then have students share their partner's experience with the class. Encourage them to use the participial adjectives from the Vocabulary on page 10.

Option: [+5 minutes] To challenge students, have them describe an experience without using participial adjectives. Have the class guess if they are describing something *disgusting, thrilling, frightening,* or *fascinating.*

EXTRAS (optional)

- **Workbook: Exercises 14–15**
- **Copy & Go: Activity 4**

AUDIOSCRIPT Continued, for page T10 (Listening Comprehension)

INTERVIEW 3 [F = Japanese]

M: We're back on *World Reflections*. My next guest is Mieko Nakamura from Sendai, Japan. Welcome, Mieko.
F: Hi, Nick.
M: Mieko, I've been told that you've traveled a lot and you've done some unusual things.
F: I have.
M: That you especially like to do, well, things that would be kind of frightening for most people.
F: I guess that's true. But not scary to me. Just very exciting.
M: So tell us about what you've done.
F: Well, for one thing, I've gone swimming with sharks. Twice!
M: What?!
F: Swimming with sharks.
M: For real? And you didn't find that scary?
F: Well, I didn't do it alone. I was with a group. But swimming so close to the sharks was really thrilling.
M: And what else?
F: Last year I climbed Mount Everest.
M: The world's highest mountain?
F: Yes.
M: I'll bet it was really cold.
F: It was. But I was really thrilled to be standing on the top of the world.

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B 1:13 **Listen for details** Listen again and answer the questions in complete sentences.

1 **Nancy Sullivan**

a How many countries has she visited? over 25

b What did she notice about gestures in India? When they say yes, they shake their heads from side to side.

2 **Andrew Barlow**

c What did the people in the village do to thank him? They prepared a meal with a lot of delicious dishes.

d Why did he eat something he didn't want to? He didn't want to seem rude.

3 **Mieko Nakamura**

e What has she done twice? She has gone swimming with sharks.

f How did she get to "the top of the world"? She climbed Mount Everest.

NOW YOU CAN Describe an interesting experience

A Notepadding Answer the questions. Explain what happened. Write as many details as you can.

Have you ever been someplace that was really fascinating?

Have you ever eaten something that was really strange or disgusting?

Have you ever done something that was really thrilling or frightening?

B Pair work Ask your partner about the experiences on his or her notepad.

Don't stop!
Ask more questions.
Ask about other experiences.
"Have you ever ..."

Be sure to recycle this language.

climb ___
go sightseeing in ___
go to the top of ___
try ___
take a tour of ___
take pictures of ___

C Group work Choose one of the experiences your partner told you about. Tell your classmates about your partner's experience.

"My partner went hang gliding last year. She was frightened but it was really thrilling."

hang gliding

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciation

A 1:14 **Listening comprehension** Listen to the conversation with a tourist in Vancouver and check Yes or No. Then listen again and write the answers to the questions, using yet or already. See page T12 for answers.

Has she...	Yes	No	
1 been to the Vancouver Aquarium?	☑	☐	Yes. She's already been to the . . .
2 visited Gastown?	☑	☐	
3 been to the top of Grouse Mountain?	☐	☑	
4 seen the Capilano Suspension Bridge?	☐	☑	
5 tried dim sum?	☐	☑	
6 gone to the top of the Harbor Centre Tower?	☑	☐	

B Use the photos to write questions using the present perfect with ever or before. Don't use the same verb more than once.

Answers will vary, but may include the following:

1 Have you ever eaten Thai food?
2 Have you been to the U.K. before?
3 Have you ever climbed Mt. Aconcagua?
4 Have you seen the Tower of Pisa before?

C On a separate sheet of paper, write sentences about the topics below, using the present perfect.

1 I've been to the top of the Taipei 101 Building.

1 tall buildings you've been to the top of
2 cities or countries you've visited
3 foods you've tried
4 mountains or high places you've climbed

D **Writing** On a separate sheet of paper, write about one of the experiences you talked about in Lesson 4. Describe what happened, where you were, who you were with, and how you felt.

1:15/1:16 **Top Notch Pop** "Greetings and Small Talk"

I've had a few frightening experiences in my life.
Last year, I was on vacation in . . .

WRITING BOOSTER ▸ p. 139
- Avoiding run-on sentences
- Preparation for Exercise D

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Review

A Listening comprehension

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- After students have listened to the conversation, ask them to read the questions aloud, starting each one with *Has she . . .* Model the activity by doing the first item: *Has she been to the Vancouver Aquarium yet?*
- Let students listen again and check the boxes. Have students write the full answers with *yet* or *already* on the right. Remind students that *yet* appears at the end of a statement or question. *Already* appears between *have* and the past participle.
- Ask students to compare answers in pairs and then listen again to confirm answers.

AUDIOSCRIPT See page T5.

Answers to Exercise A

1. aquarium.
2. Yes. She's already visited Gastown.
3. No. She hasn't been to the top of Grouse Mountain yet.
4. No. She hasn't seen the Capilano Suspension Bridge yet.
5. No. She hasn't tried dim sum yet.
6. Yes. She's already gone to the top of the Harbour Centre Tower.

B Use the photos to write . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Preview the activity by calling on students to read the labels on the photos. Tell students that the Tower of Pisa is often referred to as the Leaning Tower of Pisa. Make sure students understand the meaning of *leaning* by leaning the way the tower does.
- Review the use of *ever* and *before* by asking *Where do we place* ever *in a sentence?* (Before the past participle.) *Where do we place* before *in a sentence?* (At the end).
- Have students write questions about the photos using the past perfect. Remind them to use a verb only once. (Possible verbs: try, taste, have, be, climb, ride, take, see)
- Move around the room and help students as needed.
- Have students compare questions in pairs and then ask each other the questions. Review answers with the class.

C On a separate sheet of paper . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the topics. Then have a volunteer read the sample answer. Ask students to share buildings they have been to the top of. Listen for the correct use of the present perfect.
- Have students complete the rest of the exercise individually and then compare answers in pairs or small groups.
- Review answers with the class. Write student answers on the board. Ask the class who else has done the different things.

Option: **[+5 minutes]** For additional practice, ask students to write down *when* they did the different things. Review using the present perfect and simple past to contrast definite and indefinite times.

D Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To prepare students, ask them to look at the notes they made on page 11. Tell students to choose one experience to write about. Encourage them to make some additional notes about the topic.
- Tell students to write a paragraph about their experience. Remind them to use the present perfect to refer to an indefinite time in the past and the simple past tense to refer to a definite time in the past.
- Have students read their paragraphs to the class. After each student has read, invite students to comment using *I've done . . . , too.* OR *I've never . . .*

Option: **WRITING BOOSTER** (Teaching notes p. T139)

• Writing Process Worksheets

Option: ***Top Notch* Project**

Idea: Have students prepare a tourist information pamphlet with sightseeing recommendations and culture tips.

- Have students brainstorm tips for tourists. Divide the class into two groups, one to think of ways to behave and one to think of ways not to behave. Have groups write one to two sentences for each tip.
- Collect the paragraphs on places to see, things to do, and the tips. Put them together and make enough copies for each member of the class.

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to become familiar with the map.

Pair work 1

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- To introduce the activity, tell students to look at the map and identify the continent (Europe). Ask volunteers to read aloud the names of a country's city, tourist attractions, and foods, and then to identify the country. Ask *Has anyone ever been to any of these cities?* OR *Do you know anyone who has ever been to any of them?*
- With a student, model a conversation between the people in the picture. Start by reading the example sentence (*Welcome to Paris . . .*).
- Have pairs choose a city on the map and role-play a conversation there. Refer students to the Conversation Model on page 7 to review expressions and language they should recycle. Remind students to use the simple past tense when referring to a definite time in the past and the present perfect for indefinite time references.

Possible responses . . .

I have been to Paris / Madrid / London / Vienna / Venice / Athens.
A: Welcome to Vienna. Have you ever been here before? **B:** No, I haven't. **A:** Have you been to Mozart's house yet? **B:** Yes, it was very interesting! **A:** How about the Vienna Boys' Choir? Have you heard them? **B:** Yes, I have.

Language and culture

- *Tapas* are Spanish appetizers, *crepes* are a French dish of thin pancakes rolled around various fillings, and *moussaka* is a Greek dish made with layers of eggplant and chopped meat.

Option: [+10 minutes] To practice fluency, conduct a class poll to find out how many students have been to Europe or some other region closer to their country. Invite students to share where they have been and what they've seen, eaten, and experienced.

Pair work 2

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

- Working in pairs, have students create a conversation for the three people in the picture on the bottom of the page. Tell students to imagine they've met before and are getting reacquainted during a tour of Europe. Refer students to the Conversation Model on page 4. Tell students to be creative using the geographical information on the map.
- Invite students to role-play their conversations. Listen for the correct use of the simple past and present perfect.

Possible responses . . .

A: [Rita], have you met [Adrian]? **B:** No, I haven't. **A:** [Adrian], I'd like you to meet [Rita.] **C:** Hi [Rita]. You look familiar. Have we met before? **B:** I don't think so. **C:** I know. Last week. You were on the tour of the Parthenon in Greece. **B:** Oh, that's right! It was beautiful, wasn't it?

Pair work 3

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

- Have students work in pairs and imagine they are touring Europe. Tell them to ask each other questions using the present perfect and the information on the map. Ask a student to read the sample question.
- Move around the room and listen for the correct use of the present prefect. Help students as needed.

Option: [+10–15 minutes] For a challenge, have students write postcards that describe what they have done, eaten, and seen, but the postcards cannot reveal the location. Then have students read their postcards aloud while the class guesses the locations.

Option: Oral Progress Assessment

- Use the illustration on page 13 for an oral test. Encourage students to use the language practiced in this unit.
- Invite a student to role-play a conversation with you.
- Point to the two people. Say *We see each other near the Eiffel Tower, we introduce ourselves, and then get reacquainted.*
- Then say *Greet me in one of the cities on the map and ask me about things I've seen and tried.*
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

• **Oral Progress Assessment Charts**

EXTRAS (optional)

- Complete **Assessment Package**
- Weblinks **for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program **and Activity Worksheets**
Supplementary Pronunciation **Lessons**
Audioscripts
Unit Study Guides

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ORAL REVIEW

Pair work

1 Create a conversation for the man and woman. Imagine the man is welcoming the woman to his city. (Choose one of the cities on the map.)

Welcome to Paris. Have you been here before?

2 Create a conversation for the three people below. Imagine they get reacquainted during a tour of Europe.

A: Have you met ___?
B: Actually, you look familiar. Have we met before?
C: Yes, I think we have. You were on the tour of . . .

3 Imagine that you are on a tour of Europe. Ask and answer questions, using the present perfect.

Have you tried crepes yet?

NOW I CAN...

- ☐ Get reacquainted with someone.
- ☐ Greet a visitor to my country.
- ☐ Discuss gestures and customs.
- ☐ Describe an interesting experience.

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UNIT 2

Movies and Entertainment

GOALS After Unit 2, you will be able

1. Apologize for being late.
2. Discuss preferences for movie genres.
3. Describe and recommend movies.
4. Discuss effects of violence on viewers

Preview

http://www.netclips.com/leonardodicaprio

» Sign In | Sign Up | Help | Feedback

NETCLIPS

Click on ▶ to preview movies before buying.
Or choose the "rent" option if you'd rather rent than buy.

Blood Diamond

Leonardo DiCaprio stars as an ex-criminal involved in the violent diamond trade during the 1999 civil war in Sierra Leone. He joins with a fisherman (Djimon Hounsou) in a common goal: to recover a pink diamond that can change both their lives. Jennifer Connelly plays a journalist reporting on the war. An exciting yet touching story. (2006)

Download to buy
Download to rent

Catch Me if You Can

Based on a 1960s true story, *Catch Me if You Can* follows the hilarious life of a teenage con artist (DiCaprio) who pretends to be a pilot, a doctor, and a lawyer. Directed by Steven Spielberg, the movie masterfully develops the teenager's relationship with the FBI agent (Tom Hanks) who is trying to catch him. (2002)

Download to buy
Download to rent

Revolutionary Road

Based on the novel by Richard Yates, this drama examines the unhappy lives of Frank and April Wheeler (DiCaprio and Kate Winslet), a smart, talented suburban couple who have always believed they were made to do something great. The couple struggles to accept the truth that they may not be any more special than their neighbors—with tragic results. (2008)

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Titanic

This 1997 blockbuster disaster movie is less the true story of the ill-fated ocean liner *Titanic* than a 194-minute romantic story. Rose (Kate Winslet), a wealthy but unhappy bride-to-be, falls for Jack (DiCaprio), a poor artist who gives her life meaning. The scenes of the sinking of the magnificent *Titanic* are truly frightening. A romantic epic! (1997)

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Download to rent

More DiCaprio clips

BY GENRE

comedy, crime, drama, romance, action, disaster

BY TITLE

The Man in the Iron Mask (1998)
The Beach (2000)
Gangs of New York (2002)
The Aviator (2004)
The Departed (2006)
Body of Lies (2008)
Shutter Island (2010)
The Wolf of Wall Street (2010)
Brave New World (2011)
The Rise of Theodore Roosevelt (2011)

A Pair work Look at all the Leonardo DiCaprio movies on the website. Talk about the movies you've seen and choose the ones you'd like to see.

B Discussion Where do you like to see movies: at home or in a movie theater? Explain your reasons.

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UNIT 2

Movies and Entertainment

LESSON PLAN

Preview

Before Exercise A, give students a few minutes of silent time to examine the website.

Suggested teaching time:	7–12 minutes	Your actual teaching time:	

- For a warm-up, ask the class general information questions about movies. For example:
  How do you decide which movie to buy or rent? Where do you buy or rent movies?
  Do you ever look at movie websites?
- Ask:
  Do you like to preview movies before buying or renting them? If yes, how do you do this? (Possible responses: Online, on TV during commercials, at the movies in the coming attractions.)
  What are other ways of finding information about movies? (Possible responses: Online, in newspapers, from friends.)
  Do you ever rent or buy movies online? If not, where do you buy or rent movies? (Possible responses: Buy in store, rent from video store, record on a DVR.)
- Write *Netclips* on the board. Point out that it is the name of the website and explain that *Net* is an abbreviation for *Internet* and a *clip* is an excerpt from a longer film.
- Tell students to skim the website. Then ask *Which actor does this website focus on?* (Leonardo DiCaprio.)

Language and culture

- *Touching* is an adjective that means making one feel emotions such as sadness, pity, or sympathy.
- A *con artist* is a person who tricks or lies to people in order to get money from them.
- *FBI* stands for Federal Bureau of Investigation—the federal agency in the United States that protects national security.
- *Ill-fated* means destined to have an unhappy ending.

A Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Tell pairs to talk about the movies they've seen and which ones they'd like to see.
- Survey the class to see who has seen which movies. Ask *Which movies seem more interesting to you? Why?*

Option: [+10 minutes] To extend the activity, write the following questions on the board and have pairs scan the article for the underlined words. Point out that these words will lead them to the answers. To make this more interesting, turn this into a team competition. The first team that finds all the correct answers wins.

What happened in 1999 in Sierra Leone? (There was a civil war.)
Which movie was directed by Steven Spielberg? (*Catch Me If You Can.*)
Which two movies star DiCaprio with Kate Winslet? (*Revolutionary Road* and *Titanic.*)
Which movie is 194 minutes long? (*Titanic.*)
Who plays the FBI agent in Catch Me If You Can? (Tom Hanks.)

Option: [+10 minutes] To challenge students, assign each pair one film description to read and summarize for the class. After students have presented their summaries, check comprehension by asking the class these questions:

Which movie is based on a novel by Richard Yates? (*Revolutionary Road.*)
Which movie is set in Sierra Leone? (*Blood Diamond.*)
Which movie is based on a true story from the 1960s? (*Catch Me If You Can.*)
Which movie is about an unhappy suburban couple? (*Revolutionary Road.*)
Which movie is a romantic story about the characters Rose and Jack? (*Titanic.*)

B Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Divide the class into groups of three for discussion.
- To help discussion, draw the graphic organizer below on the board or print it out from the *ActiveTeach Multimedia Disc* and distribute it to students. Tell students to fill in their reasons.

	Watch at home	Watch in the theater
Pros ✓		
Cons –		

- After students have completed the activity, ask students to share their preferences.

Option: [+5 minutes] As an alternative approach, use the two categories to take a class survey. Tell the students to raise their hand for their preference. Write the numbers on the board next to the category. Survey the class again, dividing the students by gender or favorite colors. Ask the students to make sentences using *would rather* with the results.

• Graphic Organizers

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C Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Preview the photos and ask these questions:
  Where are the people? (In a movie theater.)
  What titles of movies can you see in the background? (*Wall E, Gangs of NY,* and a section of a title *Casabl . . .*) Ask students if they can guess the full title of the last movie. If they can't, inform them that it's *Casablanca,* a movie classic from 1942. See culture note for more information on the movie.
  Have you seen any of these movies? If yes, what were they about? If not, what do you think they are about?
- After students read and listen to the conversation, check comprehension. Ask:
  Does Anna like violent movies? (No, she can't take all the fighting.)
  Does Peter like animated movies? (No, he can't stand them.)
  What movie do Peter and Anna agree on? (*Casablanca.*)
- As students read and listen to the conversation a second time, have them underline any vocabulary they need help with. Explain as needed.

Language and culture

- *Classic* or *a classic* is often used for a movie, book, song, or other work that is well known and has been considered for a long time to be of very high quality. For example, *Casablanca* is a classic film from 1942. The movie won numerous awards and is one of the most popular films of all time.
- The expression *A big [DiCaprio] fan* can also be stated *A big fan of [DiCaprio].* The word *fan* is used to talk about celebrities, sports, or other hobbies.
- It is very common in spoken English to say you are *(not) in the mood for [something]* or *(not) in the mood to do [something].*
- The pronoun *they* can be used to refer to people in general rather than a specific group of people. This usage is common in spoken English when someone is giving a popular opinion about something.
- Make sure that students understand these terms:
  Nope is a very informal way of saying "no."
  I just can't take [something] means I can't handle it or I can't cope with it.
  Now you're talking is an informal expression meaning I agree with you.
  It's a deal means we've come to an agreement [on what to do].
  When someone offers to pay for something such as food or drinks, he or she will often say *It's my treat* or *It's on me.*

D Focus on language

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity by doing the first item with the class.
- Tell students to look at the underlined text to find the answers to the rest of the clues. Walk around the room and help students as needed.
- For weaker students, write the underlined words and phrases on the board (not in the order of the answers). Have students look for these words and phrases in the Photo Story to help them answer the questions.

a bunch of	*I can't stand*	*Frankly*
it's my treat	*I've heard*	*I missed*

E Infer meaning

Suggested teaching time:	2 minutes	Your actual teaching time:	

- If necessary, quickly review these parts of speech: a *noun* is a word that names a person, place, or thing; an *adjective* is a word that describes a noun.
- Read the directions aloud, and explain that unlike Exercise D, the answers have no hints. Have students work in pairs to find the answers.
- As pairs work together, walk around the room and help students as needed.

F Think and explain

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students, tell them to skim the questions. Point out that *How do you know?* follows each question. Explain that they need to give a reason for each item.
- Model the first item for the class. Read the first two questions and ask a student to fill in the answer to the first question (DiCaprio). Then ask *Is anyone here a big DiCaprio fan?*
- As pairs complete the exercise, walk around the room and help students as needed.
- Review answers with the class.

G Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- For a warm-up, ask *What movies have you seen recently? Did you see these at the movie theater? If not, where?*
- In pairs, have students brainstorm lists of movies in town and answer the questions. If students don't know what movies are playing in their town, tell them to make a list of some of their favorite movies and talk about them.
- Ask individuals to share their answers with the class.
- As an alternative approach, tell students to look up movie listings for homework and bring them to class. Alternatively, bring a newspaper to class so students can look up movie listings.

EXTRAS (optional)

- **Workbook: Exercises 1–2**

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C Photo story 1:17 Read and listen to a conversation at a movie theater.

Anna: So, what are you in the mood for? They've got a bunch of great classic movies tonight.

Peter: They sure do. Hey, you're a big DiCaprio fan. I missed *Gangs of New York* when it was playing. Have you ever seen it?

Anna: Nope, I haven't. I've heard it's pretty violent. Frankly, I just can't take all that fighting.

Peter: Yeah. It *is* supposed to be pretty bloody. ...What else?

Anna: Well, there's *Wall-E*. They say it's spectacular. What do you think?

Peter: Hmm. To tell you the truth, I can't stand animated films. Sorry. I don't think I could handle a picture with two hours of a machine talking. I think I'd rather see something...

Peter: Hey! What about *Casablanca*?

Anna: *Casablanca*? Now you're talking! And by the way, it's my treat. You paid last time. What do you say?

Peter: It's a deal! I'll get the popcorn.

D Focus on language

Find an underlined word or expression in the Photo Story that has a similar meaning to each of the following words and phrases.

1. "I'll pay." it's my treat
2. "really don't like" I can't stand
3. "To tell you the truth..." Frankly
4. "a lot of" a bunch of
5. "didn't see" I missed
6. "They say..." I've heard

E Infer meaning

With a partner, discuss and find...

1. two different nouns that have the same meaning as "movie." film, picture
2. two different adjectives that are related to "fighting" or "killing." violent, bloody
3. an adjective that means "really great." spectacular

F Think and explain

Answer each question. Then explain your answer with a sentence from the Photo Story.

1. What actor does Anna like? DiCaprio
   How do you know?
   Peter says, " Hey, you're a big DiCaprio fan ."
2. Did Anna see *Gangs of New York*? No
   How do you know?
   She says, " Nope, I haven't ."
3. What movie does Anna suggest? Wall-E
   How do you know?
   She says, " Well, there's Wall-E ."
4. Who is going to pay for the popcorn? Peter
   How do you know?
   Peter says, " I'll get the popcorn ."

G Pair work

Make a list of movies playing in your town. Which movies would you like to see? Which movies would you not like to see? Explain why or why not.

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LESSON 1

GOAL Apologize for being late

GRAMMAR The present perfect: for and since; Other uses

GRAMMAR BOOSTER ▸ p. 123
- The present perfect continuous: unfinished actions
- Spelling rules for the present participle: review, common errors

Use since with a specific time or date in the past. Use for to describe a period of time.

How long have you been here?
- I've been here **since eight o'clock.** (a time in the past)
- I've been here **for ten minutes.** (a period of time)

Other uses:

- with always: I've **always** wanted to see *Car Planet.*
- with ordinals, superlatives, only:
  This is **the third time** I've seen *Ping Pong.*
  It's **the best** movie I've ever seen.
  My husband has **only** seen it once.
- with lately, recently, just:
  Have you seen a good movie **recently**?
  I've **just** seen *The Beach*—what a great movie!
- with still, so far: You **still** haven't seen *Tomato Babies*? I've seen it three times **so far**!

A Grammar practice Choose the correct words to complete the paragraph.

I've been a big fan of Angelina Jolie (1 for / since) more than fifteen years. I've followed her career (2 since / so far) I was in high school. That means I've watched every movie she's made (3 for / since) 1995, except for *The Bone Collector.* I (4 yet / still) haven't seen that one, but I plan to see it soon. I've (5 still / always) loved Angelina's work. I've (6 since / always) been the first person in line at the theater when her movies open. Of the movies Angelina has made (7 lately / always), the most interesting to me is *The Tourist*. I think it's the (8 best / still) movie she's made (9 so far / still). I've (10 always / already) seen it five times!

B Pair work Take turns asking and answering the following questions. Use the present perfect in all your answers.

1. Is there a movie you've always wanted to see?
2. Have you seen any good movies recently?
3. What's the best movie you've ever seen?
4. What's the worst movie you've ever seen?
5. How many movies have you seen so far this month?
6. Have you ever seen a movie more than once?

VOCABULARY Explanations for being late

A 1:18 Read and listen. Then listen again and repeat.

I overslept.

I missed the bus.

I couldn't get a taxi.

I couldn't find a parking space.

I got stuck in traffic.

B Pair work Think of two other explanations for being late.

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GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a student write the examples on the board. Circle *since eight o'clock* and *for ten minutes*. Point out that we use *since* + present perfect to talk about a specific start time or date in the past, and we use *for* + present perfect to describe a period of time that started in the past.
- Model the use of *since* and *for* by having a student ask you *How long have you been here?* Respond *I've been here since 3:00.* OR *I've been here for six hours.*
- Write on the board *since 3:00, since this morning, since I was a child, for six hours, for two days, for five months, for a long time.* Ask students to create additional sentences using these phrases. Make sure students use the present perfect + *since* or *for*.
- Read "Other uses" and example sentences. Ask students for examples of ordinal numbers (first, second, eighteenth) and the superlative (the nicest, the oldest, the strangest) and write these on the board.
- Point out the placement of the underlined words:
  - *always, only, just* come between *have* + past participle.
  - *lately, recently* come at the end of a sentence in the present perfect.
  - *still* comes at the beginning of a sentence before *have* + past participle.
  - *so far* comes at the beginning of a sentence before *have* + past participle OR at the end of a sentence in the present perfect.
- Review the placement of *already* and *yet*:
  - *already* comes between *have* + past participle or at the end of a sentence in the present perfect.
  - *yet* comes at the end of a sentence in the present perfect.
- To explain usage, ask questions and have students respond with the present perfect. For example: *Have you always wanted to see* Car Planet? *Have you seen* Ping Pong *before? Have you seen a good movie lately?* Encourage students to use the example answers or their own answers.

Language and culture

- When *still* is used in negative sentences, it shows surprise that a situation has continued; for example, *You still haven't seen* Avatar? means *I'm very surprised that you haven't seen* Avatar *yet.*

LEN **From the Longman Corpus:** It is common for English learners across all language backgrounds to confuse *since* and *for*. For example, *I have stayed here since one week.*

Option: GRAMMAR BOOSTER (Teaching notes p. T123)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students, tell them to circle all the dates or times in the past (2. I was in high school; 3. 1995) and underline the period of time (1. More than fifteen years.)
- Point out the placement of *still, always, lately, so far,* and *already* in the sentences.
- Have students compare answers in pairs. Then review answers with the class.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students for the activity, have them find and circle the words in the questions that indicate the present perfect is needed. (1. always; 2. recently; 3. the best / ever; 4. the worst / ever; 5. so far; 6. ever.)
- Model the use of the present perfect by reading aloud the question in item 1. (Is there a movie you've always wanted to see?)
- While students ask and answer the questions, walk around the room and make sure their answers include the present perfect. Point out that they can answer item 2 with either *recently* or *just*.

VOCABULARY

A Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Use the pictures and captions to preview the vocabulary. Explain the meaning of *to get stuck in traffic* (not be able to move) and *to miss the bus* (have it leave without you).
- After students listen and practice, ask *Have you ever used these explanations for being late? What were you late for? Are you usually late? If yes, why?*
- Have students listen and practice again.

Language and culture

- *Get stuck on [something]* such as a math problem means you're having difficulty and cannot move forward.
- *To miss* can also refer to people and means to feel sad because you're not with them. For example, *I missed my parents when I lived abroad.*

ActiveTeach Multimedia Disc • Vocabulary Flash Cards • Learning Strategies

B Pair work

Suggested teaching time:	2 minutes	Your actual teaching time:	

- On the board, write *I'm sorry I'm late.* Invite a volunteer to explain why. For example, *My car had a problem.* Write the explanation on the board.
- Have students write two other explanations for being late and share them with the class. (Possible responses: I was lost. There was an important meeting. I got an important phone call.)
- Ask *Have you ever made up (invented) an explanation for being late? If yes, what did you say? What was the real reason?*

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C Listening comprehension

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- If necessary, review the explanations for being late under Vocabulary on page 16.
- Point out that each conversation does not give an explicit excuse. We must infer the excuse.

Language and culture

- *To have no clue* or *to not have a clue* is an idiom that means to know nothing about the topic.

AUDIOSCRIPT

CONVERSATION 1
F: Ted, where were you?
M: I'm so sorry. I went to bed after two last night and I didn't hear the alarm clock ring. What time is it?
F: It's 8:30! The meeting starts in fifteen minutes! Thank goodness you're here now!

CONVERSATION 2
M1: Where's Maude?
M2: I don't know. She called me from her car ten minutes ago. She said she was here but she was trying to park her car near the building. I wonder what happened.
M1: Me, too.

CONVERSATION 3
F1: Look at all these cars! Where did they come from?
F2: I have no clue. And today's a holiday! Usually there aren't any cars on the road at this hour.
F1: We're definitely going to be late.

CONVERSATION 4
M: Oh, no! There goes the number 5 bus.
F: Uh-oh. We're going to be late. The next bus doesn't come for another half hour.
M: Let's see if we can find a taxi.
F: In the rain? No way. Everyone wants a taxi when it rains.

PRONUNCIATION

Notice how the sound /h/ . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students pay attention to the disappearing /h/ sound as they listen.

Option: **[+3 minutes]** To extend the activity, write on the board *What have you been doing? Why haven't they called? How has he been?* In pairs, have students read the sentences aloud.

• Pronunciation Activities

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Apologize and provide a reason when late.
- Say "That's fine." to reassure.
- Offer to repay someone with "How much do I owe?"

- Use the photo to predict the conversation. Have students cover the sentences in the conversation and try to guess what each person is saying. Have students read and listen to check their predictions.
- Explain what these words mean: *about* (approximately); *sold out* (there are no more tickets available).
- Refer students back to *It's my treat* from the Photo Story on page 15.
- Have students listen again. Then ask *Why is Speaker A late?* (She got stuck in traffic.) *What movie did they want to see?* (*The Love Boat.*) *Will they see that movie?* (No.) *Why not?* (Because it's sold out.)

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use rising intonation for *Have you been here long?*
  - use falling intonation for *How much do I owe?*
  - stress *my* in *Next time it's my treat.*

NOW YOU CAN Apologize for being late

A Add four more movies . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Have students fill in the blank slots on the sign with movies of their choice.

• Learning Strategies

B Pair work

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

Don't stop! Extend the conversation using the ideas in the box. Give students a few minutes to skim the Recycle box.

- Working with a more confident student, model how to change and extend the conversation in a role play.

• Conversation Pair Work Cards

C Change partners

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

- Invite pairs to present their role plays to the class.

EXTRAS (optional)

- Workbook: Exercises 3–4
- Copy & Go: Activity 5

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1:19

C **Listening comprehension** Listen to the conversations. Complete the sentences, using the Vocabulary.

1 Ted's late because he ....overslept.... .
2 Maude probably ....couldn't find a parking space.... .
3 They're going to be late because they ....are stuck in traffic.... .
4 First they ....missed the bus.... . Then they probably ....couldn't get a taxi.... .

PRONUNCIATION *Reduction of h*

1:20

Notice how the sound /h/ often disappears in present perfect questions. Read and listen. Then listen again and repeat.

1 How long have you waited?
2 Where have you been?
3 What has he heard about the film?
4 When did he buy the tickets?
5 What's her favorite movie?
6 Who's his favorite star?

CONVERSATION MODEL

1:21

A Read and listen to someone apologize for being late.

A: Have you been here long?
B: For about ten minutes.
A: Sorry I'm late. I got stuck in traffic. Did you get tickets?
B: Yes. But the 8:00 show for *The Train* is sold out. I got tickets for *High Flyer*. I hope that's OK.
A: That's fine. How much do I owe?
B: Nothing. It's on me.
A: Well, thanks! Next time it's my treat.

1:22

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Apologize for being late

A Add four more movies to the showtimes.

The Sun King	7:00	9:00	11:00
	7:30	9:35	[7:30 sold out]
	7:45	10:20	midnight
	8:00	11:00	[8:00 sold out]
	7:50	10:10	

B **Pair work** Personalize the Conversation Model with your movies and explanations. Then change roles.

A: Have you been here long?
B: For ..... .
A: Sorry I'm late. I ..... . Did you get tickets?
B: Yes. But ..... . I hope that's OK.
A: ....

Be sure to recycle this language.

___ is sold out.
We missed ___ .
It started ___ minutes ago.
I've already seen ___ .
That's past my bedtime!
I can't stand ___ .
I'm not a(n) ___ fan.
I've heard it's ___ .
It's supposed to be ___ .
How much do I owe?
It's on me.
It's my treat.
What do you say?

Don't stop!
Say more about the movie.
Offer to pay.
Discuss what to do after the show.

C **Change partners** Practice the conversation again, making other changes.

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LESSON 2

GOAL Discuss preferences for movie genres

VOCABULARY *Movie genres*

A 1:23 Read and listen. Then listen again and repeat.

an action film

a horror film

a science-fiction film

an animated film

a comedy

a drama

a documentary

a musical

B **Pair work** Compare your favorite movies for each genre.

> "My favorite animated film is *Shrek*."

C 1:24 **Listening comprehension** Listen to the conversations about movies. Write the genre for each movie. Then circle the movie if the people decided to see it.

Movie	Genre
1 *The Bottom of the Sea*	documentary
2 *The Sound of Music*	musical
3 *The Ant Who Wouldn't Die*	horror film
4 *Chickens Never Wear Shoes*	comedy
5 *Goldilocks Grows Up*	animated film
6 *The Equalizer*	action film
7 *Twelve Angry Women*	drama
8 *City Under the Sea*	science fiction

D **Discussion** Which movies sound good to you? Listen again if necessary. Explain your choices.

GRAMMAR *Would rather + base form*

State preferences with would rather / would rather not and the base form of a verb.

She'd rather see a less violent film.
We'd rather not see a horror film.

I / He / We / They } 'd rather { see a musical. / not go out tonight.

Use than with would rather to contrast preferences.

I'd rather rent a movie than go to the theater.
They'd rather go to a Woody Allen film than a Martin Scorsese film.

Questions

Would you rather see *Casablanca* or *Wall-E*?
Which would they rather see—a comedy or a drama?
What would you rather do—see a play or a movie?

Short answers

Would you rather stay home? Yes, we would. NOT Yes, ~~we'd rather~~.
Would you like to see a movie? Actually, we'd rather not. We're too busy.

Be careful!
Don't use to after would rather.
NOT He'd rather to see a comedy.

GRAMMAR BOOSTER ▸ p. 124
• *Expressing preferences: review*

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- For a warm-up, have students look at the pictures. Ask *Which movies are these pictures from? Have you seen any of these movies?* (Top row: *The Fast and the Furious*; *The Shining*; *2001: A Space Odyssey*; *Finding Nemo*; Bottom row: *Ace Ventura—When Nature Calls*; *Witness*; An unknown nature documentary; *The Sound of Music*.)
- After students listen and practice, ask them *Which is your favorite genre?*

ActiveTeach Multimedia Disc • Learning Strategies

B Pair work

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Have students write down their favorite movie for each genre. If students don't have a favorite movie, have them list any movie they know of in that genre. Have them share opinions.

Language and culture

- The words *movie* and *film* are generally used interchangeably, but *movie* is more common in American English.
- In British English, people often say they are *keen on something to* express a strong liking for it.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

C Listening comprehension

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Have students read the movie titles and guess their genres.
- As they listen, have students fill in the genres in the chart and compare their guesses. Allow students sufficient time to write.
- Have students listen again. Instruct them to circle each movie the speakers decided to see.
- Have students work in pairs to compare answers.

Language and culture

- The idiom *I'm game* means *I'm interested in doing something that* someone *else suggests.*
- *I'll be up all night* is an expression that, in this context, suggests the person will be too scared to sleep.
- *Let's give it a try* is another way of saying *let's try doing something.*
- *Count me out* is an expression meaning *don't include me in your plan.*

AUDIOSCRIPT

CONVERSATION 1

F: I saw this great movie on TV last night.
M: Really? What was it?
F: *The Bottom of the Sea.*
M: What was it about?
F: It explored underwater life in the South Atlantic and Indian Oceans. I learned so much. It's on again tonight. I don't mind seeing it again. Want to watch it with me?
M: Absolutely!

CONVERSATION 2

M: Let's download a movie to watch. It's too cold to go out. What do you think?
F: I'm game. What are you in the mood for?
M: My mom said *The Sound of Music* was great.
F: Well, I guess if you like to watch a lot of music and performance.
M: I do. Don't you?
F: To tell you the truth, not really. Let's get something else.
M: OK.

AUDIOSCRIPT continues on page T22.

D Discussion

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Have students explain their preferences; for example, *I love dramas. Harrison Ford is great!*
- As a culminating activity, ask *What genres does this class like most?* Make a list of the top movies on the board. Tell students to vote on their favorite genres.

GRAMMAR

Suggested teaching time:	7–12 minutes	Your actual teaching time:	

- Write on the board:
  I would rather = I'd rather
  I would rather not = I'd rather not.
  Point out that these are always followed by the base form of the verb. To highlight this point, read the Be Careful! box.
- Explain that in the second rule and examples, *I'd rather* is used with *than* to choose between two things. On the board, write *I'd rather see a comedy. I'd rather not see a musical. I'd rather see a comedy than a musical.*
- Model possible responses to the first question in the Grammar box. (Possible responses: *I'd rather see* Casablanca *than* Wall-E. *I'd rather see* Casablanca. *I'd rather not see* Wall-E.)
- Review the questions and answers in the last section. Write several possibilities, such as *see an action film, rent a comedy.* Ask *Would you like to . . . ?*

Language and culture

LEN From the Longman Corpus: English speakers also use *prefer to* and *prefer (not) to*, but *rather (not)* is much more common and slightly more informal.

Option: GRAMMAR BOOSTER (Teaching notes p. T124)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

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A Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare students, ask:
  Which items make a suggestion? (3. Let's; 6. How about.)
  Which item asks about a preference? (5. Would you like.)
  Which items begin by saying what I want to do? (1. I'd love to; 2. I'm in the mood for.)
  Point out that these are different ways to encourage someone to state a preference. Tell students to use different language for each answer.
- After students complete the conversations, review the responses with the class.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Model the conversations by reading them with a student. Have the student read the questions. When replying, be sure to put stress on *Actually* . . .
- Walk around the room and monitor that students use the correct stress patterns and alternate reading the items.

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation models are implicit in the model:
- Use "What would you say to ___?" to propose an idea.
- Soften a negative response with "To tell you the truth, . . ."

- Introduce the conversation by having students look at the picture. Ask *Where are the two men?* (In a movie rental store.) *What do you think they are talking about?* (Which movie to rent.)
- After students read and listen, have them look at the various expressions for describing preferences and read the expressions silently. Ask *Which expressions do you use to make a positive statement? Negative? Neutral?*
- Explain that *I'm not that big on* is another way of saying *I don't particularly like.*
- Play the conversation again. Then ask students comprehension questions. For example:
  Does Speaker B want to see a classic or a new release? (Either one; it doesn't matter to him.)
  Does Speaker B like documentaries? (No, he doesn't like them that much.)
  Does Speaker B like comedies? (Yes.)

Language and culture
- *I can't stand . . .* is stronger than *I don't like . . .* and much stronger than *I'm not that big on . . .*
- *A new release* is a new movie that has recently become available to the public.

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - pause after *see*
  - use rising intonation with *a classic* and fall with *a new release*
- Point out that *What would you . . . ?*, and *What about a . . . ?* are language chunks. The words are spoken together quickly without pausing between them: *whatwouldyou . . .*

NOW YOU CAN Discuss preferences for movie genres

A Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Review the language in the Recycle box. Remind students to use the language from the Recycle box and to cross out phrases as they use them.
- Be sure to reinforce the conversation strategies. For example, make sure that students use appropriate facial expressions and body language when giving a negative response with "To tell you the truth."
- Model extending the conversation as you role-play with a more confident student. Play the role of Student A.
- Have students list four to five movies and movie stars. Then have them role-play the conversation.
- Invite volunteers to perform their role plays for the class. After each role play, ask *What movie did they decide to see?*

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Change partners

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To form new pairs, have students count off alternating A and B. Then have them find a new partner with the same letter.
- In their new pairs, have them practice the conversations again, this time pretending to be in front of a movie theater.
- Encourage students to try to think of movies currently playing in theaters and to use the recycled language.
- Walk around the room and listen for use of recycled language as well as rhythm and intonation.
- Invite pairs to share their role plays with the class.

EXTRAS (optional)

- Workbook: Exercises 5–9
- Copy & Go: Activity 6

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A Grammar practice Complete each response, using 'd rather or 'd rather not and expressing a different preference.

1 "I'd love to see a drama tonight." YOU Actually, ...
2 "I'm in the mood for a horror film." YOU Actually, ...
3 "Let's get tickets for the late show." YOU Actually, ...
4 "Ben told me you wanted to rent a movie." YOU Actually, ...
5 "Would you like to see a comedy?" YOU Actually, ...
6 "How about some dinner after the film?" YOU Actually, ...

B Pair work Practice the conversations in Exercise A. Take turns reading the items.

CONVERSATION MODEL

1:25

A Read and listen to people discuss their movie preferences.

A: What would you rather see—a classic or a new release?
B: It doesn't matter to me. You choose.
A: Well, what would you say to a documentary?
B: Hmm. To tell you the truth, I'm not that big on documentaries.
A: What about a comedy?
B: That works for me.

Describing preferences

☺	😐	☹
I love ___s. ___s are great. ___s are my favorite.	I can take them or leave them. ___s are OK.	I'm not that big on ___s. I don't like ___s. I can't stand ___s.

1:26

B Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Discuss preferences for movie genres

A Pair work Personalize the Conversation Model, expressing your own preferences in movie genres. Then change roles.

A: What would you rather see—..... or .....?
B: It doesn't matter to me. You choose.
A: Well, what would you say to .....?
B: Hmm. To tell you the truth, I ..... .
A: What about .....?
B: ..... .

B Change partners Change the conversation from a video store to in front of a movie theater. Talk about specific movies.

Be sure to recycle this language.

It's on me. It's my treat. I'm sorry I'm late. Have you been here long? Have you ever seen ___? I missed it.	Actually, ___. Frankly, ___. I'm not that big on ___s. I can't stand ___s.

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LESSON 3

GOAL Describe and recommend movies

BEFORE YOU LISTEN

A 1.27 **Vocabulary** • *Adjectives to describe movies* Read and listen. Then listen again and repeat.

funny something that makes you laugh

hilarious very, very funny

silly not serious; almost stupid

boring not interesting

romantic about love

weird very strange or unusual, in a negative way

unforgettable something you are going to remember

thought-provoking something that makes you think

violent bloody; with a lot of fighting and killing

B **Pair work** Write the title of a movie for each adjective. Then compare choices.

a funny movie	
a hilarious movie	
a silly movie	
a boring movie	
a romantic movie	
a weird movie	
an unforgettable movie	
a thought-provoking movie	
a violent movie	

LISTENING COMPREHENSION

A 1:28 **Listen for main ideas** Listen to the movie reviewer. Write a check next to the movies he recommends and write an X next to the ones he doesn't.

1 ☒ *Popcorn* 2 ☑ *The Vacation* 3 ☑ *Aquamundo* 4 ☒ *Wolf Babies*

B 1:29 **Infer meaning** Listen carefully to each movie review again. Based on the reviewer's opinion, circle one or more adjectives to describe each movie.

1 *Popcorn* (weird) / funny / (boring)

2 *The Vacation* (romantic) / (violent) / (unforgettable)

3 *Aquamundo* (boring / violent / (thought-provoking))

4 *Wolf Babies* (violent) / boring / hilarious)

C 1:30 **Dictation** Listen to the following excerpts from the reviews. Complete each statement, based on what you hear.

POPCORN ★

(1) First up is *Popcorn*, a new ....comedy.... starring David Bodine and Judy Crabbe. (2) Unfortunately, *Popcorn* is a complete waste of ....time.... .

T E VACATION ★ ★ ★ ★ ★

(3) Our next film, *The Vacation*, is a well-acted and ....serious.... ....drama.... . (4) I highly ....recommend.... , ...this.... wonderful ....film.... .

AQUAMUNDO ★ ★ ★

(5) *Aquamundo* is no ....science.... ....fiction.... film; it's based on real scientific research. (6) A ....beautiful.... film. Don't ....miss.... ....it.... .

WOLF BABIES ★ ★ ★

(7) Adults will find the story ....stupid.... , but children won't forget these ....bloody.... , scary scenes for a long time.

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To check understanding, ask *What word describes a movie with a lot of fighting?* (Violent.) *What word describes a movie about love?* (Romantic.) *What word describes a movie that isn't interesting?* (Boring.)
- If necessary, have students listen and practice again.

ActiveTeach Multimedia Disc
- Vocabulary Flash Cards
- Learning Strategies

B Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students discuss and complete the chart with movies they know.
- As a class, ask students which movie they named for each adjective. After each movie title, ask *Has anyone seen this movie? Do you agree that it is [funny / silly / boring / etc.]?*

Option: **[+5 minutes]** For additional practice, write the model below on the board. Have students role-play the conversation in pairs, using adjectives from the Vocabulary.

A: What's the last movie you saw?
B: ___
A: Was it ___?
B: ___

LISTENING COMPREHENSION

A Listen for main ideas

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Read the movie titles aloud and tell students to listen to the movie reviewer while looking at the movie titles. Play the audio once or twice and have students listen and complete the task. If necessary, play the audio again.
- Have students compare answers in pairs. Then have them listen again to confirm answers.
- Explain language as needed.

Language and culture

- *They won't sleep for a week* suggests that the children will be too scared to sleep all week. It is similar to the expression *I'll be up all night.*
- The word *unfunny* is not a true word. The prefix *un-* means *not* and is sometimes used emphatically at the beginning of a word to create "new words."
- When a movie is called *a complete waste of time* it means that it was not good. Seeing it would be wasting your time.

Option: **[+5 minutes]** For additional practice, have students listen for selected details. Then play the listening as many times as necessary for students to complete the exercise. For example, before playing the audio, ask:

Who's talking? (Cinema Sid.)
Which movie is a comedy, Popcorn *or* The Vacation? (*Popcorn.*)
Is Aquamundo *a science-fiction film?* (No.)
Is Wolf Babies *an appropriate film for children?* (No.) *Why?* (It's very scary.)

AUDIOSCRIPT See page T21.

B Infer meaning

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To prepare students, have them skim the adjectives listed next to each movie title. Tell them to guess the answers based on their previous listening.
- Play the audio again and have students listen and then circle the adjective(s) that best describe(s) each movie.
- Have pairs compare answers. If necessary, allow students to listen again.
- Review answers with the class.

Option: **[+5 minutes]** Have students work in small groups to discuss which movie they would choose to see. Encourage them to give reasons. For example, *I'd choose to see* Wolf Babies *because I like scary movies.*

C Dictation

Suggested teaching time:	8–13 minutes	Your actual teaching time:	

- To prepare students, have them skim the statements with blanks. Explain that these are excerpts from the reviews and that now they will listen intensively for specific words to complete the blanks.
- Have students listen twice and fill in the blanks with the words they hear.
- To support weaker students, write the words they need to complete this exercise on the board (not in the order of the answers): *beautiful, comedy, film, miss it, recommend, science fiction, serious, drama, time, this, stupid, bloody.*

AUDIOSCRIPT

1. First up is *Popcorn*, a new comedy starring David Bodine and Judy Crabbe.
2. Unfortunately, *Popcorn* is a complete waste of time.
3. Our next film, *The Vacation*, is a well-acted and serious drama.
4. I highly recommend this wonderful film.
5. *Aquamundo* is no science fiction film; it's based on real scientific research.
6. A beautiful film. Don't miss it.
7. Adults will find the story stupid, but children won't forget these bloody, scary scenes for a long time.

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NOW YOU CAN Describe and recommend movies

A Pair work

Suggested teaching time:	7 minutes	Your actual teaching time:	

- To introduce the activity, call on individual students and ask *Do you often read movie reviews? Do you ever choose a movie based on reviews?*
- After you read the title of the article, have students scan the reviews for the movie titles. Ask *Has anyone seen any of these movies? Are any of these titles anyone's all-time favorite movie?*
- Make sure that students understand the meaning of *out of work* (unemployed).
- After students read the reviews to themselves, check comprehension. Ask:
  Which movie is a drama? (*Casablanca.*)
  Which movie is an action picture? (*The Hunt for Red October.*)
  Which movie is a musical? (*Phantom of the Opera.*)
  Which movie is a comedy? (*Tootsie.*)
- Finally, have pairs discuss which movie they would rather see and why.

Language and culture

- *At the edge of my seat* is a positive idiom meaning feeling anticipation. It literally refers to not being able to sit in a calm and relaxed manner while something exciting or scary is happening.
- Exaggeration is often used for emphasis in spoken English. For example, when Rebecca says that she's *just seen Casablanca for the hundredth time*, she is exaggerating a bit. Saying that *Casablanca is the most romantic movie in the world* is another use of exaggeration to stress how much she likes this movie.

B Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	

- If students haven't seen any movies recently, let them make notes about any movie they have seen. To review, refer students to the movie genres listed on page 18 and to the adjectives listed on page 20. Encourage students to use other adjectives as well.
- Walk around the room and help as needed. Remind students that a movie can be categorized in more than one genre. For example romantic comedy.

C Group work

Suggested teaching time:	8 minutes	Your actual teaching time:	

- To review, have students scan the language to be recycled. Ask volunteers for definitions of the different adjectives. Help students as needed.

Text-mining: To prepare students for the activity, tell them to skim the article and underline useful language. For example, *[the ending is] unforgettable; [it] always make me cry; one of the most [hilarious romantic comedies] of all time; it comes alive on screen; stunningly beautiful; tragic romantic story; one of the most [exciting action movies] ever made*, etc.

- Write students' findings on the board for them to refer to during the discussion.
- After groups describe and recommend the movies on their notepads, have groups share their answers.

Option: **[+5 minutes]** As an alternative, have students work in pairs to create clues about the movies described in the reviews. Then have the rest of the class guess the movie. For example, *This movie is one of the most hilarious romantic comedies of all time.*

Option: **[+5 minutes]** To challenge students, have pairs think of several clues about movies they have seen. Have the rest of the class guess the movie. Encourage pairs to provide more clues if students have difficulty guessing. For example, *This movie stars Leonardo DiCaprio and Kate Winslet. It was nominated for an Academy Award in 2009. (Revolutionary Road.)*

EXTRAS (optional)

- **Workbook: Exercises 10–12**
- **Copy & Go: Activity 7**

AUDIOSCRIPT for page T20 (Listening Comprehension)

Good evening, movie lovers. This is Cinema Sid with quickie reviews and recommendations. Here are some of this week's openings.

First up is *Popcorn*, a new comedy starring David Bodine and Judy Crabbe. Unfortunately, *Popcorn* is a complete waste of time. The acting is terrible. The story's not at all interesting—as a matter of fact, I can't remember much about it—except that it was very strange. And for a movie that's supposed to be funny, it's not. You'll cry, not laugh, at spending your money on this silly, unfunny comedy but with the usually very funny David Bodine.

Our next film, *The Vacation*, is a well-acted and serious drama. Gene Wildman and Amy Collins play a couple who meet and fall in love, then travel to Rwanda on an innocent vacation. War breaks out and you don't know 'til the end if they'll manage to get on the last plane to leave. An intelligent and interesting story. I highly recommend this wonderful film. There's some blood, so if you can't stand fighting or killing—it is a war film, after all—don't see it. But if you like a good story you won't forget, this one's for you.

Also reviewed this week is *Aquamundo*. *Aquamundo* is no science fiction film; it's based on real scientific research. Filmmaker Hans Schmerling shows the many medical uses of water around the world. From the underwater births of the Sheldrake Islanders to the water cures in Swiss hospitals, Schmerling illustrates how water can heal the world. While many people may think it's a silly idea, the film argues that it can actually happen. It makes you think about the importance of water. A beautiful film. Don't miss it.

Finally, our last film this week is *Wolf Babies*. Whatever you do, don't take the kids to see this movie! They won't sleep for a week after they see this terrible story about human children captured by wolves. After they capture the children, the wolves take them into the woods and change them forever. Then, when the children return to their families, they hunt younger children and capture them for the wolves. Adults will find the story stupid, but children won't forget these bloody, scary scenes for a long time.

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NOW YOU CAN Describe and recommend movies

A Pair work Read the short movie reviews and choose the movie you think sounds the most interesting. Then compare movie choices. Explain your reasons.

WHAT'S YOUR ALL-TIME FAVORITE MOVIE?

Rebecca Lane
Miami, USA

I've just seen ***Casablanca*** for the hundredth time, at least. It's the most romantic movie in the world, and there's no movie I would rather see. Humphrey Bogart and Ingrid Bergman star as people who meet after many years again. They still have feelings for each other and have to make some difficult choices. The ending is unforgettable and always makes me cry. This movie was made in 1942, but it's always "new." I guess that's what makes it a classic.

Winston Cornish
Kingston, JAMAICA

The Hunt for Red October, starring Alec Baldwin and Sean Connery, is one of my all-time favorites. It was made in 1990, so it's a little dated now, but it's still one of the most exciting action movies ever made. This fast-paced thriller kept me on the edge of my seat from beginning to end. I hope you go to see this movie, so I don't want to give away the plot, but the movie is about a Soviet nuclear submarine that comes very close to American waters. The crew of an American submarine must decide: Is the submarine trying to escape the Soviet Union—or start a nuclear war?

Diana Bedell
Calgary, CANADA

Wow! I've just seen ***Phantom of the Opera***. I once saw the musical on stage, but it really comes alive on screen. The Andrew Lloyd Webber music is stunningly beautiful, and the tragic romance story is always unforgettable. This musical isn't for everybody. Some people find the story kind of weird, but I love it.

Omar Gebert
Temuco, CHILE

I've just seen ***Tootsie***. What a great movie—perhaps one of the most hilarious romantic comedies of all time. Dustin Hoffman stars as out-of-work actor Michael Dorsey, who dresses as a woman to get a part on a TV soap opera. But complications arise when he starts falling for his co-star, Jessica Lange, who doesn't know Michael is a man. If you want a good laugh, be sure to see this film!

B Notepadding Write notes about a movie you've seen recently. (It's OK if you don't have all the information.)

Title of film:

Genre:

Stars:

Director or producer:

Adjectives that describe the movie:

What the movie is about:

C Group work Describe and recommend the movies on your notepads.

Don't stop!
Ask questions.

Be sure to recycle this language.

Questions	More adjectives	
Was it (funny)?	thrilling	exciting
Who was in it?	fascinating	great
What kind of movie was it?	frightening	interesting
Do you recommend it?	disgusting	bloody
What was it about?		

Text-mining (optional)
Underline language in the reviews in Exercise A to use in Group Work.
For example:
"___ stars as a / an ___."

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LESSON 4

GOAL Discuss effects of violence on viewers

BEFORE YOU READ

Warm up At what age do you think it's safe to permit children to see violent movies and TV shows? Explain.

READING

1:31

Can Violent Movies or TV Programs Harm Children?

A number of scientific studies have reported that watching violence can make children more aggressive. According to the research, two kinds of programs and movies encourage aggressive behavior in young children more than others: (1) realistic violent action programs and movies and (2) violent cartoons.

One disturbing conclusion is that the effects of violent viewing last for many years. One study showed that children who watched violent TV programs when they were 8 years old were more likely to behave aggressively at age 18. Furthermore, as adults they were more likely to be convicted of violent crimes, such as child abuse and murder.

Studies have also demonstrated that watching violent movies and TV shows can affect children's attitudes towards violence in the world around them. Children who watch a lot of violence become less sensitive to it in the real world. If children find violence normal, they may accept more violence in society or even commit violent acts themselves.

Very often, characters in movies and on television who commit violent crimes are not sorry for their actions and don't face consequences or punishment. When children see fictional characters like these, they learn that doing bad things is OK. For children, who are growing and developing, this is a bad message.

So what can we do? With young children, we have the power to control the TV programs and movies they watch, so we can protect them from seeing any violence at all. However, with older children it's impossible to completely prevent their exposure to violence. But we can try to limit the number of hours they spend watching it. And when children have seen a violent film or TV show, it's important to discuss it with them, to help them understand that violence is not a normal part of life.

Information source: education.pitt.edu

A Confirm content Discuss the following questions, using the information in the article. Then share your answers with the class.

1. Research has found that TV and movie violence can hurt children. What are some ways that viewing violence can affect children?
2. What kinds of programs and movies are most harmful?
3. Some studies show that viewing violence can have long-term effects, lasting for many years. What are some of the effects that studies have shown?
4. What bad "message" can come from violent programs and movies?
5. What suggestions does the article make to help parents prevent the bad effects of violent TV programs and movies in very young children? In older children?

B Evaluate ideas Do you agree with the article that "violence is not a normal part of life"? Explain your answer.

On your *ActiveBook* Self-Study Disc: **Extra Reading Comprehension Questions**

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BEFORE YOU READ

Warm-up

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- To introduce the topic, take a class poll. Ask *How many of you think that it's safe to allow children to see violent movies and TV shows? How many think it can be dangerous for children to watch them?* Write the numbers on the board.
- Ask the warm-up question. Then tell the class that you will ask these questions again after the reading.

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Tell students to look at the photo. Ask *What do you see?* (A child watching a cartoon of people fighting.)
- Read aloud the title of the article and ask students to predict what it will be about. Ask *Do you think the article will agree or disagree with the question?*
- Have students read the article. Then have them read it again and underline sentences that answer the question in the title.
- Ask students to share the sentences they underlined in the article. Ask *Do you agree with the statement that children who watch a lot of violence become less sensitive to it in the real world?* Remind students to give examples to support their opinion.
- Indicate the numbers on the board from the poll in the warm-up. Take the poll again to see if students have changed their opinions after reading the article.

ActiveTeach Multimedia Disc
- Extra Reading Comprehension Activities
- Learning Strategies

A Confirm content

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Have students work in pairs and look back at the article to find information to answer the questions. Tell students to write the number of the question next to the paragraph that answers it (1: Par. 1; 2: Par. 1; 3: Par. 3; 4: Par. 4; 5: Par. 5.)
- After pairs discuss the questions, have them share their answers with the class.

B Evaluate ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- On the board, write *Violence is not a normal part of life.* Ask *Who agrees with this statement? Who doesn't?*
- Give students a few minutes to make notes supporting their ideas on this statement. Then call on individuals to share their opinions with the class.

AUDIOSCRIPT Continued, for page T18 (C Listening comprehension)

CONVERSATION 3
F: Let's go to the movies.
M: OK. You've got the newspaper right there. What's playing?
F: Hmmm. Let's see. . . . Hey! What about *The Ant Who Wouldn't Die?*
M: Stop that! You've got to be kidding. You know I hate those scary pictures. I'll be up all night.

CONVERSATION 4
F: I rented some DVDs. Want to see one?
M: That depends. What did you get?
F: Let's see . . . I got *Chickens Never Wear Shoes*.
M: That's a joke, right?
F: I think that's the point. I'm in the mood for a laugh. This one looks really funny.
M: OK. Let's give it a try.

CONVERSATION 5
M: So what should we see?
F: Nothing violent, OK? Something we could take the kids to.
M: Hmmm. This looks safe: *Goldilocks Grows up*. It's based on the children's book.
F: Who's in it?
M: No one's in it! But three famous actors do the voices of the bears. I think the art was drawn by Disney Studios. It won a prize.
F: That sounds perfect.

CONVERSATION 6
M1: Hey! *The Equalizer* is at the Strand.
M2: *The Equalizer*? What's that?
M1: You can't be serious. It's that new Daniel Craig film. Lots of car crashes and people jumping out of airplanes.
M2: Count me out. Those kinds of films drive me crazy.
M1: OK. I'll see what else is playing.

CONVERSATION 7
M: Let's see *Twelve Angry Women*.
F: No way. It sounds too serious. I'd like to see something light tonight. What about a comedy or a musical?
M: Don't you like a good story that keeps you interested until the end?
F: No. When I go to the movies I like to be entertained. When I want a good story, I read a book. What else is there?

CONVERSATION 8
F: *City Under the Sea*. What's that about?
M: It's about these people—well, they're not really people. They're some kind of creatures from Mars or Jupiter—I'm not sure. Anyway, they can live in air or water. They come here and build a city under the sea, near India. And then . . .
F: So?
M: What do you mean *so*? It sounds terrific to me.
A: OK. But you're buying the popcorn.

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NOW YOU CAN Discuss effects of violence on viewers

A Complete the chart . . .

Suggested teaching time:	7 minutes	Your actual teaching time:	

- To prepare students, have them read the headings on the chart and the explanations for the ratings.
- After students complete the chart, have them compare their charts with a partner. Ask *Do you recognize each other's titles? If yes, do you agree with the ratings?*

B Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the questions. Ask *How are young viewers different from adult viewers?*

Text-mining: Focus students' attention on the box. Tell students to skim the article on page 22 and underline useful language. For example, *a number of scientific studies have reported . . . , one disturbing conclusion is . . . , studies have also demonstrated . . .*

Then write students' findings on the board for them to refer to during the discussion.

- After pairs discuss the movies or shows, have students share their responses with the class. If students have answered *No* to either question, have them explain why. Invite students who also know the movie or television show to say if they agree or disagree.

C Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask volunteers to read the sample answers in the quotes. Point out the words in bold type. *I think . . . ; I agree / disagree; I feel . . .* Encourage students to use these words as they discuss the questions in small groups. Walk around the room and help as needed.
- Invite volunteers to give their answers to the class. Ask students to share any differing opinions.
- Ask *Do you think it is possible to protect children from violence on TV, in movies, and in video games? If yes, how can we do this?*

Option: **[+15 minutes]** To challenge students, have them prepare a debate on one of the questions from the discussion. Divide the class in half and assign each half the negative or positive answer. Tell each group to prepare arguments to support the assigned answer. Allow students to refer to the article for ideas. Have the groups share their arguments, allowing each side to respond. Write the arguments on the board. Then have students read the arguments to determine which group made a stronger case.

Option: **[+15 minutes]** Have students write a short essay answering one of the three questions. Encourage students to first write a list of arguments supporting their point of view. Have them develop the arguments and give examples in two or three paragraphs.

EXTRAS (optional)

- **Workbook: Exercises 13–15**
- **Copy & Go: Activity 8**

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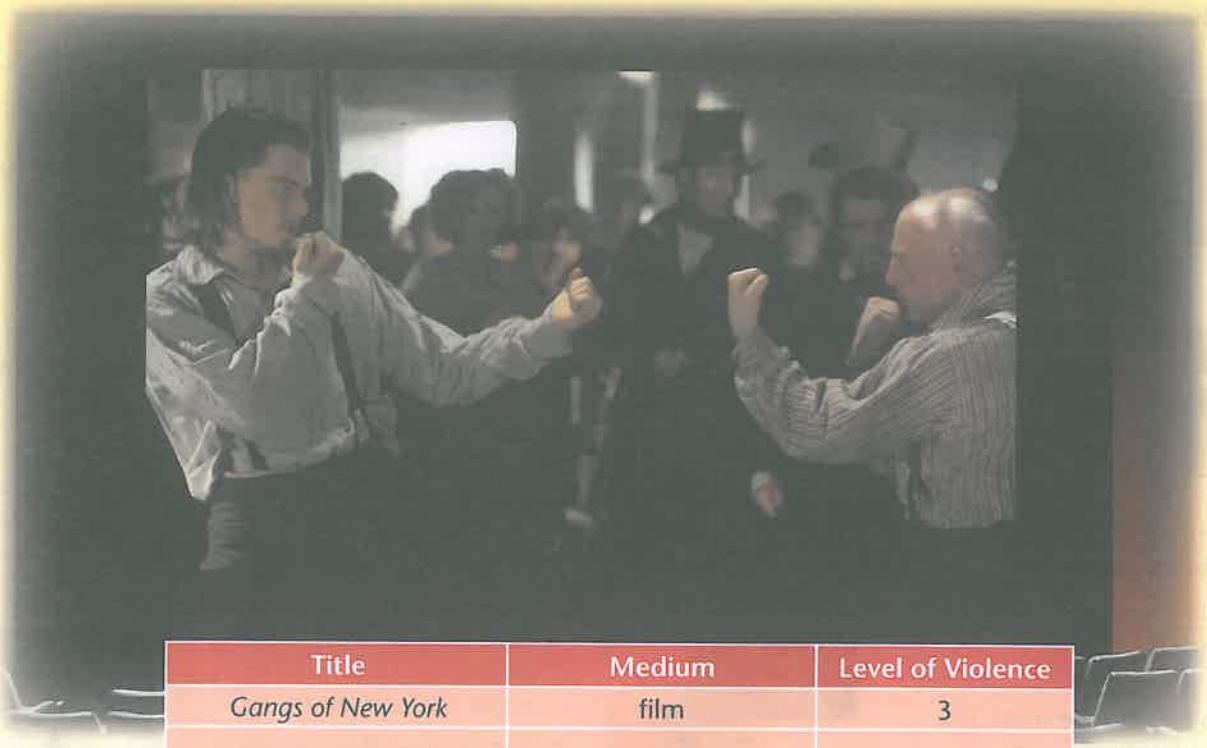
NOW YOU CAN Discuss effects of violence on viewers

A Complete the chart with three films or television shows you know. Rate the level of violence from 0 to 3, with 3 being the most violent.



Title	Medium	Level of Violence
Gangs of New York	film	3

0 = not violent, 1 = somewhat violent, 2 = violent, 3 = ultra violent

B Notepadding Write notes about the most violent film or TV show on your chart.

Should children see it? Why? / Why not?

Is it OK for adults to see it? Why? / Why not?

Text-mining (optional)
Underline language in the Reading on page 22 to use on your notepad. For example:
"According to (the research), ..."

C Discussion Discuss the effects of violence on viewers. Use the information from your notepad to help you express your ideas. Here are some questions to consider in your discussion:

- In your opinion, are there some people who should not see violent movies? If so, who?
- Is the effect of viewing violence the same in children and adults?
- Does violence encourage adults to behave aggressively?

"**I think** violent movies can make people violent. They see violence and they go out and do the same thing they see in the movie."

"**I disagree. I feel** ..."

"**I agree** ..."

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciation

A 1:32 **Listening comprehension** Listen to the conversation about movies. Check the correct description of each movie.

1

- ☑ a romantic film
- ☐ a documentary about Brazil
- ☐ a horror movie

2

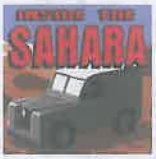
- ☑ an animated police story
- ☐ a weird romantic story
- ☐ an unforgettable comedy

3

- ☑ an unforgettable movie
- ☐ a weird police story
- ☐ an animated children's film

4

- ☐ a documentary about cooking
- ☑ a musical tragedy
- ☐ a silly comedy

5


- ☐ a documentary
- ☑ a movie only for adults
- ☐ an animated musical

6

- ☑ a comedy
- ☐ an animated film
- ☐ a drama

B Complete the conversations. Choose the correct verbs and adverbial expressions, and write the movie genres.

1 A: (Have you seen / Did you see) a good ...comedy... (just / lately)?
B: To tell you the truth, no. But last night (we've seen / we saw) a great ...action film... .

2 A: How many times (have they seen / did they see) *War of the Worlds*?
B: That remake of the old ...science fiction... movie? I think (they saw it / they've seen it) twice (still / so far).

3 A: Sally is such a ...musical... fan. How long (has she waited / did she wait) for this film to come out on DVD?
B: She's waited (for / since) at least six months.

4 A: I (didn't see / haven't seen) a ...drama... as good as *Twelve Angry Men*.
B: Really? I (lately / still) (didn't see / haven't seen) it.

C Complete each statement or question with for or since.

1 That film has played at the Metroplex ...for... two weeks.
2 *The Talking Parrot* has been available on DVD ...since... last Tuesday.
3 I've loved animated movies ...since... I was a child.
4 Have you been here ...for... more than an hour?
5 I've been a fan of science fiction movies ...for... over thirty years.
6 I've been in the ticket line ...since... 6:30!

1:33/1:34
Top Notch Pop
"Better Late Than Never"

D Writing Write two paragraphs about violence in movies and on TV. Explain why some people think it's harmful and why others think it isn't.

WRITING BOOSTER ▸ p. 140
- *Paragraphs*
- *Topic sentences*
- *Preparation for Exercise D*

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Review

A Listening comprehension

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To prepare for the activity, have students look at the pictures and guess what kind of movie each represents.
- To review vocabulary, write on the board *This movie looks [adjective].* Refer students to the adjectives from the Vocabulary on page 20.
- Have students listen to the conversation while looking at the possible responses. Ask:
  Who's talking? (A man and a woman.)
  What are they reading? (Movie reviews in a newspaper.)
  Which movie have they already seen? (*Fracas in Caracas.*)
- Have students compare answers in pairs. Have them listen again to confirm answers, if necessary. Ask *Were any of your guesses at the beginning of the exercise correct?*

AUDIOSCRIPT

M: Here are the movie reviews.
F: What do they say about *Follow Me to Rio*?
M: Hmmm. Follow . . . Me . . . to . . . Rio . . . Oh, here. "Wonderful love story. Very romantic." How about that?
F: Hmmm. I'm not sure. What do they say about *Streets of Saigon*?
M: "This weird movie starts out as a police drama but, incredibly, ends up as an animated children's film." Sounds too weird for me. Let's forget *that* one. Here. This sounds great. *Clouds Over Mount Fuji.* "Unforgettable."
F: I don't know. I saw the trailer. It doesn't sound that interesting to me. What else is there?
M: *Hamlet, the Musical.* Have you heard about that one? It's a musical of the famous Shakespeare tragedy. What do you think of that?
F: Not much, actually. Sounds really silly.
M: Well, what about *Inside the Sahara*? I think that's a documentary—your favorite, right?
F: Isn't that a Matson film? I don't think that's a documentary. His films are always very violent. Yeah—look here at the review. "Only for the brave. Very violent. Children under seventeen not admitted." That's not for me.
M: Well, that leaves only one other film: that comedy *Fracas in Caracas*, which we've already seen. I'd rather not see it again, would you?
F: Actually, no. It was pretty funny, but once is enough. It wasn't the best thing I've ever seen, anyway.
M: Well, it sounds like *Follow Me to Rio* is it. How about you follow me to the movies!
F: Deal!

Language and culture

- A *trailer* is a movie preview that is shown in movie theaters before the full-length film. It's a short advertisement that includes scenes from the movie and is designed to make viewers want to see it.
- A *fracas* is a noisy fight. This term usually appears in writing and is rarely used in spoken English.

Option: **[+10 minutes]** To extend the activity with speaking practice, have students work in small groups to discuss which movie they would choose to see. Encourage them to give reasons; for example, *I'd choose to see* Streets of Saigon. *I like police dramas and animation, and I really love weird movies.*

B Complete the conversations . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Tell students to use the pictures to identify the film genres. Then have them write the genres in the appropriate blanks. If necessary, write the words they will need to complete this exercise on the board: *comedy, action, science fiction, musicals, drama.*
- Before students do the rest of the exercise, remind them to be aware of the placement of adverbial expressions (*lately, just, still,* etc.) and to look for past time references when deciding between using the simple past and present perfect.
- Review answers with the class.

C Complete each statement or question . . .

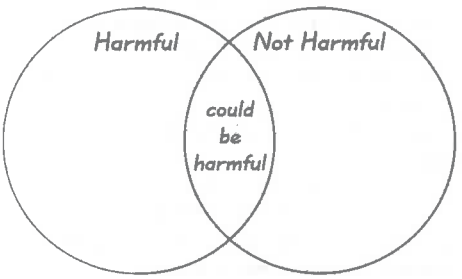
Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students underline times or dates in the past (2. last Tuesday; 3. I was a child; 6. 6:30.) and circle periods of time (1. Two weeks; 4. more than an hour; 5. over thirty years.) Point out that in item 3, *I was a child* functions as a time in the past.
- Review the present perfect with *since* + a time or date in the past and *for* + a period of time.
- Have students compare answers in pairs.

D Writing

Suggested teaching time:	15 minutes	Your actual teaching time:	

- To help students organize their arguments, draw the chart below on the board. Model possible arguments by inviting individual students to the board to fill in their ideas.
- Have students fill in the chart with their own ideas. Then have them use the chart to help them write their paragraphs. Also refer students to the article on page 22 and the opinions on page 23 for ideas.



Option: WRITING BOOSTER (Teaching notes p. T140)

ActiveTeach Multimedia Disc
- Graphic Organizers
- Writing Process Worksheets

LESSON PLAN

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to look over the picture.

Pair work 1

Suggested teaching time:	12 minutes	Your actual teaching time:	

- To introduce the activity, call on a volunteer to read the movie titles and times at the top of the illustration. Tell pairs they will guess the genres, imagine what the movies are about, and choose actors to star in the movies. Read the model to the students.
- Refer students to the list of movie genres on page 18 and the list of adjectives to describe movies on page 20.
- Walk around the room as pairs work. Provide help as needed.
- As a class, have groups share their ideas about the movies.

Possible responses . . .

Cult of Blood is a horror movie. It's about a group of teens on vacation in Texas. People in their group die. It's pretty violent. The movie stars Kristen Stewart, Robert Pattinson, and Jackie Earle Haley.

Ticket to the Moon is an animated movie about some dogs that fly to the moon. It's a comedy. We chose Steve Carell and Cameron Diaz to star in this movie.

Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity by role-playing an example conversation with a more confident student.

Possible responses . . .

A: I'm sorry I'm late. I couldn't find a parking space.
B: I got tickets for *Ticket to the Moon* at 8:00. I hope that's OK.
A: I love a good science-fiction movie. How much do I owe?
B: Nothing. It's on me.
A: Thanks. Next time it's my treat.

A: Do you want to see *Ticket to the Moon*?
B: Actually, I'd rather not. The reviews were terrible.
A: How about *Cult of Blood* at 9:00?
B: OK. I like horror films. They say this one is very good.

A: So, what did you think of the movie?
B: Actually, not much. It was too weird.
A: I thought it was great.
B: Yes, but you like sci-fi films. I don't.
A: Well, that's what makes the world go 'round.

A: Which would you rather see—*Ticket to the Moon* or *Love in Paradise*? It doesn't matter to me.
B: Well, I've already seen *Ticket to the Moon*.
A: I just hope *Love in Paradise* isn't silly.
B: My friend said it was the best romantic drama she's ever seen.

Option: **[+10 minutes]** To challenge students, have them make up short reviews for each movie in the picture. Make sure they include the genre and use at least two adjectives.

Option: Oral Progress Assessment

- Use the illustration on page 25 for an oral test. Encourage students to use the language in this unit.
- Invite a student to role-play a conversation with you. Play the role of the woman holding the tickets, and have the student play the role of the man.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

• Oral Progress Charts

Option: *Top Notch* Project

Have students prepare real movie reviews and then present their reviews to the class.

- Write on the board a list of things students can include in their reviews. For example: *title, genre, movie stars, director, what the movie is about, adjectives to describe the movie.*

Idea: Students research movies in ads or on the Internet and prepare posters with pictures and their own written reviews.

- When the groups have finished their reviews, have a spokesperson from each group read the review(s) to the class.

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers: pearsonlongman.com/topnotch/**

And on your ActiveTeach Multimedia Disc:
Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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ORAL REVIEW

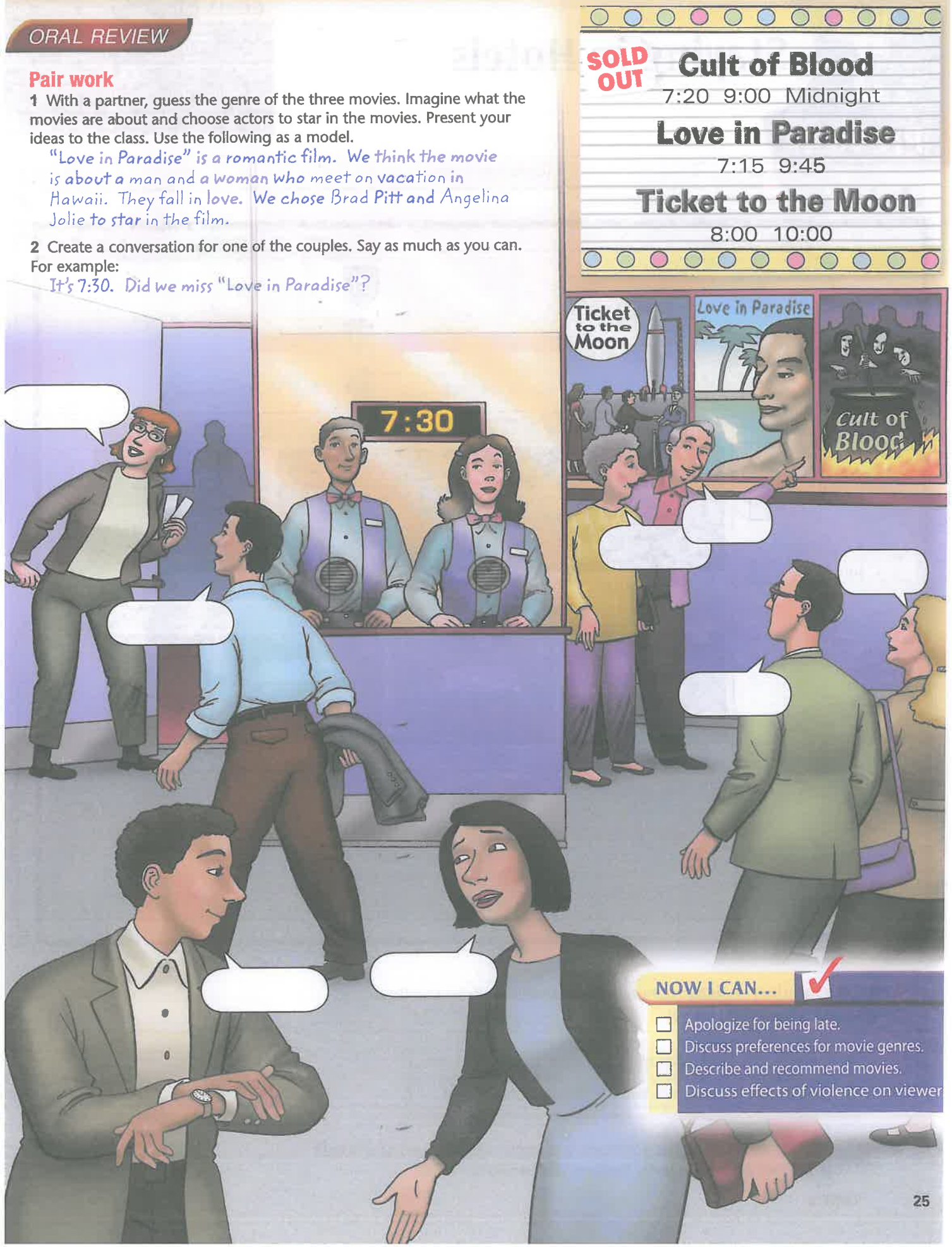
Pair work

1 With a partner, guess the genre of the three movies. Imagine what the movies are about and choose actors to star in the movies. Present your ideas to the class. Use the following as a model.

"Love in Paradise" is a romantic film. We think the movie is about a man and a woman who meet on vacation in Hawaii. They fall in love. We chose Brad Pitt and Angelina Jolie to star in the film.

2 Create a conversation for one of the couples. Say as much as you can. For example:

It's 7:30. Did we miss "Love in Paradise"?



NOW I CAN...

- ☐ Apologize for being late.
- ☐ Discuss preferences for movie genres.
- ☐ Describe and recommend movies.
- ☐ Discuss effects of violence on viewer

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UNIT 3

Staying in Hotels

Preview

GOALS After Unit 3, you will be able

1 Check into a hotel.
2 Leave and take a message.
3 Request housekeeping services.
4 Choose a hotel.

Top Notch Hotels

http://www.topnotchhotels.com

TOP NOTCH HOTELS

Top Notch Hotels Online Reservations

Luxembourg

Hong Kong

San Diego

Click on your choices. Then check availability.

Date of Arrival
July 7

Date of Departure
July 14

Number of Guests
Adults 2
Children 2

Smoking
Non-smoking X

Room Type

Type of Bed

Check Availability

Room Type

Single | Double | Suite

Type of Bed

Twin | Queen-size | King-size | Rollaway

Hotel Services
We'll never let you down!

- 24-hour room service
- In-room minibar
- Free Internet service
- Full-service business center
- Laundry / Shoe-shine service
- Free airport shuttle
- Wake-up service
- Fitness / Exercise room
- Pool and sauna
- Babysitting service
- Magazine / Gift shop
- Concierge
- Currency exchange
- Baggage / Bell service
- Multilingual staff

2:02

A Vocabulary • ***Hotel room types and features*** Read and listen. Then listen again and repeat.

1 smoking
2 non-smoking
3 a single room
4 a double room
5 a suite
6 a twin bed
7 a queen-size bed
8 a king-size bed
9 a rollaway bed

B Pair work Have you—or has someone you know—ever stayed at a hotel? Tell your partner about the hotel features and services.

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UNIT 3

Staying in Hotels

Preview

Before Exercise A, give students a few minutes of silent time to examine the website.

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- For a warm-up, ask *Do you know names of hotel chains?* (Hilton, Intercontinental, Marriott, etc.)
- Have students skim the list of hotel services. Explain vocabulary as needed. For example, a *concierge* is a person who provides special services such as booking tours or making restaurant reservations.
- Ask *What are the benefits of making online hotel reservations?* (Possible responses: You can access hotel information from anywhere at any time; you can see pictures of the rooms; you can get information about hotel services; you can check availability and make reservations without a phone call.)

FYI: Exercise F on page 27 will cover hotel services in more detail.

Language and culture

- *To let someone down* means to disappoint someone. For example, *We'll never let you down* means you will never be disappointed with our services.
- A *suite* is a group of rooms that connect together.

A Vocabulary

Suggested teaching time:	2–5 minutes	Your actual teaching time:	

- To prepare students for the activity, have them skim the list of words and phrases. Tell students to scan the website for each term and to look at the pictures to help them understand.
- After students read and listen once, ask:
  How many beds are in a single room? (One.) *In a double room?* (Two.)
  Which is bigger, a twin or a queen-size bed? (A queen-size bed.)
  Which is smaller, a king-size bed or a rollaway? (A rollaway.)
  What type of room do you prefer in a hotel?
  When is a suite a good choice? (Possible responses: When the hotel guest needs a meeting room; when the hotel guest wants to work.)
- Have students listen again and repeat.

Language and culture

- A *single room* can also be called a *single*, and a *double room* can be called a *double*. Beds can also be called *a twin* (the same as a single), *a queen*, *a king*, and *a rollaway*. A *full-size* or *double bed* is larger than a twin and smaller than a queen. *Smoking* and *non-smoking* are abbreviations for *smoking room* and *non-smoking room*.

Option: **[+10 minutes]** On the board, write the list of possible hotel guests below. Have students work in pairs to decide the best hotel room features for these guests, using the pictures to help them. Then have students form groups of four and have them share their ideas.

Possible Hotel Guests

1. *a student, non-smoker*
2. *a family of five non-smokers (parents and three small children)*
3. *a husband and wife, smokers*
4. *two friends, non-smokers*
5. *two co-workers, one smoker*

• **Vocabulary Flash Cards**

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- For a warm-up, poll the class. Ask *Has anyone here ever stayed in a hotel? Who stays at hotels often? How often?*
- After pairs discuss the question in the book, ask students to share their opinions with the class. If students have never stayed in a hotel and don't know anyone who has, tell them to imagine what type of room they would like to stay in. Have them compare ideas with a partner.

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C Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to look at the photos. Ask:
  Where are the people? (In a hotel.)
  Who are the people? (A guest and a hotel clerk.)
  What is the woman doing? (She is either entering or leaving the hotel.)
- Have students read and listen to the conversation. Check comprehension by asking:
  What is the woman at the desk doing? (She's checking out, leaving the hotel.)
  Did she enjoy her stay? (Yes, it was satisfactory; very nice.)
  Does the woman pay with cash or a credit card? (With a credit card.)
  How is the woman getting to the airport? (She's taking the shuttle.)
  Who is going to help her with her luggage? (The bellman.)
  What does she want to do first? (Buy a newspaper at the newsstand.)

Language and culture

- *Check out* means to pay one's bill and leave a hotel. It is the opposite of *check in*.
- The term *ma'am* is a polite form of address for a woman, used without her last name. The term *Miss* is also used, usually for a younger woman. For a man, the term *sir* is used. In contrast, *Ms.* or *Mr.* is used together with a person's last name; for example, Ms. Hong.

FYI: The construction *had better* will be taught on page 28. If a student asks the meaning of *I'd better ask*, explain that the meaning is similar to *should*.

D Focus on language

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students for the activity, point out the underlined words in the Photo Story. Read them or call on a student to read them aloud.
- As pairs match words from the story with the definitions in the exercise, walk around the room and help students as needed.
- Review answers and explanations with the class.
- Say *Scan the Photo Story for another use of the word just* (The fourth line from the end *"I'll just be a minute"*). Ask *How else could you phrase that statement?* (I'll only be a minute.)

E Think and explain

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity by calling on a student to read the first sentence and then the sample answer in quotations.
- Have students skim the Photo Story individually to find the answers. Walk around the room and help students as needed.
- Have students compare answers in pairs. If necessary, review answers with the class.

Option: **[+10 minutes]** To challenge students, have pairs create a series of true and false statements for another pair to answer using the information in the Photo Story. Tell students not to use the four items from the exercise. Help students as needed. Then have pairs exchange statements with another pair and decide which statements are true or false.

F Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To ensure comprehension, have students read the names of the hotel services in the list on page 26 to themselves. Then ask about services and call on individuals to explain them. For example:
  A: *What is [a wake-up service]?*
  B: *A wake-up service provides a phone call to wake a hotel guest up at a requested time.*
- After pairs complete the exercise, have them discuss which services they think are important.
- Review answers with the class. Ask students to share the services they wrote.

• **Vocabulary Flash Cards**

EXTRAS (optional)

- **Workbook: Exercises 1–4**

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2:03

C Photo story Read and listen to someone checking out of a hotel.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Guest: Good morning. I'm checking out of Room 604.
Clerk: I'll be happy to help you with that. Was your stay satisfactory?
Guest: Yes. Very nice. Thanks.
Clerk: Did you have anything from the minibar last night?
Guest: Just a bottle of spring water.
Clerk: OK. Let me add that to your bill.

Clerk: And would you like to put this on your Vista card?
Guest: Yes, I would, please.
Clerk: Here you go, ma'am. Thank you for staying at the Top Notch Hotel. Will you be taking the shuttle to the airport?
Guest: Yes, I will.

Clerk: Well, the next shuttle will be arriving shortly. I'd better ask the bellman to give you a hand with your luggage.
Guest: Thanks. Actually, I'd like to pick up a paper at the newsstand. I'll just be a minute.
Clerk: No problem. The bellman will let you know when the shuttle's here.

Guest: Korean speaker

D Focus on language Find an underlined word or expression in the Photo Story with the same meaning as each of the following.

1 pay with	2 help	3 leaving	4 OK	5 only	6 soon
put this on	give you a hand	checking out of	satisfactory	just	shortly

E Think and explain All the following statements are false. Explain how you know they are false.

1 The guest is staying for a few more days.
2 The guest has complaints about the hotel.
3 The guest pays the bill in cash.
4 The shuttle is arriving in an hour.

"The guest says, 'I'm checking out.'"

2. The guest says her stay was very nice.
3. The guest says she'd like to put this on her Vista card.
4. The clerk says the shuttle will be arriving shortly.

F Pair work Match each picture with a hotel service from the website on page 26. Then explain which services are important and which are not.

"Wake-up service is important. If you oversleep, you can miss a meeting or a tour."

1 Babysitting service

2 Wake-up service

3 Baggage/bell service

4 Shoeshine service

5 Airport shuttle

6 Laundry service

7 In-room mini-bar

8 Room service

9 Internet service

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LESSON 1

GOAL Check into a hotel

GRAMMAR had better

Use had better and the base form of a verb to warn of a possible negative result. It is a stronger form of advice than should.

They'd **better make** a reservation right away. (The hotel is almost full.)
You'd **better not check out** late. (There is a late-checkout fee.)

Remember: To give a suggestion or advice, use should and the base form of a verb.

You **should make** reservations right away.
She **shouldn't forget** her passport.

The negative form shouldn't is more common in questions than had better.

Shouldn't we **call** the airline first? { We'd **better.** There could be delays. / We'd **better not.** There's no time.

Contractions
had better = 'd better
had better not = 'd better not

Note: In spoken English, had better is almost always contracted.

GRAMMAR BOOSTER ▸ p. 125

- *Obligation: have to / must, common errors*
- *Suggestions and advice: could / should / ought to / had better*
- *Expectation: be supposed to*

A Grammar practice Complete the conversations. Use a verb from the box and a contraction of had better or had better not, depending on the meaning.

arrive	ask	be	call	hurry	walk

1 A: Is the gift shop still open?
B: Yes, it is. But you 'd better hurry. It closes in five minutes.

2 A: When does the sales meeting begin?
B: At 2:00 sharp. We 'd better not be late.

3 A: Do you think I could walk to the museum from here?
B: Well, it looks like rain. You 'd better not walk.
You should take a taxi instead.

4 A: Do you think we could get a table at Carlo's for dinner on Friday?
B: Well, it gets pretty busy. You 'd better ask the concierge to make a reservation for you.

5 A: Hello, front desk? I'm trying to connect to the Internet but I can't seem to get online.
B: I'm so sorry. I 'd better call the business center for you. They can send someone up to check it.

6 A: Is the fitness center open early tomorrow?
B: Yes. It opens at 7:00. But you 'd better arrive early.
It gets very crowded after 7:30.

B Find the grammar Look at the Photo Story on page 27 again. Circle one use of had better. Explain the possible negative result, using could.

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GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the structure, call on a student to read the first point and example sentences in the Grammar box. After the examples have been read, ask *What is the possible negative result?* (There aren't going to be rooms available. / You're going to have to pay a late fee.)
- Point out that the negative result is not always direct. Sometimes the context provides a clue to the negative result.
- Read the Remember note in the Grammar box. Write on the board the example sentences, replacing *should / shouldn't* with *had better / had better not*. Ask *How are the sentences different?* (The sentences using *had better* are more urgent because they warn of a possible negative result. The *should* sentences give advice but say nothing about possible results.)
- Ask a volunteer to read the last point in the Grammar box. Ask *What are the possible negative results in the answers?* (There could be delays. There is no time.)
- Call attention to the note on contractions.

Option: GRAMMAR BOOSTER (Teaching notes p. T125)

A Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- After students complete the exercise, have them compare answers with a partner.
- Review answers with the class. Write on the board, *What is the possible negative result in each situation?* Point out that the negative results are not directly stated but only suggested. (Possible responses: 1. You aren't going to be able to buy what you need. 2. We're going to get in trouble. 3. You're going to get wet. 4. They're not going to get a table. 5. The front desk isn't going to be able to give you good advice. 6. You're not going to be able to use the equipment you want.)

Language and culture

LCN **From the Longman Corpus:** English learners of all language backgrounds use the non-contracted *had better* about four times as often as native speakers. Native speakers use the contracted form most of the time in spoken English. It is also very common for native speakers to drop the word *had* when speaking; for example *You better not be late.* However, *had* is almost always used in written English.

B Find the grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students locate the use of *had better* in the Photo Story, ask *What is the negative result?* (You're going to miss the shuttle.)
- Tell students to replace *I had better* with *I should*. Ask *How is the sentence different?* (There is less urgency. It's unclear if the clerk is going to call for the bellman right away.)

AUDIOSCRIPT Continued, for page T29 (C Listening comprehension)

CONVERSATION 3 [M = Vietnamese]

M: Hi. I have a reservation under the name Nguyen. That's N-G-U-Y-E-N.
F: Good morning, and welcome, sir. May I have your charge card?
M: Here you go.
F: OK. That's a double for three nights. Did you want a queen or a king-size bed?
M: A queen is fine.
F: And you reserved a smoking room?
M: Correct. Is it too late to get breakfast?
F: Actually, the restaurant closes in ten minutes. You'd better go ahead and have some breakfast now. I can finish checking you in afterward. You can leave your bags with the bellman.
M: Thanks.

CONVERSATION 4

F1: Hi, I'm checking in. The reservation's under the name Anderson.
F2: Yes, ma'am. That's a double room—smoking?
F1: A double room? Actually, I reserved a suite. Non-smoking.
F2: I'm so sorry, ma'am. Let me check again.
F1: I have important meetings all week. So I really need that suite.
F2: I'm sorry . . . that was Janet Anderson, right?
F1: Janet? (laughs) I'm sorry. It's Diane. Diane Anderson. D-I-A-N-E.
F2: Diane Anderson . . . Oh, I do apologize. I'm showing an executive suite for you, non-smoking with a king-size bed.
F1: Thank you!
F2: I'll get the bellman to help you with your bags.
F1: Actually, that won't be necessary. I'm fine.

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Say "Let's see" to indicate you're checking information.
- Make a formal polite request with "May I ___?"
- Say "Here you go" when handing someone something.
- Use "By the way" to introduce new information.

- Have students look at the picture. Ask *Who are the people?* (A guest and a hotel clerk.) *What is the woman giving the clerk?* (Her credit card.)
- After students have read and listened to the conversation, write the phrases below on the board. Ask students to explain them or to suggest other ways of saying them.
  - *the name's Baker* (My name is Baker. OR The reservation is under the name Baker.)
  - *a double* (One double bed.)
  - *non-smoking* (You can't smoke in the room.)
  - *you'd better* (You really should . . .)

Option: **[+5 minutes]** To extend the activity, have students listen again. Ask:
Is the woman arriving or leaving? (Arriving: "I'm checking in.")
How many nights is Ms. Baker staying at the hotel? (Two nights.)
How is she going to pay for the room? (With a credit card.)
What time do you think it is? (Almost 9:00; the restaurant is going to close soon.)

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line. Make sure they:
  - use rising intonation for *Non-smoking?*
  - say *By the way* without pausing between words
  - use rising intonation after . . . *is the restaurant still open?*

Option: **[+2 minutes]** For additional practice with fluency, have students use the version of the Conversation Model without pauses. Tell them to try to speak in unison with the audio.

C Listening comprehension

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Be sure students understand these expressions: *On a high floor* means not near the ground floor; to *give someone a hand* means to help someone do something.
- Have students listen to the conversations and complete the chart.
- To check their answers, have students listen again and then compare their answers in pairs.
- Review answers with the class.

AUDIOSCRIPT

CONVERSATION 1 [F = Indian]
F: I'm checking in. The name is Patel. P-A-T-E-L.
M: Welcome, Ms. Patel. You wanted a room on a high floor. That's a king-size bed for two nights, correct?
F: That's right.
M: Smoking or non-smoking?
F: Non-smoking, please.
M: Are all those bags yours, ma'am?
F: Yes, they are. My husband is arriving shortly.
M: Well, I'd better get the bellman to give you a hand.
F: Thank you.

CONVERSATION 2
M: Hi, I'm checking in. The name's Lewis.
F: Yes, sir. That's a single—non-smoking—with a twin bed?
M: There must be some mistake. My wife and son are joining me tonight. I'm sure I asked for a king-size bed and a rollaway.
F: I'm so sorry, sir. Let me check . . . OK. No problem. We have a room available with a king-size bed. I'll ask the bellman to bring up that rollaway for you right away.
M: Thanks.

AUDIOSCRIPT continues on page T28.

ActiveTeach Multimedia Disc • Learning Strategies

NOW YOU CAN Check into a hotel

A Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Tell students to look at the hours of operation of the various facilities in the pictures. Ask volunteers to read the captions. Ask *Which of these facilities are important to you in a hotel?*
- Give students a few moments to brainstorm other facilities at hotels they might use.
- Be sure to reinforce the use of the conversation strategies. For example, make sure students pause and check information after saying "Let's see."
- Model the activity by role-playing a conversation with a more confident student.

Language and culture
- Notice the American English spelling of *center*. In other varieties of English, the word is spelled *centre*.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Change partners

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Tell students to form new pairs by working with the person on their left.
- If time permits, have volunteers present their conversations to the class.

EXTRAS (optional)

- **Workbook: Exercises 5–7**
- **Copy & Go: Activity 9**

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CONVERSATION MODEL

A 2:04 Read and listen to someone checking into a hotel.

A: Hi. I'm checking in. The name's Baker.
B: Let's see. That's a double for two nights. Non-smoking?
A: That's right.
B: May I have your credit card?
A: Here you go. By the way, is the restaurant still open?
B: It is. But you'd better hurry. It closes at 9:00.

B 2:05 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

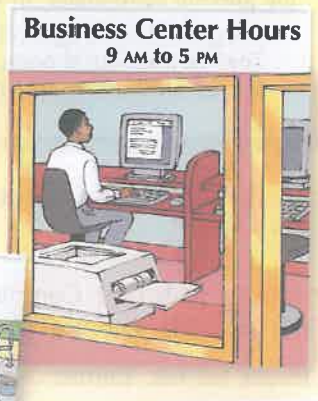
C 2:06 **Listening comprehension** Listen to guests checking into a hotel. Complete the information about what each guest needs.

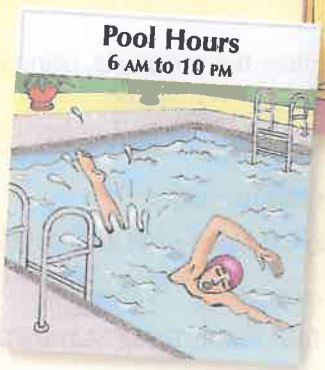
	Type of bed(s)	Non-smoking?	Bell service?
1	king-size	☑	☑
2	king-size & rollaway	☑	☑
3	queen	☐	☑
4	king-size	☑	☐

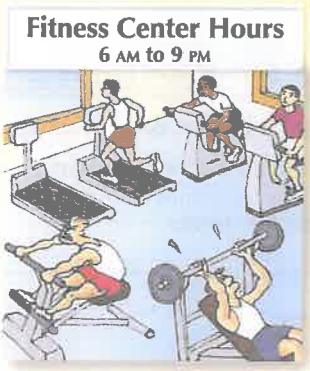
NOW YOU CAN Check into a hotel

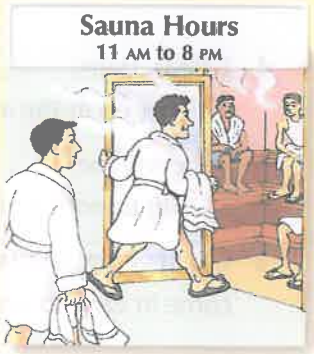
A Pair work Change the Conversation Model to role-play checking into a hotel. Discuss room and bed types and ask about hotel facilities. Imagine the time is now 8:30 P.M. Use the pictures or your own ideas. Then change roles.

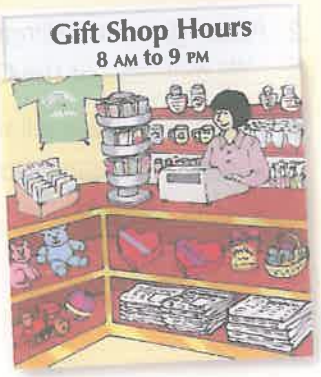
A: Hi, I'm checking in. The name's ..... .
B: Let's see. That's a ..... for ..... night(s). Non-smoking?
A: ..... .
B: May I have your credit card?
A: ..... . By the way, is the ..... still open?
B: ..... .











B Change partners Practice the conversation again. Discuss other room and bed types and hotel facilities.

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LESSON 2

GOAL Leave and take a message

CONVERSATION MODEL

2:07

A Read and listen to someone leave a message.

A: Hello? I'd like to speak to Anne Smith. She's a guest.

B: I'll ring that room for you . . .
I'm sorry. She's not answering. Would you like to leave a message?

A: Yes. Please tell her Tim Klein called.
I'll meet her at the hotel at three this afternoon.

B: Is that all?

A: Yes, thanks.

2:08

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The future with will*

Use will or won't and the base form of a verb to talk about future plans.

He **will call** back tomorrow.
We **won't be able to** join you for lunch.
Will she **meet** us at the restaurant?
Will they **take** a taxi to the hotel?

Contractions

I will	=	I'll
she will	=	she'll
they will	=	they'll
He will not	=	He won't

Note: will / won't be able to has the same meaning as can / can't.

We **won't be able to join** you for lunch. = We **can't join** you for lunch.

Remember: You can also talk about the future with be going to, the present continuous, or the simple present tense.

I'**m going to call** again at 4:00.
They'**re meeting** at noon at the hotel.
She **arrives** on PanAir Flight 24 tomorrow.

GRAMMAR BOOSTER ▸ p. 127
- *Other uses of will*
- *Will vs. be going to*

A **Find the grammar** Look at the Conversation Model again. Circle two uses of will.

B **Grammar practice** Complete the messages, using will or won't and the base form of the verb. Use a contraction when possible.

1 Please tell Ms. Yalmaz ..... I'll call ..... back later.
(I / call)

2 Please give Mr. Ballinger this message:
..... We won't be ..... at the Clayton Hotel until after 5:00.
(We / not / be)

3 Could you please tell the concierge ..... I'll need ..... a dinner reservation for four at the Three Seasons tonight at 7:00?
(I / need)

4 Tell Ms. Harris ..... her brother won't be able to ..... pick her up at the airport before 6:00, please.
(her brother / not / be able to)

5 Tell everyone ..... the conference will start ..... at 3:00 tomorrow, London time.
(the conference call / start)

6 Could you please tell Mrs. Park ..... she'll have to ..... come in early tomorrow?
(she / have to)

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Say "Would you like to leave a message?" if someone isn't available.

- Have students look at the pictures. Ask:
  What are the people in the pictures doing? (Talking to each other on the phone.)
  What is the woman wearing on her head? (A telephone headset.)
- To check understanding, have students read and listen again and then ask comprehension questions:
  What is the name of the caller? (Tim Klein.)
  Who is he calling? (Anne Smith.)
  Where is he calling her? (At her hotel.)
  What message does he leave for her? (He'll meet her at the hotel at 3:00 this afternoon.)

Language and culture
- Another common way to say *She's not answering* is *There's no answer.*
- *to ring* means to phone or to call someone. In North America, *ring* is usually used by receptionists; *call* is used more frequently in other situations.
- *Is that all?* in this situation means *Is that the entire message?* Be sure to use rising intonation with this question.

B Rhythm and Intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Hello?* and falling intonation for *I'd like to speak to Anne Smith.*
  - put stress on *Anne Smith* and on *Tim Klein.*
  - use rising intonation for *Would you like to leave a message?* and *Is that all?*
- Explain to students that rising intonation is especially important with the question *Is that all?* If the intonation is flat or goes downward, the question can sound rude.

GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- As you introduce the first grammar rule, highlight that *will / won't* are used with the base form of a verb.
- Point out to students that the short answer with *will*, as with other modals, appears without the base form and that in affirmative short answers *will* is not contracted, but in negative short answers *will* is contracted. For example:
  A: *Will you be at the party tomorrow?*
  B: *Yes, I will. / No, I won't.*
- As you read the Remember tip and the example sentences, point out the future time (4:00) used with the present continuous and the future time word (tomorrow) used with the simple present tense.

FYI: Although grammar books often provide clear usage distinctions between the forms above with future meaning, these distinctions are rarely observed in practice. In spoken English, the form that is used often depends on the formality of the conversation.

Language and culture
- *Can't* and *won't be able to* are often used to soften refusals that would sound harsh if stated directly. For example, *I can't / won't be able to meet you for lunch.* sounds much more polite than *I won't meet you for lunch* or *I'm not going to meet you for lunch.*

Option: GRAMMAR BOOSTER (Teaching notes p. T127)

• Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students complete the activity, review the answers with the class. (I'll ring that room . . .; I'll meet her . . .) To contextualize the grammar, tell them to find two examples of the future with *will* in the conversation.

B Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students, tell them to skim the sentences. *Which two sentences are negative?* (Items 2 and 4.) *How do you form the negative with* will? (Won't.)
- After students complete the exercise, have them compare answers in pairs.
- Review answers with the class and answer any questions.

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C Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students skim the phrases on the message slips.
- Have students listen and complete as much of each message slip as they can.
- Tell students to listen again and fill in any information they missed. Students can compare answers in groups.

Language and culture

- *You got it* is a very informal simplification of *You've got it*, meaning *No problem, I'd be happy to do that for you.* This informal expression is often used in office settings or classrooms, but in more formal situations, it is not appropriate.

AUDIOSCRIPT

CONVERSATION 1
M: Hi. Can I speak with Judy Diller, please?
F: You bet. Who shall I say is calling?
M: Marc Pearl.
F: Oh, I'm sorry, Mr. Pearl. She stepped out. Can I take a message?
M: Sure. Please tell her I called. I'll be at the Savoy Hotel for the next two days. I'd like her to call me back.
F: You got it. Could you spell your last name for me?
M: Of course. P-E-A-R-L.

CONVERSATION 2 [F = Australian English]
F: Hello. I'd like to speak to a guest named Hank Pitt.
M: I'll ring him up for you . . . I'm sorry. There's no answer. Would you like to call back later?
F: Actually, I'd like to leave a message. Please tell him Vicky Denkus called. I'll be at 444-0987 till six o'clock. He can call me at that number.
M: That's D-E-N . . .
F: D-E-N-K-U-S.
M: I'll give him your message, Ms. Denkus.

CONVERSATION 3
F: Hi. This is Carol Braun calling. Is Collin Mack in?
M: No, he isn't, ma'am. He's out of the country till next week.
F: Oh. Well, can you give him a message for me?
M: Of course.
F: Please tell him Carol Braun called. That's B-R-A-U-N. And I'll call him again next week.
M: Very good.

CONVERSATION 4
M: Hello. I'd like to speak with Patricia Carlton in Room 1408.
F: One moment, please . . . Sorry, sir. There's no answer at that extension. Would you like to leave a message?
M: Yes, please. This is Sam Hill calling. H-I-L-L. I'll definitely be at the meeting at 3:00. So I'll see her then.
F: I'll see that she gets your message.

PRONUNCIATION

A Notice that each contraction . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students read the sentences. Make sure they pronounce each contraction as one syllable and then have them listen to the audio to check.
- Ask volunteers to express the complete subject and verb in each sentence. (1. I will call; 2. She will be; 3. He will bring; 4. We will need; 5. You will have; 6. They will meet.)
- Have students listen again and repeat in the pauses.

• Pronunciation Activities

B Look at the message slips . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students work in pairs..

NOW YOU CAN Leave and take a message

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write the questions below on the board. Make sure that students answer the questions in each message.
  1. *Who are you calling?*
  2. *What is the phone number?*
  3. *What do you need to tell this person?*
- Walk around the room and help students as needed.

B Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Make sure students fill out the form completely.

Don't stop! Extend the conversation. Encourage students to use the ideas in the box to continue their conversations. Point out the language in the Recycle box. Have them mark the number of times they hear their partner use each phrase.

- If possible, make the exercise more authentic by seating students back to back with their partners while they do their role plays.
- Model extending the conversation by role-playing a phone call with a more confident student. Be sure to model language such as *Could you repeat that?* and *How do you spell that?* to encourage students to dictate phone numbers and the spelling of their names as they role-play phone calls.
- Have pairs role-play their phone calls. Tell students to write down each message and to check with their partners to make sure they understood it correctly.

• Conversation Pair Work Cards
• Learning Strategies

C Change partners

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Assign students new partners and have them create new conversations, leaving new messages. Walk around the room and listen for the use of recycled language.
- Invite pairs to share their role plays with the class.

EXTRAS (optional)

- Workbook: Exercises 8–12
- Copy & Go: Activity 10

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C 2:09 **Listening comprehension** Listen to the phone messages. Then listen again and complete each message slip, according to the information you hear. Use the future with will in each message.

1 **PHONE MESSAGE**
FOR: Judy Diller
FROM: ☑ Mr. ☐ Ms. ☐ Mrs. ☐ Miss Pearl
☑ Please call ☐ Will call again
☐ Wants to see you ☐ Returned your call
Message: He'll be . . . at the Savoy Hotel for two days.

2 **PHONE MESSAGE**
FOR: HANK PITT
FROM: ☐ Mr. ☑ Ms. ☐ Mrs. ☐ Miss Vicky Denkus
☑ Please call ☐ Will call again
☐ Wants to see you ☐ Returned your call
Message: She'll be at 444-0987 till 6:00.

3 **PHONE MESSAGE**
FOR: Collin Mack
FROM: ☐ Mr. ☐ Ms. ☐ Mrs. ☐ Miss Carol Braun
☐ Please call ☑ Will call again
☐ Wants to see you ☐ Returned your call
Message: She'll call next week.

4 **PHONE MESSAGE**
FOR: Patricia Carlton
FROM: ☑ Mr. ☐ Ms. ☐ Mrs. ☐ Miss Sam Hill
☐ Please call ☐ Will call again
☐ Wants to see you ☐ Returned your call
Message: He'll be at the meeting at 3:00. He'll see you then.

PRONUNCIATION *Contractions with will*

A 2:10 Notice that each contraction is one syllable. Read and listen. Then listen again and repeat.

1 I'll call back later.
2 She'll be at the Frank Hotel.
3 He'll bring his laptop to the meeting.
4 We'll need a taxi.
5 You'll have to leave at 6:30.
6 They'll meet you in twenty minutes.

B Look at the message slips you wrote in Exercise C above. Read each message aloud, using the correct pronunciation of the contracted form of will.

NOW YOU CAN Leave and take a message

A Frame your ideas On a separate sheet of paper, write four messages you could leave someone.

B Pair work Change the Conversation Model, using your own messages. Your partner completes the message slip. Then change roles.

A: Hello? I'd like to speak to ..... .
B: I'm sorry. ..... . Would you like to leave a message?
A: Yes. Please tell ..... .
B: Is that all?
A: ..... .

Don't stop!
- Leave another message.
- Confirm that you've understood the message correctly.
- Ask for more information.

WHILE YOU WERE OUT . . .
FOR: _____
☐ Mr. ☐ Ms. ☐ Mrs. ☐ Miss _____ called.
Phone: _____
☐ Please call back
☐ Will call again
Message: _____

Be sure to recycle this language.
How do you spell your last name?
Could you please spell that for me?
Could you please repeat that?
What's your ___ ?

C Change partners Leave other messages.

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LESSON 3

GOAL Request housekeeping services

BEFORE YOU LISTEN

A 2:11 **Vocabulary** • ***Hotel room amenities and services*** Read and listen. Then listen again and repeat.

We need...

extra towels.

extra hangers.

skirt hangers.

an iron.

a hair dryer.

Could someone...

make up the room?

turn down the beds?

pick up the laundry?

bring up a newspaper?

take away the dishes?

B **Expand the vocabulary** Complete the statements with other items you know. Then compare items with a partner.

1 We need extra glasses and coffee cups .
2 We also need ..... .
3 Could someone pick up my ..... ?
4 Could someone bring up ..... ?
5 Could someone take away the ..... ?

Ideas
- dirty towels
- breakfast / lunch / dinner
- bags / luggage
- a coffee maker
- a rollaway bed
- laundry bags
- (your own idea) ___

LISTENING COMPREHENSION

A 2:12 **Listen for main ideas** Decide if the guests are satisfied or not. Then explain your answers.

Room 586
☑ Satisfied
☐ Not satisfied

Room 587
☐ Satisfied
☑ Not satisfied

B 2:13 **Listen for details** Listen again and complete each statement.

Room 586
The guest wants someone to take away the dishes, bring up extra towels and a hairdryer, and pick up a load of laundry .

Room 587
The guest wants someone to make up the room, bring up skirt hangers, and turn down the beds .

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to look at the pictures and read the hotel room items and services.
- Have students listen and practice. If it is likely they have stayed in a hotel, ask *Which items do you often need in a hotel? Which services have you requested in a hotel?* If you teach young students, ask them which services their parents might need or have requested.
- Ask students to listen and practice again.

Language and culture

- Students may also hear the expression *bring over a newspaper. Bring over* is used when the speaker is on the same floor; *bring up* is used when the speaker is on a higher floor. *Bring over* and *bring up* both imply physical movement toward the speaker.

Option: **[+5 minutes]** As an alternative, have students listen for the stressed words in each phrase and underline them. Review the answers as a class.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Expand the vocabulary

Suggested teaching time:	7 minutes	Your actual teaching time:	

- To prepare students, call on individuals to read the list of ideas. Make sure that students understand that *a rollaway bed* is a folding bed on wheels that can be rolled into and out of a room to provide an extra bed.
- Tell students to add their own idea to the list and then complete the exercise.
- Have students compare answers in pairs.

LISTENING COMPREHENSION

A Listen for main ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students that they will listen for the main idea: Whether the guests are satisfied or not. Have them complete the activity.
- Have students compare answers in pairs. Play the audio again to have students confirm their answers.

Option: **[+5 minutes]** For additional practice, have students role-play two-line phone calls to the front desk requesting different items and services. On the board, write:

A: We need an iron. Could someone bring extra hangers?
B: ___

Brainstorm possible responses for the hotel staff. (Possible responses: No problem. I'll take care of that right away. Of course. I'm sorry. Yes, sir / ma'am.)

AUDIOSCRIPT

CONVERSATION 1

M: Front desk. How may I help you?
F: Hi. This is Room 586 calling.
M: Hello, Mrs. Williams. Is everything OK?
F: Oh, fine. Thanks. Listen. We just finished breakfast. Could someone come and take the dishes away?
M: Of course, ma'am.
F: Also, I was wondering if someone could bring extra towels. Oh—and we could use a hair dryer, too.
M: No problem, ma'am. I'll take care of that right away. Anything else I can help you with?
F: Oh, I almost forgot! I have a load of laundry. Could someone pick that up?
M: No problem.

CONVERSATION 2

M1: Front desk. How may I help you?
M2: This is Room 587.
M1: Yes, Mr. Rogers. What can I do for you?
M2: Well, this place is a mess. I need someone to make up the room right away.
M1: I'm sorry, sir. I'll take care of that for you.
M2: And my wife needs some of those—what are they called—skirt hangers?
M1: Yes, sir. We can send some up for you.
M2: Wait, hold on. Here she is.
F: Hello? Front desk?
M1: Yes, Mrs. Rogers.
F: Last night nobody turned down the beds. I'd like turndown service every night, please.
M1: I'm so sorry, ma'am. If you want turndown service, we'll certainly make sure you get it.
F: I'd certainly appreciate it. I thought this was a nice hotel.
M1: My apologies, ma'am. You'll get turndown service tonight.
F: Thank you.

B Listen for details

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To preview the activity, have students read the statements before they listen. Then have them fill in the missing words as they listen. Tell them to listen again and fill in any missing information.
- Have students check answers in pairs.
- Review answers with the class. If necessary, play the listening again.

Option: **[+10 minutes]** As an alternative approach, draw the chart below on the board for students to copy. Tell students to take notes as they listen. Have students use their notes to complete the chart. Then have them compare answers in pairs.

Room 586	Room 587

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NOW YOU CAN Request housekeeping services

A Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Preview the activity by telling students to spend a few minutes studying the pictures.
- When students have finished, review the vocabulary by asking individuals what is happening in some of the pictures. Ask *What do these people need?*
- To support weaker students, refer them to the Vocabulary exercise on page 32 to review what to say to housekeeping.
- Have students work in pairs to tell each other what the guest might be saying and take notes.
- Review answers by asking pairs to share their answers.

Option: [+10–15 minutes] As an alternative approach, turn the exercise into an information-gap activity. Each pair will have a Student A and a Student B. Tell Students A to cover the right half of the page; they should look at the illustrations of the man's conversation. Tell Students B to cover the left side of the page; they should look at the illustrations of the woman's conversation. Write this example on the board:

A: What's happening in your first picture?
B: Well, the woman is ___

B Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To prepare students for the activity, have students read the language in the Recycle box. Ask volunteers to read each line, filling in any blanks with their own words. For example, *I need wake-up service.* Remind students of other responses they know for the front desk clerk (*No problem; Of course; I'm sorry; Yes, sir / ma'am*). Point out the rising intonation of *Is the ___ still open?* and the falling intonation of the other questions.

Don't stop! Extend the activity by using the ideas in the box to continue the conversation.

- Model the role play with a more confident student by playing the role of Student A.
- Walk around the room as students role-play. Encourage them to use all the language in the Recycle box. Help students as needed.
- Remind pairs to exchange roles of clerk and guest and to play the other guest in the illustration.

Possible responses . . .

I'd like to order (some) dinner / a snack / (some) lunch / (some) breakfast.
Could someone bring up an iron? / Can someone iron my shirt?
I've finished my meal. Could someone take away my dirty dishes? / Can I make a reservation for dinner? Is the sauna still open? / What time does the sauna close?
I don't have a skirt hanger. / Could someone bring a skirt hanger?
Could someone bring up a hair dryer / some extra towels?
I'd like someone to make up my bed.
Is the shop still open? / What time does the shop open / close?

EXTRAS (optional)

- **Workbook: Exercises 13–14**
- **Copy & Go: Activity 11**

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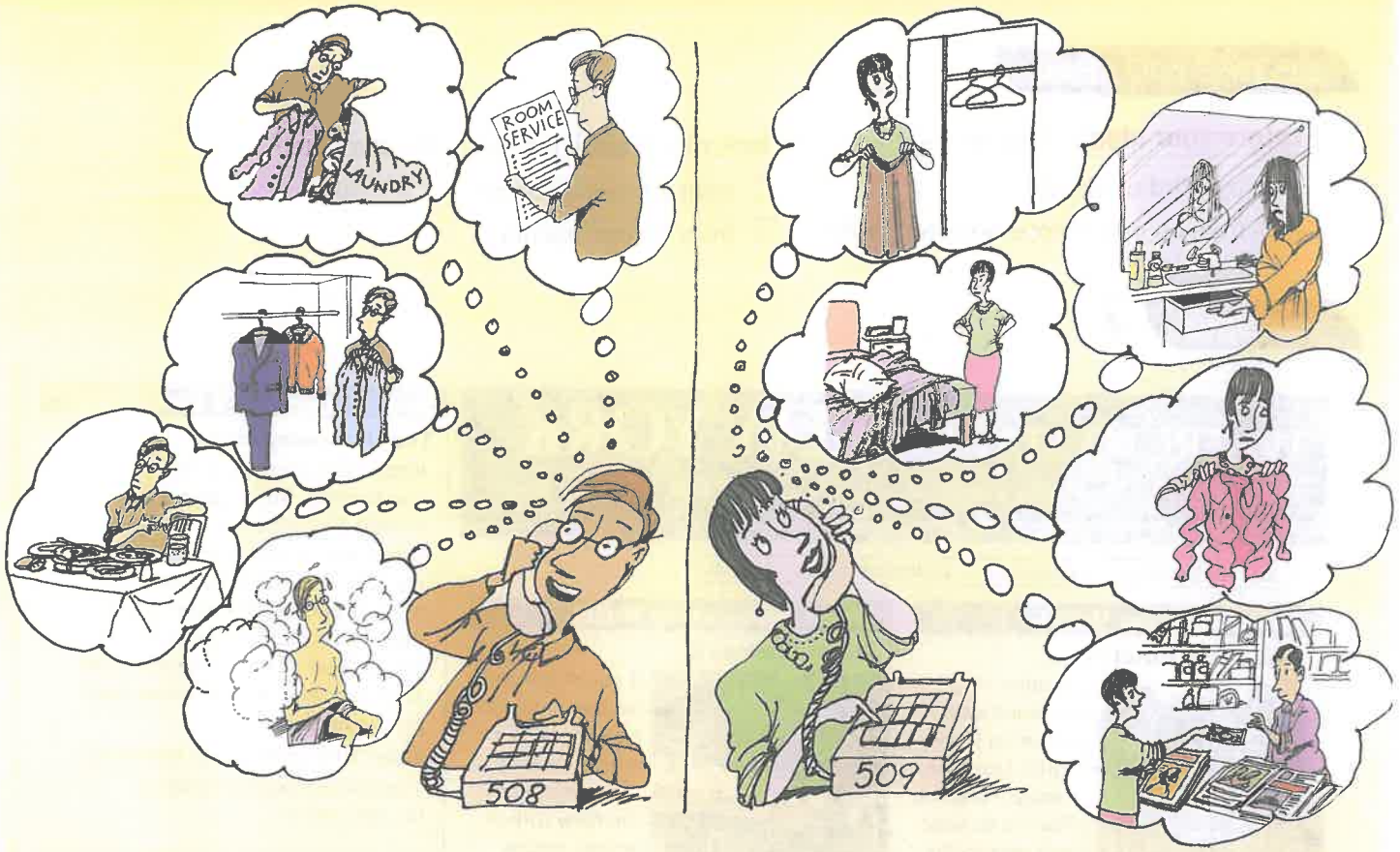
NOW YOU CAN Request housekeeping services

A Pair work Look at the pictures. With a partner, discuss what you think each guest is saying.



B Pair work Role-play a telephone conversation between one of the guests and hotel staff. Use your ideas from Exercise A. Then change roles. Start like this:

A: Hello. Room service. How can I help you?
B: Hi, I'd like to order...

Don't stop!
- Complain about other problems.
- Ask for a wake-up call.
- Ask about hotel services.
- Leave a message for another hotel guest.

Be sure to recycle this language.

Hotel staff
Hello, (business center).
Is everything OK?
What's the problem?
I'm sorry to hear that.
Let me check.
Certainly.
You'd better hurry.

Hotel services
Internet service
business center
wake-up service
bell service

Hotel guest
Is the ___ still open?
What time does the ___ close / open?
Could someone ___ ?
Can I make a reservation for ___ ?
The ___ isn't / aren't working.
The ___ won't turn on.
I need ___ .
I'd like to order ___ .
I'd like to leave a message for ___ .
That would be great.

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LESSON 4

GOAL Choose a hotel

BEFORE YOU READ

Explore your ideas What do you think is the best way to get information about a hotel?

- ☐ by word of mouth
- ☐ from an online hotel booking service
- ☐ from a travel guide book
- ☐ from a travel agency
- ☐ other .....

READING

2:14

WHERE TO STAY IN NEW YORK

New York City has some of the best hotels in the world—and, believe it or not, some are not too expensive. Here are our picks for "the best of the best."

$$$$ VERY EXPENSIVE | $$$ EXPENSIVE | $$ MODERATELY PRICED | $ BUDGET

Most Famous Hotel

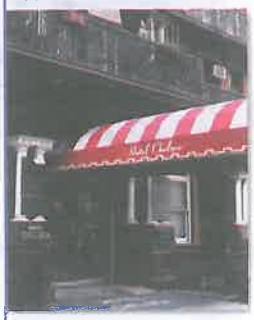
The Plaza Hotel $$$

Located at the southeast corner of New York's fabulous Central Park, The Plaza is as near as it gets to the best shopping along New York's famous Fifth Avenue. This 1907 hotel, with its beautiful fountain, is a famous location in many popular movies and books. Long the choice of the rich and famous.

4 restaurants, full-service spa and health club, concierge, car-rental desk, business center, 24-hour room service

Most Interesting Hotel

Hotel Chelsea $$



If you're looking for the usual, go elsewhere. But if you're looking for atmosphere—the New York of artists, actors, and writers—this is the place. Artists and writers live here, even today. The rooms in this 1884 Victorian hotel are simple but generally large. Everything is clean, but don't expect new.

Note: Not all rooms have air-conditioning. No laundry or room service, but the staff will take your clothes to the cleaners for you or help you order out for food.

Restaurant, bell service

For the Budget-Minded

Hotel Pennsylvania $
A huge hotel and a great value. Only ten blocks south of Times Square. Traveling with your dog or cat? Pets are welcome.

The Habitat Hotel $
Built in 1999, offers inexpensive—but small—rooms with style. Near shopping.

The Hotel Newton $
Even though it's located on the Upper West Side, far from many of New York's most popular attractions, this inexpensive hotel features large clean rooms and firm beds for a good night's sleep. No pets.

The Lucerne $
Comfort and service but without the high prices. Large rooms. Great for kids.

Casablanca Hotel $
Free breakfast, coffee, tea, and cookies all day. Free passes to a nearby health club. Small rooms. Unusual Moroccan theme.

Source: Adapted from *Frommer's New York City*

Best Service at a Low Price

The Broadway Inn $$
Impeccably clean and very comfortable, this hotel is a real winner. Suites can be a great deal—with sofa, microwave, mini-fridge, and lots of closet space. Located in noisy Broadway's Theater District, the hotel is peaceful and quiet inside. Best of all are the attentive staff who work hard to make their guests happy.

Note: This hotel has no elevators.

2 restaurants next door, concierge, fax, copy service

Best Health Club

The Peninsula-New York $$$$

This is really a place to see. High-tech rooms with remote-control lighting, music, TV, and air-conditioning—even in the bathrooms! As a matter of fact, these are the most beautiful hotel bathrooms in New York City. Wonderful food and a very helpful concierge desk. ("We'll do anything guests ask, as long as it's legal!") And on the roof you'll find one of the biggest and best spa and health clubs anywhere.

Valet parking, 2 restaurants, business center, 24-hour room service, in-room massage

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BEFORE YOU READ

Explore your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To introduce the reading topic, have students answer the question individually. If you teach young students, ask what they think their parents' opinion would be.
- After students answer the question, ask the class *What is the best way to choose a hotel? Why?* Write student responses on the board and rank them in order of popularity.
- Tell students to skim the Reading. Ask *What is the article about?* (Some of the best expensive and inexpensive hotels in New York City.)
- Ask *Where did the information in this article come from?* Tell students to scan the article for the answer. (*Frommer's New York City.*) Ask students to guess what *Frommer's* is. (It's a travel guide book.) If necessary, have students use the choices in the question to help them.

Option: **[+5 minutes]** Brainstorm different factors in choosing a hotel. (Possible responses: Price, location, room size, things people say about the hotel, services, facilities such as restaurants, fitness center, sauna.) Have groups discuss factors that are important to them or their parents when choosing a hotel. Ask students to give reasons.

READING

Suggested teaching time:	15 minutes	Your actual teaching time:	

- To prepare students for deciding which hotel they like best, have students think about important factors in choosing a hotel while they read. If necessary, write some examples on the board: *price, location, room size, things people say about the hotel, services, facilities.*
- Point out the key with the dollar sign rating. Ask:
  Which type of hotel is the least expensive? (Budget.)
  Which type of hotel costs more, the "Moderately priced" or the "Expensive"? ("Expensive.")
- Have students scan the reading for the dollar sign ratings. Ask:
  Which hotel is rated "Very expensive"? (The Peninsula-New York.)
  Which hotels are rated "Moderately priced"? (The Broadway Inn, Hotel Chelsea.)
  Which hotel is the most expensive? (The Peninsula-New York.)
  Which hotels are the least expensive? (Hotel Pennsylvania, The Habitat Hotel, The Hotel Newton, The Lucerne, Casablanca Hotel.)
- After students read, ask:
  Which hotel would you rather stay at? Which factor(s) helped you decide?

Language and culture

- Although students should be able to understand the hotel guide without knowing every word, you may want to explain the following:
  the best of the best: the best [hotels] chosen from a group of the best [hotels]
  atmosphere: the feeling that a place gives you
  order out for food: order take-out food from restaurants
  as near as it gets to: an informal way of saying that you couldn't be any closer to
  valet: a person who parks your car at a hotel or restaurant
  free passes: free admission
  impeccably clean: extremely clean; spotless

Option: **[+5–10 minutes]** To challenge students, have them work in small groups to discuss their opinions of price ranges for each category. Write on the board the four price categories *very expensive, expensive, moderately priced, budget.* After they have finished their discussion, ask groups to share their answers with the class. Write their answers on the board.

Option: **[+5–10 minutes]** Have students describe the best hotel and the worst hotel they ever stayed at. Encourage them to refer to the hotel guide for services and facilities the hotels had or didn't have.

- **Extra Reading Comprehension Questions**
- **Learning Strategies**

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A Draw conclusions

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Introduce a scanning technique. Say *Read the statements about the people. Read for hints to help you find information to complete the advice.*
- Model the technique by doing item 1 with the class. Ask *What might Stella Myer need if she has difficulty with stairs?* (An elevator.) Say *To complete the statement, we need to find a hotel where she should not stay.* Ask *Where should she not stay?* (At a hotel without an elevator.) Tell students to scan the hotel guide for the words *elevator* or *no elevator.* Ask *Which hotel has no elevators?* (The Broadway Inn.)
- Have students read the remaining items to find the key words to scan for in the reading. (Possible responses: 2. theater; 3. kids / children or babysitting; 4. services or facilities; 5. gym, spa, health club, pool, exercise classes; 6. pets, dog.)
- Tell students to make notes on the reading as they scan. Then have them fill in the blanks.

B Identify supporting details

Suggested teaching time:	5 minutes	Your actual teaching time:	

- As students compare answers from Exercise A, explain that they need to provide reasons (supporting details) for their answers. Tell them to refer to their notes on the reading. Walk around the room and help students as needed.
- Review the answers with the class. Make sure to check understanding by asking students to explain their answers.

Option: **[+5 minutes]** To extend the activity, ask questions. For example:

1. *At which hotel were many novels and plays written?* (Hotel Chelsea.)
2. *Which hotel has a Moroccan theme?* (Casablanca Hotel.)
3. *Which hotel has no elevator?* (The Broadway Inn.)
4. *Which hotel has very beautiful bathrooms?* (The Peninsula-New York.)
5. *Which hotel is good for families with children?* (The Lucerne.)

NOW YOU CAN Choose a hotel

A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have a volunteer read the list of factors. To check comprehension, ask *If price is not at all important to you, what number would you rate it?* (1) *If location is extremely important to you, what number would you rate it?* (5)
- Have students rate each factor.
- After students complete the activity, take a survey to find out which factors are most important. Discuss the results of the survey.

B Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students work in pairs to locate the hotels on the map and circle them. Then tell students to read the names of the tourist attractions. Ask:
  Has anyone ever been to New York?
  If yes, what tourist attractions did you visit?
  If no, what tourist attractions would you like to visit?
  Do you think location is important in choosing a hotel?
- Tell students to refer to the ratings they gave the factors in Exercise A (Frame your ideas) as they choose their hotel.

Text-mining: Focus students' attention on the Text-mining box. Ask a student to read the text. Have students skim the article and underline helpful language; for example, *as near as it gets, this hotel is a real winner, best of all.* Review the answers and write students' findings on the board for them to refer to during the discussion. To help discussion, print out the graphic organizer from the ActiveTeach Multimedia Disc and distribute to students.

- Have pairs discuss the advantages and disadvantages of their choices.

• Graphic Organizers

C Survey and discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Write a list of all the hotels on the board. Survey how many students chose each hotel and write the number next to the hotel.
- Ask a volunteer to share his or her choices. Then ask if any other students chose the same hotel. If any did, have them add any other reasons.
- Call on a student who chose a different hotel. Follow the same procedure of asking other students who chose the same hotel to add their comments. Repeat until all students have spoken.

Option: **[+5 minutes]** Say *I would like to stay at a hotel close to the American Museum of Natural History, and I don't want to spend much money. Where should I stay?* (The Lucerne, which is very close to the museum, or The Hotel Newton, which is a little farther away and less expensive.) Have students follow the model to state their preferred location and price and to ask where they should stay. Ask students to share their preferences with the class. Based on each student's preference, have the class give suggestions for an appropriate hotel.

EXTRAS (optional)

- **Workbook: Exercises 15–17**
- **Copy & Go: Activity 12**

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A Draw conclusions Write statements with 'd better or 'd better not and the name of a hotel from the Reading. You may include more than one hotel. Answers will vary, but may include the following:

1 Stella Myer likes to travel, but she is 70 years old. She has some difficulty with stairs.
She'd better not stay at the . . . Broadway Inn.

2 On his vacations, Carl Ryan likes to stay near the Theater District.
He'd better stay at the Broadway Inn.

3 Mark and Nancy Birdsall are traveling with their kids. They'd better stay at the Lucerne.

4 Lucy Lee loves a hotel that is very comfortable and offers a lot of services.
She'd better stay at the Plaza Hotel.

5 At home, Burt and Susan Rey are very active and they go to a gym every day. They like to continue exercising when they're on vacation. They'd better stay at the Plaza Hotel.

6 James Kay always travels with his dog, Louie. He'd better not stay at the Hotel Newton.

B Identify supporting details Compare responses in Exercise A with a partner. If you disagree, explain why you chose a particular hotel.

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Choose a hotel

A Frame your ideas What's important to you in choosing a hotel? Rate the following factors on a scale of 1 to 5.

	not important ←				→ very important
price	1	2	3	4	5
room size	1	2	3	4	5
cleanliness	1	2	3	4	5
location	1	2	3	4	5
service	1	2	3	4	5
amenities	1	2	3	4	5
atmosphere	1	2	3	4	5

B Pair work Find each of the hotels from the Reading on the map. Discuss the advantages and disadvantages of each. Then choose a hotel.

"The Casablanca Hotel sounds like it has a lot of atmosphere. It's inexpensive and the location is good."

Text-mining (optional) Underline language in the Reading on page 34 to use in the Pair Work. For example: "If you're looking for..."

C Survey and discussion Take a survey of how many classmates chose each hotel. Discuss and explain your choices.

"Most of us chose the Hotel Newton because..."

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciatio

A 2:15 **Listening comprehension** Listen to the phone conversations in a hotel. Then listen again and complete each statement, using words from the box.

babysitting	bell	box	dinner	hangers	make up the room
laundry	room	shoeshine	towels	wake-up	turn down the beds

1 She wants someone to bring up ....dinner.... . She also needs ....wake-up.... service.
2 He needs ....laundry.... service. And he wants someone to bring up extra ....hangers.... .
3 She wants someone to ....make up the room.... , and she wants someone to bring up extra ....towels.... .
4 He needs ....shoe shine.... service and ....room.... service.

B What hotel room type or feature should each guest ask for? Explain your answers.

2:16/2:17 **Top Notch Pop** "Checking Out"

1 Ms. Gleason is traveling alone. She doesn't need much space. ....a single room....
2 Mr. and Mrs. Vanite and their twelve-year-old son Boris are checking into a room with one king-sized bed. ....rollaway bed....
3 Mike Krause plans to use his room for business meetings with important customers. ....suite....
4 George Nack is a big man and he's very tall. He needs a good night's sleep for an important meeting tomorrow. ....king-size bed....
5 Paul Krohn's company wants him to save some money by sharing a room with a colleague. ....twin beds....

C Read each situation and write your own strong advice, using contractions of had better or had better not.

1 It's raining. Mona is going outside.
YOU ....She'd better take a raincoat because she...
2 It takes Ms. Grant 30 minutes to walk to work. She has to be there in 15 minutes.
YOU ....
3 Mr. Wang is going to take an English test tomorrow. If he does well, he can get a better job.
YOU ....
4 Karl works really hard. He hasn't had a vacation in three years.
YOU ....
5 Marie and Paul Handel like quiet hotels. The World Hotel is very noisy.
YOU ....

D **Writing** Write a paragraph about the hotel you chose in Lesson 4. Explain why you would like to stay there. What are its advantages and disadvantages?

I would like to stay at the Hotel Casablanca.
Atmosphere is very important to me and ...

WRITING BOOSTER ▸ p. 141
- *Avoiding sentence fragments with because or since*
- *Guidance for Exercise D*

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Review

A Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to read the hotel amenities and services in the box silently. Introduce the context for the listening by saying *Two people are having a conversation. Who do you think they are?* (A hotel guest and a hotel clerk.) Then have students listen to the conversations.
- Have students listen again and complete the activity. Be sure to allow time for them to write the answers. Then have them compare answers with a partner.
- To support weaker students, tell them to read the sentences and complete the exercise before they listen again. Permit them to listen a third time so they can check their answers and make any changes.

AUDIOSCRIPT

CONVERSATION 1
M: Room service. How may I help you?
F: Hi. I want to order something for dinner in my room.
M: What would you like to order?
F: I'll have the grilled chicken.
M: Anything to drink?
F: No, thanks. Oh, and could someone call me at 7:00 tomorrow morning?
M: You can call the front desk for that, ma'am. I'm sure they can help you.

CONVERSATION 2 [F = British English]
F: How may I help you?
M: Hi. I've got a bunch of dirty clothes up here. I wonder if someone could come by and pick them up?
F: I'll take care of that right away, sir. Is there anything else?
M: Oh, right. There aren't enough hangers in the closet.
F: No problem, sir. I'll send someone up with some more.

CONVERSATION 3
M: Can I help you?
F: Hi. I just got back from a meeting and my room is a mess. No one made the bed, and there are towels all over the floor in the bathroom.
M: I'm so sorry, ma'am. I'll send someone up right away.
F: Thanks. And frankly, my husband and I could use more towels. Would that be a problem?
M: Of course not, ma'am.

CONVERSATION 4 [M = Spanish]
F: Front desk. How may I help you?
M: Hi. I just wanted to let you know that I'm leaving my shoes outside my door. Could someone come up and get them?
F: Absolutely, sir.
M: Also, my wife and I are a little hungry. We haven't had dinner yet. Can we still get something?
F: No problem, sir. I'll connect you with someone who can take your order right away.

B What hotel room type. . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Refer students to the Vocabulary on page 26 to review.
- Have students compare and explain their answers in pairs.

C Read each situation and write . . .

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Write the two sentences from item 1 on the board, and have a volunteer read them aloud. Ask *What are some possible negative results?* (Possible responses: You'll get wet. You won't be able to get a taxi.) Then ask *How can you warn me?* (You'd better take an umbrella. You'd better stay home.)
- Divide the class into pairs to read the remaining items and suggest possible negative results. Then have them write the statements.
- Ask students to share their answers with the class.

D Writing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- In groups, have students review the things that are most important to them (or their parents) in a hotel. Draw the chart below on the board and ask students to copy it. As they talk about hotel services and facilities, have them complete the chart with advantages and disadvantages.

HOTEL SERVICES

Advantages	*Disadvantages*

- Have students follow the model and begin with *I would like to stay at Hotel X. . . .*
- Remind students to separate complete thoughts in very long sentences by using a period and starting another sentence.
- After students complete the writing assignment, tell them to check their papers. Ask *Does every sentence have a subject and verb? Do the subjects and verbs agree?*
- Then have students exchange papers with a partner. Tell them to ask their partner questions if something is not clear.

Option: WRITING BOOSTER (Teaching notes p. T141)

• Writing Process Worksheets

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to look over the picture.

Pair work 1

Suggested teaching time:	5–9 minutes	Your actual teaching time:	

- To introduce the activity, have students look at the photos and illustrations and identify the guests and the hotel employees.
- To prepare students for the conversation, review possible problems guests can have at hotels.
- Model the activity by role-playing an example conversation with a more confident student.

Option: [+5 minutes] For additional practice, have pairs write their conversations in dialogue form and exchange their conversations with another pair for comments.

Possible responses . . .

A: Hello, is this the front desk? **B:** Yes. Can I help you? **A:** This is Room 816. I have a couple of requests. **B:** Yes? **A:** I'd like extra towels and an iron. And could someone turn down the beds every evening? **B:** Yes, no problem. **A:** Thank you very much. That would be great. And could someone please take away my breakfast dishes? **B:** Of course. I'll send someone up right away.

Pair work 2

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- If necessary, quickly review key language for taking messages and write it on the board.
- Tell students to find a new partner. Remind them to use *will* in their conversations.

Possible responses . . .

A: Front desk. Can I help you? **B:** Yes, thanks. I'd like to leave a message for Natalie Bond. **A:** Yes? How do you spell that? **B:** Natalie: N-A-T-A-L-I-E. Bond: B-O-N-D. **A:** That's Natalie; N-A-T-A-L-I-E. Bond: B-O-N-D. **B:** Please tell her Steve Bond called. I'll be at the hotel tomorrow morning at 10:00. **A:** OK. I'll leave her the message. **B:** All right. Thank you.

Option: [+5 minutes] Have students create additional messages to leave a hotel guest. They can begin with *I'll meet her / him . . . , I'll call her / him . . . , I'll arrive / leave at . . .*

Pair work 3

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To review, ask students to give you names of hotel services and facilities with the class. As students call out services, write them on the board for the class to refer to during the conversation.
- Model the activity by role-playing an example conversation with a more confident student.

Possible responses . . .

A: Hello, I'm checking in. The name's Anderson. **B:** Hello, Mr. Anderson. That's one double for three nights, correct? **A:** Yes, that's right. Here's my card. **B:** Thank you. **A:** Is the business center still open? I really need to check my e-mail. **B:** Yes, but you'd better hurry. It closes at 3:00. **A:** OK, thank you.

Option: [+3 minutes] To help motivate students, turn the review stage into a competition. Divide the class into teams. Have teams work together for two minutes to brainstorm hotel services and facilities. The team that provides the most services and facilities is the winner.

Option: Oral Progress Assessment

- Use the illustration on page 37. Encourage students to use the vocabulary, grammar, rhythm, and intonation practiced in this unit.
- Point to the different people and ask the questions below.
  - *What time is it?*
  - *What is the man asking the front desk?*
  - *What message is the woman leaving?*
  - *What facilities does the hotel have?* (Have students refer to the information on the directory.)
- Invite a student to role-play a telephone conversation with you. Play the role of the front desk clerk and ask the student to play the man talking on the phone.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

• **Oral Progress Assessment Charts**

Option: *Top Notch* Project

Have students invent hotels and write a guidebook with hotel reviews.

Idea: Write on the board: *hotel name, location, price, atmosphere, room size, cleanliness, services.* Tell students to include this information in their reviews. Have students write their reviews in small groups. Finally, gather all the reviews into a guidebook.

EXTRAS (optional)

- Complete **Assessment Package**
- Weblinks for Teachers: pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:

Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program **and Activity Worksheets**
Supplementary Pronunciation **Lessons**
Audioscripts
Unit Study Guides

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ORAL REVIEW

Pair work

1 Create a conversation between the hotel guest in Room 816 and the woman at the front desk. Ask for hotel services or complain about a problem. Start like this:

Hello? Is this the front desk?

2 Create a conversation between the man at the front desk and the caller. Use will. Complete the message slip. Start like this:

A: Front desk. Can I help you?
B: Yes, thanks. I'd like to leave a message for . . .

3 Create a conversation between the two men at the front desk. Check into or check out of the hotel. Discuss hotel amenities, services, and schedules. Start like this:

Hi. I'm checking in. The name's ..... .

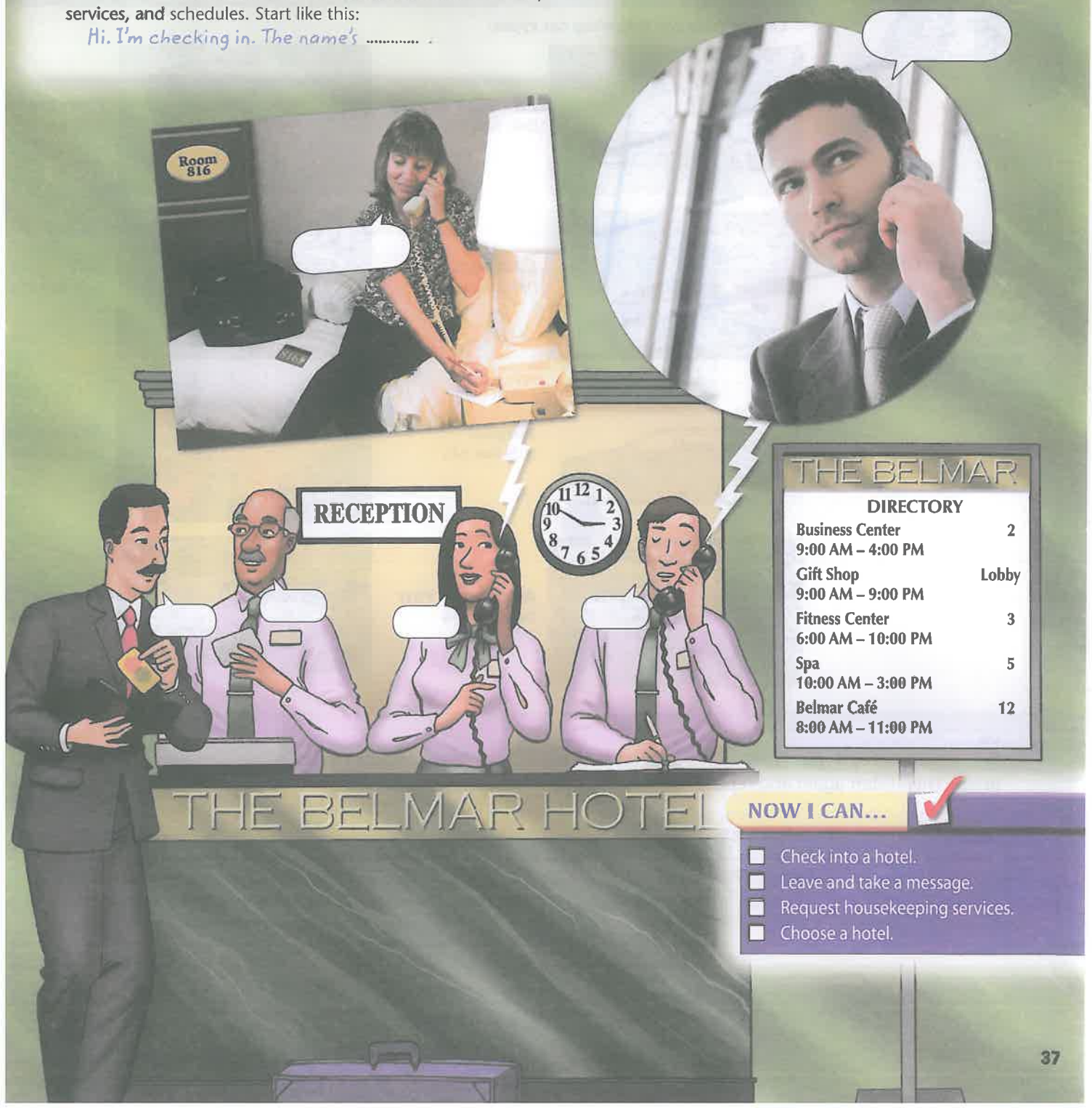
PHONE MESSAGE

FOR: _____

FROM: ☐ Mr. ☐ Ms. ☐ Mrs. ☐ Miss _____

☐ Please call ☐ Will call again
☐ Wants to see you ☐ Returned your call

Message: _____



NOW I CAN...

- ☐ Check into a hotel.
- ☐ Leave and take a message.
- ☐ Request housekeeping services.
- ☐ Choose a hotel.

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UNIT 4

Cars and Driving

GOALS After Unit 4, you will be able

1. Describe a car accident.
2. Report a problem with a car.
3. Rent a car.
4. Discuss good and bad driving.

Preview

Serving Europe and the world . . .

Maxi CARS RENTALS

Choose from the following car types:

Full-size Sedan
Daily Rate €45

Convertibl
Daily Rate €70

Compact Car
Daily Rate €30

SUV
Daily Rate €65

Wagon
Daily Rate €45

Sports Car
Daily Rate €70

Minivan / Van
Daily Rate €55

Luxury Ca
Daily Rate €80

A 2:18 **Vocabulary** • *Car types* Read and listen. Then listen again and repeat.

1. a full-size sedan
2. a compact car
3. a wagon
4. a minivan / a van
5. a convertible
6. an SUV
7. a sports car
8. a luxury car

B Discussion What factors would influence your choice of a rental car from Maxi Cars Rentals? Explain the importance of each factor.

Factors:
- daily rate
- type of car
- size of car
- pickup locations

"To me, the location of the rental office is the most important factor. If I need to rent a car, I can't get to an office that's far away!"

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UNIT 4

Cars and Driving

LESSON PLAN

Preview

Before beginning Exercise A, give students a few minutes of silent time to examine the car rental information.

Suggested teaching time:	15 minutes	Your actual teaching time:	

- Check comprehension by asking:
  What company is the brochure for? (Maxi Cars Rentals.)
  Where does Maxi Cars Rentals rent cars? (In Europe and around the world.)
  What kind of currency are the daily rates in? (The euro.)
- Ask students to guess the meaning of *pick up* and *drop off*, based on the context of the brochure. (The pick-up date comes first, when the person gets the car; the drop-off date is last, when the person brings it back.)
- Be sure students understand the meaning of *pick up* and *drop off* by asking *Where is the customer getting a car?* (Frankfurt.) *Where is she leaving it when she's finished?* (Frankfurt.)
- Write the types of cars on the board. Tell students to scan the daily rates of the cars and number them in order from least expensive to most expensive. (1. compact car; 2. full-size sedan / wagon; 3. minivan; 4. SUV [sports utility vehicle]; 5. convertible/sports car; 6. luxury car.)
- Ask:
  What are some reasons people rent cars? (Possible responses: To be able to drive in a city they fly into; to go on a longer trip that they can't use their regular car for; to use while their regular car is being repaired.)
  Why do you think Daniela Chaves is renting a car in Frankfurt? (Possible responses: She is there on business and needs to get around. She is on vacation and wants to be able to drive everywhere herself.)

A Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students listen and repeat, personalize the vocabulary by asking:
  Do you have a car? If yes, what type?
  Would you rather have a different type of car? If yes, what type?
  Do you (or your parents) rent cars?
  What type of car do you (or your parents) like to rent?

Language and culture

- An *SUV (sports utility vehicle)* is also called a *four-wheel-drive vehicle.* *Four-wheel drive* means that all four wheels of the car—not just the two rear or front wheels—get power from the engine. Four-wheel drive makes it easier to get out of mud, sand, or snow and to drive on rough roads.

FYI: Depending on its size, a *sedan* can be categorized as a *compact* or *full-size* car. If a *sports car* has a roof that opens, it can also be a *convertible.*

- Vocabulary Flash Cards
- Learning Strategies

B Discussion

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- To prepare students, review the factors and the quote, explaining vocabulary as needed.
- Model the activity by responding to the quote with your own information. Then tell students to work in groups and discuss which factors are important to them and why.
- Review answers with the class.
- To explore this issue further, ask *What other important factor can influence what type of car you will rent?* (Possible responses: Why you are renting the car—for example, to go on a family camping trip; to drive an important client around town; to look good on a date, etc.)

Option: **[+10 minutes]** To extend the activity, have students discuss in groups which type of car fits their personality and lifestyle. Tell them to give reasons to support their choices. As an alternative to this activity, have pairs guess which car type fits the other person's personality.

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C Photo story

Suggested teaching time:	12–17 minutes	Your actual teaching time:	

- To prepare students for the story, tell them to look at the photos. Ask:
  Where are the two people? (In a car rental office.)
  What is the man holding in the second photo? (A credit card or driver's license.)
  What is the woman giving the man in the third photo? (Car keys and an envelope with vehicle information—car registration, etc.)
- Tell students to close their books and listen to the conversation.
- To check comprehension, ask:
  Does Mr. Kijima have a reservation? (Yes.)
  Does he know how to drive a car with a manual transmission? (Yes.)
  What two things does the car rental agent ask for? (Mr. Kijima's driver's license and a major credit card.)
  Where will Mr. Kijima return the car? (At the airport.)
- Have students open their books and read and listen to the conversation.

Language and culture

- The renter says *The name is Kenji Kijima.* This is another way of saying *My name is . . .* or in this specific case *The reservation is under the name . . .* The same construction can be used at a hotel when checking in (See Unit 3, page 29 Conversation Model *The name's Baker.*)
- *GPS* stands for *global positioning system.*
- A car with an *automatic transmission* automatically changes gears according to the speed of the car. A car with a *manual transmission* (also referred to as a *standard transmission* or *stick shift*) has a hand-operated gearshift and a foot-operated clutch with which a driver changes gears. The rental agent says *I've got a nice automatic.* This is a short way of saying *car with automatic transmission.*

From the Longman Corpus: *Just a moment, Just a minute,* and *Just a second* are all commonly used and mean the same thing, but *Just a minute* is the most frequently used phrase of the three.

D Think and explain

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Have students work individually and scan the Photo Story to find the quotations and write them on the lines.
- Review answers with the class.

Option: [+5 minutes] As a challenge, tell pairs to cover the Photo Story and ask them to try to explain why these statements are false based on what they've listened to and read.

E Pair work

Suggested teaching time:	6–9 minutes	Your actual teaching time:	

- To prepare students, have volunteers read the situations aloud. Ask another student to read the sample in quotes, then model a response. Invite a pair of more confident students to comment with their own ideas.
- While students discuss the other situations in pairs, move around the room and provide help as needed.
- Encourage students to share their responses with the class.

EXTRAS (optional)

- **Workbook: Exercises 1–3**

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C 2:19 Photo story Read and listen to a conversation in a car rental agency.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Renter: Good morning. The name is Kenji Kijima. I have a reservation.

Agent: Certainly, sir. Just a moment... Oh, yes. We were expecting you. A full-size sedan with GPS.

Renter: That's right.

Agent: And was that with automatic transmission or manual?

Renter: Either way.

Agent: OK, I've got a nice automatic that's all ready to go. I'll need to see your driver's license and a major credit card.

Renter: Here you go.

Agent: Thanks.

Agent: I have you returning the car on August 14th here at the airport.

Renter: Yes. That's correct.

Agent: Well, you're all set. Here are your keys and documents. The car's right outside.

Renter: Japanese speaker

D Think and explain All the following statements are false. Explain how you know they are false, using a quotation from the Photo Story.

1 The agent was surprised to see Mr. Kijima.
It's false because she says, "We were expecting you."

2 Mr. Kijima has to wait for the agency to get his car.
It's false because the agent says, "The car's right outside."

3 A passport is required at this rental agency to rent a car.
It's false because the agent says, "I'll need to see your driver's license and a major credit card."

4 Mr. Kijima didn't choose the kind of car he wanted when he made his reservation.
It's false because the agent says, "A full-size sedan with GPS."

5 Mr. Kijima can't drive a car with a manual transmission.
It's false because he says, "Either way." when the agent asks if he wants automatic or manual.

6 Mr. Kijima doesn't have his driver's license with him.
It's false because he says, "Here you go."

E Pair work Write a check mark for the situations in which it's good to rent a car. Discuss the reasons with your partner.

- ☐ for a shopping trip nearby
- ☐ for travel someplace where you don't speak the language
- ☐ for a business trip with a lot of driving
- ☐ for a vacation with a large family
- ☐ for normal use when your car is in the service garage
- ☐ for another situation: .....

"It's too expensive to rent a car for a shopping trip. It's better to ask a friend to take you."

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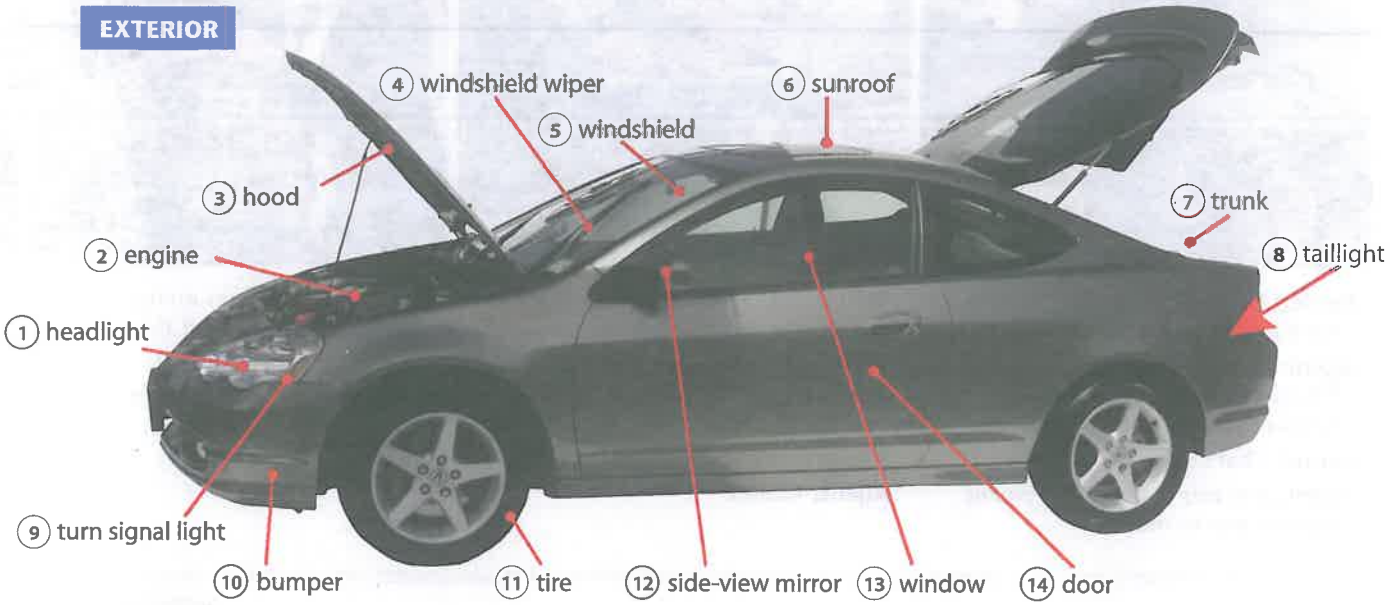
LESSON 1

GOAL Describe a car accident

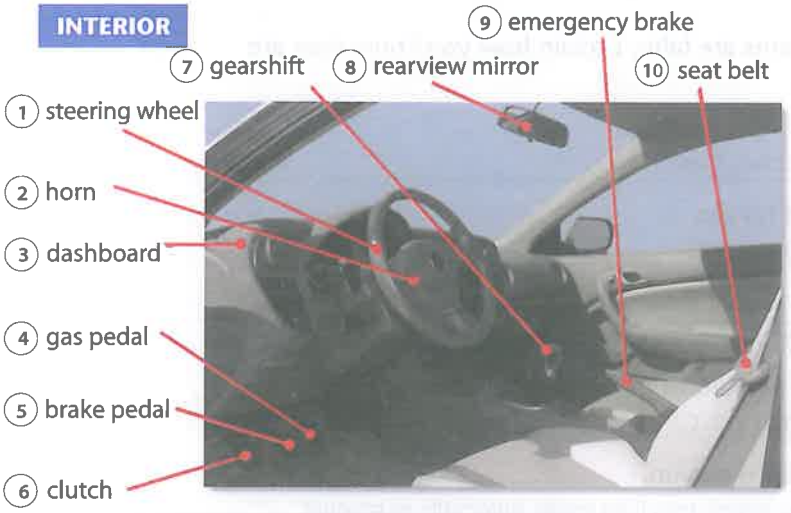
VOCABULARY *Car parts*

A 2:20 Read and listen. Then listen again and repeat.

EXTERIOR



INTERIOR



B Pair work Take turns identifying the car part for each definition.

1 a light at the back of the car
2 a light that indicates a turn
3 a part the driver uses to turn the car
4 a part that cleans the front window
5 a part that makes the car go faster
6 a part that keeps passengers safe during an accident
7 a light that helps the driver see the road
8 a place in the back for carrying things

GRAMMAR *The past continuous*

Use the past continuous to describe an activity that continued during a period of time in the past. Form the past continuous with was or were and a present participle.

The car **was making** a funny sound while they **were driving**.
Were the headlights **working**? (Yes, they were. / No, they weren't.)
Where **were** you **going** when it **was raining**?

Remember: The simple past tense describes a completed past action.

past continuous	simple past tense
She **was driving** home when she	**had** an accident.

GRAMMAR BOOSTER ▸ p. 127
• *The past continuous: other uses*

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- For a warm-up, tell students to close their books. Write on the board:

CAR

EXTERIOR (outside) INTERIOR (inside)

Language and culture

- In British English, the car *hood* is called the *bonnet*, the *trunk* is called the *boot*, the *turn signal* is called the *indicator*, the *gas pedal* is called the *accelerator*, and *tire* is spelled *tyre*.

Option: **[+5 minutes]** To extend practice, print out the Vocabulary Flash Cards from the ActiveTeach Multimedia Disc. Make enough copies of the car exterior cards for each group to have a set. With their books closed, have students form small groups. Distribute the numbered picture cards. (Do not give out the card with the answer key.) Have groups work together to see how many car parts they can write next to the appropriate number. Set a time limit. Finally, distribute the answer key and review the answers and spelling.

ActiveTeach Multimedia Disc • **Vocabulary Flash Cards**

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

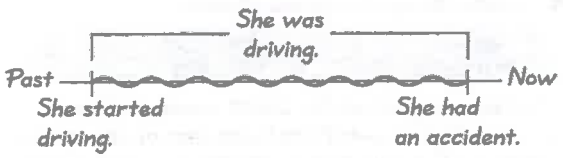
- Encourage pairs to do the exercise without looking at the book. Then have them refer to the book to check their answers.
- Move around the room and help students as needed. Review answers with the class.

Option: **[+10 minutes]** Using the exercise above as a model, assign each student one or two car parts and have them write definitions. Have students form groups and take turns reading their definitions aloud while the other students try to name the car parts.

GRAMMAR

Suggested teaching time:	8–13 minutes	Your actual teaching time:	

- To make it clear how to form and use the past continuous, write *The car was making a funny sound while they were driving.* on the board. Underline the verb forms, and explain that the past continuous is formed with the simple past of *be* and the present participle of the main verb. Read the rule in the Grammar box and the examples. Point out that although we know these things happened in the past, no definite time is given.
- On the board, write *She was driving home when she had an accident.* Draw this time line:



Explain that the past continuous (was driving) talks about an action that continued in the past. The simple past (had an accident) talks about an action that happened and then ended in the past. Make it clear that the simple past action interrupted the action in the past continuous; it was not finished. Point out that *when* shows these actions happened at the same time.

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

ActiveTeach Multimedia Disc • **Inductive Grammar Charts**

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A Grammar practice

Suggested teaching time:	4 minutes	Your actual teaching time:	

- To help students understand when to use each tense, write these questions and answers on the board: *Did the action continue during a period of time? (Use past continuous.) Did the action occur and then end? (Use simple past.)*
- Model the activity by doing the first two items with the class. As students complete the exercise in pairs, encourage them to refer to the board and ask themselves the questions as they work.
- When pairs have finished, tell them to compare answers with another pair. Review answers with the class.

B Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write these car parts on the board: *windshield, hood, brakes, headlight, trunk*. Point to the item on the cars in the pictures. Refer students to the Vocabulary on page 40.
- After students complete the exercise, have them compare answers in pairs.
- Have students listen again. Point out the typical spoken reduction of *going to* to *gonna* in Conversation 4.
- Ask *What caused the damage in each picture?* (1. A tree fell on the car. 2. The driver fell asleep. 3. The brakes didn't work. 4. Another car hit the car.)
- Review answers with the class.

Language and culture

- The idiom *cost an arm and a leg* means [something] is very expensive. It can also be used to answer the question *How much did that cost? An arm and a leg.*

AUDIOSCRIPT

CONVERSATION 1
M: Oh, no! What happened to your car?
F: A tree fell on it in the storm.
M: Look at your windshield!
F: Yeah. I'm going to have to get it replaced.

CONVERSATION 2 [F = Spanish]
F: Oh, no! What happened to your hood?
M: I had an accident. I hit a parked car.
F: How did that happen?
M: I fell asleep.

CONVERSATION 3 [M = Korean]
M: I can't drive my car. I had an accident.
F: I'm sorry. What happened?
M: The brakes failed and I hit a tree.
F: Oh, no. Was there much damage?
M: Well, I'll have to replace the bumper and the right headlight.

CONVERSATION 4
F: I had an accident.
M: Oh, no! What happened?
F: This other car smashed into my trunk.
M: Was anyone hurt?
F: No. But the car is going to cost an arm and a leg to fix.

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Express concern about another's condition after an accident.
- Express relief when hearing all is OK.
- Use "only" to minimize the seriousness of a situation.

- Have students look at the picture. Ask *What do you think the two women are talking about?* (Something serious.) *How do you think the women are feeling?* (Upset, worried.)
- Check comprehension after students read and listen. Ask *What happened to Speaker A?* (She had a car accident.) *Why? What happened?* (The driver behind her was tailgating and hit her car.) *Was there any damage?* (A taillight broke.)

Option: [+5 minutes] Have students state imaginary bad things. For example, say "I had an accident. There was a lot of damage. I have to buy a new car." Then pairs practice showing concern using the expressions from the box.

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line. Make sure they:
  - put stress on *sorry*.
  - use rising intonation for *Are you OK?* and *Was there much damage?*
  - use falling intonation for *How did it happen?*

NOW YOU CAN Describe a car accident

Pair work

Suggested teaching time:	8–13 minutes	Your actual teaching time:	

- Have students look at the pictures while you read the captions.

Don't stop! Extend the conversation. Encourage students to keep the conversation going by referring to the idea in the box.

- Make sure students listen carefully to determine if the other student is giving bad news (respond with concern) or good news (respond with relief).
- Model the role play with a more confident student.
- As pairs practice their role plays, help them as needed. Remind students to change roles.

- Conversation Pair Work Cards
- Learning Strategies
- Vocabulary Flash Cards

EXTRAS (optional)

- Workbook: Exercises 4–7
- Copy & Go: Activity 13

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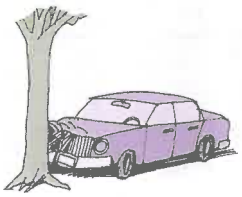
A Grammar practice Complete the paragraph with the past continuous or the simple past tense.

I ..... had (1 have) ..... an accident yesterday. I ..... was driving (2 drive) ..... slowly and I was sure I ..... was paying (3 pay) ..... attention. But I ..... was waiting (4 wait) ..... for a phone call. When the phone ..... rang (5 ring) ....., I ..... answered (6 answer) ..... it. Suddenly, the car in front of me ..... stopped (7 stop) ....., and I ..... hit (8 hit) ..... it. I certainly ..... learned (9 learn) ..... my lesson! Luckily, I ..... was wearing (10 wear) ..... a seat belt when I ..... had (11 have) ..... the accident.

2:21

B Listening comprehension Listen to the conversations about accidents. Write the number of each conversation in the box under the picture.



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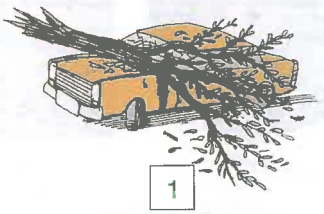

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CONVERSATION MODEL

2:22

A Read and listen to a conversation about a car accident.

A: I had an accident.

B: I'm so sorry. Are you OK?

A: I'm fine. No one was hurt.

B: Thank goodness. How did it happen?

A: Well, the other driver was tailgating, and he hit my car.

B: Oh, no! Was there much damage?

A: No. I'll only have to replace a taillight.

2:24

Ways to show concern

I'm so sorry.
Oh, no!
How awful!
I'm sorry to hear that.
That's terrible.

2:23

B Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Describe a car accident

Pair work Change the Conversation Model to role-play a new conversation. Describe a car accident. Use the pictures, the past continuous, and the simple past tense.

A: I had an accident.

B: ..... . Are you OK?

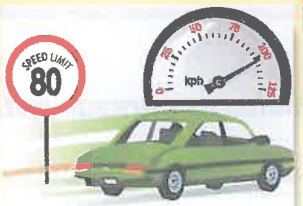
A: ..... .

B: ..... . How did it happen?

A: Well, ... , and ..... .

B: ..... . Was there much damage?

A: ..... .



speeding

not paying attention

talking on a cell phon

tailgating

Don't stop!
Ask about the location of the accident and other damage.

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LESSON 2

GOAL Report a problem with a car

VOCABULARY *Phrasal verbs for talking about cars*

A 2:25 Read and listen. Then listen again and repeat.

turn on

turn off

pick up

fill up

drop off

B Complete the sentences with the two parts of each phrasal verb.

1 The car's almost out of gas. Let's go in here so I can ....fill.... it ....up.... .
2 It's raining and I can't ....turn.... the windshield wipers ....on.... . They aren't working.
3 Do you have a van for this afternoon? I can ....pick.... it ....up.... at 3:30.
4 We need to return the car before 6:00. Let's ....drop.... it ....off.... early at the airport and get something to eat, OK?
5 I can't ....turn.... the air conditioning ....off.... . It's freezing in here!

GRAMMAR *Direct object placement with phrasal verbs*

Phrasal verbs contain a verb and a particle that together have their own meaning.

main verb		particle		
turn	+	on	=	start (a machine)

Many phrasal verbs are separable. This means that a direct object noun can come before or after the particle. Turn on, turn off, pick up, drop off, and fill up are separable.

I'll drop off **the car** (direct object). OR I'll drop **the car** off (direct object).

Be careful! If the direct object is a pronoun, it must come before the particle.

I'll drop **it** off. (NOT I'll ~~drop off it~~.)
Did you fill **them** up? (NOT Did you ~~fill up them~~?)
Where will they pick **us** up? (NOT Where will they ~~pick up us~~?)

GRAMMAR BOOSTER ▸ p. 128
• *Nouns and pronouns: review*

PRONUNCIATION *Stress of particles in phrasal verbs*

A 2:26 Stress changes when an object pronoun comes before the particle. Read and listen. Then listen again and repeat.

1 A: I'd like to **pick up** my car.
B: OK. What time can you **pick it up**?

2 A: They need to **drop off** the keys.
B: Great. When do they want to **drop them off**?

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- For a warm-up, write these phrasal verbs on the board: *turn on, turn off, pick up, fill up, and drop off.* Then mime the action and ask *What am I doing?* For example, you might mime flipping a light switch on and off. If students are uncertain about the difference, when you flip the switch off, mime finding your way around a dark room.
- Have students listen and repeat as they look at the pictures to understand the different terms.
- To check comprehension, ask *What's the opposite of turn on?* (Turn off.) *What's the opposite of drop off?* (Pick up.)
- After students listen and practice, ask:
  What is the person turning on? (The engine.)
  Who is picking up a car—the man or the woman? (The woman.)
- Then have students listen and practice again.

B Complete the sentences . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students, have them read the sentences and underline the context clues before they fill in the blanks. (1. Out of gas; 2. raining, windshield wipers; 3. van; 4. return, airport; 5. air conditioning, freezing.) Encourage students to review the phrasal verbs in the Vocabulary.
- After students complete the exercise, have them compare answers in pairs, referring to the context clues they underlined.

• Vocabulary Flash Cards

GRAMMAR

Suggested teaching time:	8–12 minutes	Your actual teaching time:	

- To introduce the concept of phrasal verbs, write *turn on, turn off, fill up* on the board. Underline the main verbs and circle the particles. Explain that verbs are often combined with prepositions or adverb particles to form phrasal verbs which have their own meaning. Phrasal verbs are very common in spoken English. Write *pick up, drop off* on the board, and call on volunteers to underline the main verbs and circle the particles.
- After students silently read the first two rules and examples in the Grammar box, write on the board *turn on / engine; turn off / engine; pick up / car.* With the class, write a sample sentence on the board. Then have students create sentences by placing the direct object noun before the particle and then after the particle. (Turn the engine on, Turn on the engine; Turn the engine off, Turn off the engine; Pick the car up, Pick up the car.) Ask students to write their sentences on the board.
- Call on a student to read the Be careful! note in the Grammar box. Where possible, model the appropriate placement of the pronouns by rewriting the sentences on the board with direct object pronouns. (Turn it on. Turn it off. Pick it up.)

Language and culture

LEN From the Longman Corpus

- *Turn on* and *start* mean the same thing. *Start* is more frequently used with things such as cars and engines, whereas *turn on* is typically used with car lights, radios, and CD players or with household appliances such as televisions and computers.
- It is common for English learners across all language backgrounds to mistakenly place the direct object pronoun after the participle of phrasal verbs, especially *pick up.* Make sure students are aware that this is incorrect.

Option: GRAMMAR BOOSTER (Teaching notes p. T128)

• Inductive Grammar Charts

PRONUNCIATION

A Stress changes . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students read and listen to the pairs of sentences, tell them to listen again, paying attention to the change in stress, and to repeat during the pauses.
- Tell students to take turns reading the sentences in pairs. Move around the room and listen for correct use of stress.

Option: [+2 minutes] For additional practice, write these sentences on the board:

Take away the dishes. Take them away. Take the dishes away. / Turn on the TV. Turn it on. Turn the TV on. / Look up the information. Look it up. Look the information up.

As students read the sentences, make sure they change stress when the object comes before the particle.

• Pronunciation Activities

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B Integrated practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- To make sure that students understand the task, explain that they need to use the cues in parentheses to write a follow-up to the sentence in the book.
- Prepare students by asking them to underline the main verb and the particle of the phrasal verbs. Then have them circle the direct object pronoun. (Phrasal verbs: 1. turn on; 2. drop off; 3. turn off; 4. pick up; 5. fill up; Pronouns: 1. them; 2.–5. it.) Ask *Does the direct object pronoun go before or after the particle?* (Before.)
- Have students compare unscrambled sentences with a partner and then practice reading them. Remind students to pay attention to the change in stress when an object pronoun comes before the particle.

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Use "actually" to soften negative information.
- Empathize with "I'm sorry to hear that."

- Preview the conversation by looking at the picture and asking *Who are the people in the picture?* (A car rental agent and a renter.) *What do you think they're talking about?* (The rental car.) *Does the woman on the left look happy?* (No.)
- Tell students to close their books and listen to the conversation. Then ask:
  Are there any problems with the car? (Yes. The windshield wipers aren't working.)
  Did the renter fill up the car with gas? (Yes.)
- Have students open their books and read and listen as you play the conversation again.

Language and culture

LEN From the Longman Corpus
- *Actually* most often appears as the first or second word of a sentence.

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Was everything OK? Any other problems? Is the gas tank full?*
  - pause slightly after *actually.*
  - say *I'm sorry to hear that* without pausing between the words.

Option: **[+5 minutes]** For fluency practice, have students use the version of the Conversation Model without pauses. Tell them to try to speak in unison with the audio.

C Find the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students find the direct objects, write the sentences in which they appear on the board and underline the direct objects:
  I'm dropping off my car. *I just filled it up.*
  Ask *What is the placement of each direct object?* (*My car* appears after the verb and particle *drop off*; it comes after the verb *fill* and before the particle *up.*)
- Write on the board:
  I'm dropping my car off. *I just filled up it.*
  Ask *Which sentence is incorrect? Why?* (The second one is incorrect. If the direct object is a pronoun, it must come before the particle.)

NOW YOU CAN Report a problem with a car

A Notepadding

Suggested teaching time:	3–7 minutes	Your actual teaching time:	

- To prepare students for the activity, encourage pairs to brainstorm as much vocabulary as they can on their own. Refer students to page 40 for more vocabulary.
- Move around the room and help students as needed.

B Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Be sure to reinforce the use of conversation strategies; for example, using "actually" to deliver unexpected information and using a sympathetic facial expression when saying "I'm sorry to hear that."
- Model extending the conversation with a more confident student by playing the role of Student A.
- Have pairs practice the conversation. Encourage pairs to refer to their notes as they continue the conversation.
- Move around the room and help students as needed. Make sure students change roles and change the conversation at least once.

• Conversation Pair Work Cards

C Option

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Give students a few minutes to skim the language in the Recycle box, then review as needed. Encourage students to use all the language in the Recycle box by telling them to check off each question or phrase as they use it.

EXTRAS (optional)

- **Workbook: Exercises 8–10**
- **Copy & Go: Activity 14**

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B Integrated practice Write statements or questions, placing the direct objects correctly. Then practice reading the sentences aloud with a partner. Use correct stress.

1 The taillights aren't working. (can't / I / on / them / turn) I can't turn them on .
2 They're expecting the car at 10:00. (off / drop / 10:00 / at / I'll / it) I'll drop it off at 10:00 .
3 It's too cold for air conditioning. (button / which / off / it / turns) Which button turns it off ?
4 Thanks for fixing the car. (it / pick / what time / I / can / up) What time can I pick it up ?
5 The car is almost out of gas. (up / please / fill / it) Please fill it up .

CONVERSATION MODEL

2:27

A Read and listen to a conversation about car problems.

A: I'm dropping off my car.
B: Was everything OK?
A: Well, actually, the windshield wipers aren't working.
B: I'm sorry to hear that. Any other problems?
A: No. That's it.
B: Is the gas tank full?
A: Yes. I just filled it up.

2:28

B Rhythm and intonation Listen again and repeat. Then practice the Conversation Model with a partner.

C Find the grammar Find and circle two direct objects in the Conversation Model.

NOW YOU CAN Report a problem with a car

A Notepadding Write one or more car parts for each possible car problem.

won't open / close: the sunroof
won't turn on / off:
(is / are) making a funny sound:
(isn't / aren't) working:

B Pair work Change the Conversation Model to role-play a new conversation. Report a problem with a car. Use your notepad for ideas. Then change partners, problems, and roles.

A: I'm dropping off my car.
B: Was everything OK?
A: Well, actually, ...
B: ..... . Any other problems?
A: ..... .

C Option Role-play a conversation in which you report an accident when you drop off the car. Describe the accident. Say what you were doing when you had the accident. Use the past continuous. Then change roles. Start like this:

A: I'm dropping off my car. I had an accident ...

Be sure to recycle this language.

Oh, no!
I'm so sorry.
How awful!
I'm sorry to hear that.
Are you OK?
Is the car OK?
Thank goodness.
How did it happen?
Was there much damage?

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LESSON 3

GOAL Rent a car

BEFORE YOU LISTEN

A Discussion Review the car types on page 38. For what kind of situations would someone rent each type of car? Explain your answers.

> "A compact car is good for driving in a big city. It is easier to park in a small parking space."

B Pair work Read about each customer at a car rental agency. Choose the best type of car for each person. Discuss reasons with your partner.

1

Mr. Taylor is a businessman from Geneva, Switzerland, attending a business meeting in Kota Kinabalu, Malaysia. He doesn't have a lot of luggage. He only needs the car for local travel.

car type: .....

reason: .....

2

Ms. Peres is a banker from Porto Alegre, Brazil. Her daughter is getting married in Puebla, Mexico. She wants to drive to Puebla from Mexico City with her husband and two other children for the wedding. They have a lot of clothes and presents for the wedding.

car type: .....

reason: .....

3

Mr. Soo is a tourist from Seoul, Korea, visiting western Australia with his brother. They enjoy hiking and fishing, and they're planning a road trip through the Lake District. They plan to drive on some rough roads, so they want a car with four-wheel drive.

car type: .....

reason: .....

4

Ms. Móntez is a tourist from Veracruz, Mexico, visiting national parks and cities in the U.S. with her husband and their five children. They plan to do a lot of shopping.

car type: .....

reason: .....

5

Dr. Sato is from Osaka, Japan. He's traveling to an international medical meeting in Buenos Aires, Argentina. He has to invite three doctors to dinner and after-dinner entertainment. He likes to drive.

car type: .....

reason: .....

LISTENING COMPREHENSION

2:29

Listen to summarize Listen to the four phone conversations. Write a check if the caller rented a car. Then listen again. Write the reasons the other callers didn't rent a car.

- ☑ 1 .....
- ☐ 2 The caller had the wrong number.
- ☑ 3 .....
- ☐ 4 You have to be 25 to rent a car and the caller is 18.

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BEFORE YOU LISTEN

A Discussion

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- For review, write these different car types on the board for students to refer to: *full-size sedan, compact car, wagon, minivan / van, convertible, SUV, sports car, luxury car.*
- Ask students to use the sample quote as a model and suggest reasons and situations for renting each type of car.

B Pair work

Suggested teaching time:	8–11 minutes	Your actual teaching time:	

- As pairs read each description, have them underline context clues that suggest which car would be best for each person. (1. Doesn't have a lot of luggage, needs car for local travel; 2. Husband and two other children, have a lot of clothes and presents; 3. Drive on some rough roads, four-wheel drive; 4. Husband and their five children, do a lot of shopping; 5. Invite three doctors to dinner, likes to drive.)
- After students suggest car types and reasons, tell them to work with another pair to compare their answers.

Option: **[+5 minutes]** Have students complete each sentence with a car type. Explain that more than one type is possible for some statements.

1. I have a husband, four children, and two dogs. We need a(n) ___. (Possible response: Van.)
2. I live in the city and need a car that is easy to park. I need a(n) ___. (Possible response: Compact car.)
3. I love to drive into the country and ride along rocky roads. I need a(n) ___. (Possible response: SUV.)
4. I go skiing a lot and have to carry my skis and other equipment. I need a(n) ___. (Possible response: Wagon / van.)
5. I like to travel in style and comfort. I need a(n) ___. (Possible response: Luxury car.)
6. I love driving with the wind blowing through my hair! I want a(n) ___. (Possible response: Convertible.)
7. I'm single and don't need a lot of room. I like to drive fast. I want a(n) ___. (Sports car.)
8. I like a basic car that has four doors. I want a(n) ___. (Sedan / full-size car.)

LISTENING COMPREHENSION

Listen to summarize

Suggested teaching time:	11–12 minutes	Your actual teaching time:	

- With books closed, students listen to the phone conversations. Check comprehension by asking *Who is Clarence?* (An agent at Wheels Around the World Rentals, a car rental agency.) *Who is he talking to?* (Four customers.)
- Tell students to open their books. Read the directions and have them listen again for who rented a car. Then have them listen again to write the reasons people didn't rent cars.
- Ask students to compare answers in pairs. Then review answers with the class.

Option: **[+10 minutes]** Have students listen one more time and identify what kind of car the people rented. (1. SUV; 3. compact.)

AUDIOSCRIPT

CONVERSATION 1 [F = Russian]

M: Good morning. Wheels Around the World Rentals. This is Clarence. How may I help you today?
F: Good morning. I need a rental car in La Paz.
M: In Bolivia?
F: That's right. I'm arriving on Tuesday, December 18th.
M: At the La Paz El Alto airport?
F: Yes, at 6:30 A.M.
M: And what kind of car do you need?
F: Something with four-wheel drive. Do you rent SUVs?
M: Yes, we do.
F: Great.

CONVERSATION 2

M1: Good morning. Wheels Around the World Rentals. This is Clarence. How may I help you today?
M2: Yeah. I need service on my Spazda 1999. It's still under warranty.
M1: I'm sorry, sir. You must have the wrong number. This is Wheels Around the World. We're a car rental agency.
M2: Sorry.

CONVERSATION 3 [F = British English]

M: Good morning. Wheels Around the World Rentals. This is Clarence. How may I help you today?
F: Hello? This is Ingrid Katz. Do you rent cars in the U.S.?
M: Yes, Ms. Katz. Where do you need the car?
F: At the Miami airport. On October the 4th, returning the car on October the 7th at the airport again.
M: What kind of car were you looking for?
F: Something small. A compact.
M: Miami. Let me check . . . OK. We have compacts in Miami. Would you like me to reserve one for you?
F: Oh, yes, please.

CONVERSATION 4

M1: Good morning. Wheels Around the World Rentals. This is Clarence. How may I help you today?
M2: Good morning. I'd like to rent a car on Saturday. A luxury car, preferably white . . .
M1: Yes?
M2: Do you rent by the hour? I only need it for Saturday night.
M1: Well, we do, at $25 an hour for luxury cars, but do you mind my asking you your age?
M2: Excuse me?
M1: How old are you?
M2: I'm eighteen.
M1: I'm sorry, sir. You have to be twenty-five to rent a car.

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NOW YOU CAN Rent a car

A Notepadding

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

- For a warm-up, ask some general questions:
  Have you or anyone in your family ever rented a car?
  If yes, did you make the reservation in person? On the phone? Online?
  What type of car did you (or your relatives) rent?
  Where did you go?
- Call on students to suggest destinations that would require a rental car.
- Review the headings on the notepad. Then have students work individually and make notes.

B Pair work

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- To prepare students, have them skim the list of available cars. Then ask *Which car is the least expensive?* (The Micro 220.) *Which is the most expensive?* (Probably the Lexor 320i—it doesn't even list a price.) *Why doesn't the Lexor 320i list a price?* (It probably varies or is extremely expensive.)
- On the board, write *comfort, style, safety*. Explain that these are factors that might influence a customer's choice of a rental car. Have students suggest other factors.(Possible responses: Size, location of rental agency, features such as GPS, DVD player.)
- Ask *Which factors are most important to you when you rent a car? Which factors would you be willing to pay more for?*
- Ask pairs to study the car choices and prices and decide which one best fits their needs. If none of the pictured cars are appropriate for them, tell them to suggest another car and explain why they prefer it.
- After students have made their decisions, give them a few minutes to skim the language in the Recycle box, then review vocabulary as needed. Encourage students to use all the language in the Recycle box. Tell them to cross out each question or statement as they use it.
- Model the conversation by role-playing the phone call with a more confident student. Play the role of the caller and sit back-to-back to simulate an authentic phone conversation. Model using repair strategies such as *Sorry, can you repeat that?* or *Sorry, I don't understand. How do you spell that?*
- Have pairs role-play the agent and caller. Encourage pairs to make up a name for the rental agency they are calling.
- Move around the room and make sure students exchange roles and change the conversation at least once.
- Invite volunteers to role-play their calls for the class. As pairs perform, have the other students listen and take notes on which car is rented, and the reason for renting it. Review answers with the class.

Option: **[+5–10 minutes]** For additional practice, tell students to imagine that they are on a business trip and need to rent a car for five days. They have a budget of $350 U.S. dollars. The daily rates listed in the book include all taxes and fees. Tell pairs to determine which cars they can consider. Then have pairs discuss which of the cars they would pick. Alternatively, convert the daily rates and budget to local currency.

• Conversation Pair Work Cards

EXTRAS (optional)

- Workbook: Exercises 11–12
- Copy & Go: Activity 15

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NOW YOU CAN Rent a car

A Notepadding Plan a trip for which you need a rental car.

Destination	Pickup date	Drop off date	Number of companions	Activities

B Pair work Role-play a phone call to a car rental agency. Rent a car for the trip you planned on your notepad. Choose one of the cars from Wheels Around the World rental agency. Ask about the rate. Discuss the trip and your needs. Then change roles.

Be sure to recycle this language.

Agent
Hello. ___ Rental Agency.
How can I help you?
When will you pick up / drop off the car?
Where will you drop off the car?
Please bring your (driver's license / credit card).

Caller
I'd like to make a reservation.
I'm traveling with ___.
It's a business trip / vacation.
I have / don't have a lot of luggage.
I'd like a (compact car).
I'd rather have a (van).
I need a car with (automatic / manual) transmission.

Invocation SL
Daily Rate: US $60

Turbo
Daily Rate: US $90

Lexor 320i
Daily Rate: Inquire about price

Micro 220
Daily Rate: US $45

Sea Breeze
Daily Rate: US $75

Amigo
Daily Rate: US $70

Outing
Daily Rate: US $68

Overland
Daily Rate: US $80

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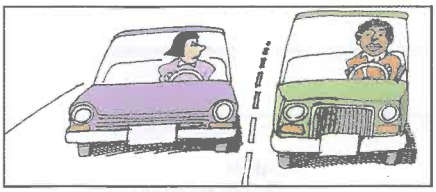
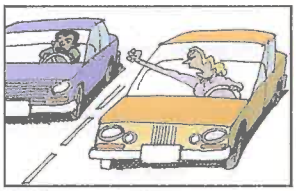
LESSON 4

GOAL Discuss good and bad driving

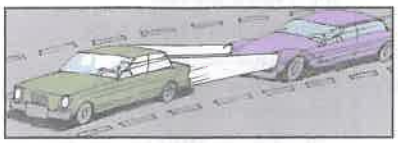
BEFORE YOU READ

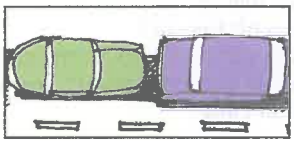
A 2:30 **Vocabulary** • *Aggressive driving behavior* Read and listen. Then listen again and repeat.


stare

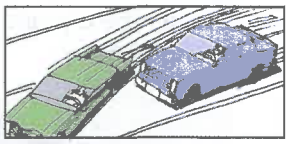

gesture

honk


flash your lights


tailgate

weave through traffic


cut someone off

B **Warm-up** Which of the aggressive driving behaviors bother you the most? Which behaviors are the most dangerous? Why?

READING

2:31

FEATURE ARTICLE

Six Tips for Defensive Driving

We all know that not everyone drives well. Some people tailgate, gesture, weave through traffic, and honk— classic signs of the aggressive driving that causes one third of all car crashes. But more and more people are now talking on the phone, eating, and even watching TV as they drive—examples of the multitasking and inattentive driving that is a growing cause of accidents. Although we can't control the actions of other drivers, the following defensive driving tips can help us reduce the risks caused by our own driving and the bad driving of others.

1 Slow down. Driving too fast for weather or road conditions gives you less time to react to dangers on the road ahead of you. Also, as you increase your speed, your car becomes harder to control and takes longer to come to a stop.

2 Follow the "3-second rule." The greatest chance of a collision is in front of you. Maintaining a safe following distance of three seconds behind the car in front of you will give you enough time to react if that car slows or stops suddenly.

3 Pay attention to your surroundings. Be aware of where other vehicles are and what is happening on the road. Check your rearview and side-view mirrors frequently. Before changing lanes, always look over your shoulder to check your "blind spots"—areas to the side and rear of your car that aren't visible in your mirrors.

4 Signal your intentions early. Use turn signals to let other drivers know what you're going to do before you do it. This helps other drivers understand your plans, so they can make their own defensive driving decisions.

5 Expect the unexpected. Assume that other drivers will make mistakes. Plan ahead what you will do if another driver breaks a traffic law or cuts you off. For example, don't assume that a vehicle coming to a stop sign or a red light is going to stop. Be prepared to stop your own car if necessary.

6 Don't take others' aggressive driving personally. Other people will drive badly. They're not thinking about you. If you permit them to make you angry, it can affect your own driving and lead to an accident. When other drivers show signs of aggressive driving, just slow down or pull over to let them pass.

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BEFORE YOU READ

A Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- For a warm-up, brainstorm what the qualities of a good driver are. (Possible responses: Knows the local driving rules, is in control of the vehicle, functions well under stress, drives well in bad weather conditions, pays attention.)
- Tell students to look at the pictures and ask *Are these examples of good driving behavior? What kind of behavior is it?* Point out the term *Aggressive driving behavior* in the subhead. Explain that *aggressive* means angry or threatening.
- Have students read and listen to the vocabulary, then have them listen and repeat. Answer any questions.

Language and culture

- *To cut someone off* can also mean to interrupt someone (stop someone from saying something.) For example, *She cut me off when I tried to explain what had happened.*

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Warm-up

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- To introduce the topic, have students discuss the questions in small groups.
- Review answers as a class.

Option: [+3 minutes] To extend the discussion, ask *Which of these aggressive driving behaviors have you experienced? Have you ever done any of these things on the road? What was the result?*

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Preview the article by reading the title aloud and asking *What is this article about?* (How to drive defensively.) *What do you think defensive means here?* (To avoid an accident.)
- Look at the picture and ask *Is he driving defensively? Why not?* (No. He's eating, drinking, and talking on the phone while driving.) *Do you ever do any of these things while driving?*
- Encourage students to activate their knowledge of the topic by closing their books and using the vocabulary to write four defensive driving tips with a negative imperative of their own. For example, *Don't cut off other drivers.* Then have them read the article.
- As students read the article, move around the room and provide help with any unfamiliar vocabulary as needed.
- After students have finished reading, ask *Did you see any of your tips in the article? Which ones?*
- Review the answers with the class.

Language and culture

- *To multitask* means to do many things at the same time; the prefix *multi* means *many.*
- *To pull over* means to drive your car out of traffic; for example, onto the shoulder of a highway or the curb of a road.
- *A worst-case scenario* means the worst possible thing that can happen.
- *To cut out* means to remove, eliminate.
- *To take something personally* means to believe that actions or words are directed only at you, not other people.

Option: [+10 minutes] For additional practice, have students listen to the audio. Pause at the end of each numbered tip and ask students to summarize each tip.

ActiveTeach Multimedia Disc • Extra Reading Comprehension Questions • Learning Strategies

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A Understand from context

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students scan the choices to complete each statement. Explain any words students don't know, or refer them to the article to find explanations in context.
- Have students complete the exercise individually. Then have them compare answers in pairs. Answer any remaining questions.

Option: [+3 minutes] As an alternative approach, before students circle the correct word or phrase, have them number the paragraphs in the Reading. Tell them to scan the article for the answer to each item in the exercise. Have students write the paragraph number where the answer can be found next to the item and work in pairs to complete the exercise.

Option: [+10 minutes] In pairs, have students look at the tips each of them wrote down before the Reading. Have them choose three tips to add to those in the article. Encourage students to write several sentences for each tip explaining what they mean. Have pairs share their ideas with the class.

B Critical thinking

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Write the question on the board for students to refer to: *How can defensive driving help drivers avoid accidents?*
- Have students write a list of ideas in pairs. Refer students to page 46 for ideas, if they need help.
- Combine pairs into groups of four to discuss their lists. Move around the room and help students as needed.

Option: [+15 minutes] To challenge students, have a brief debate. On the board, write *Should using cell phones while driving, including hands-free devices, be against the law?* Divide the class in half to form two groups and assign each group either the negative or affirmative answer. Tell each group to prepare arguments to support or oppose the assigned answer. Allow students to refer to the article for ideas and have groups share their arguments, allowing each side to respond. Write the arguments on the board. Then review the arguments and have students vote on which group made a stronger case.

NOW YOU CAN Discuss good and bad driving

A Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Refer to the pictures on page 46 to review vocabulary.
- After students complete the survey, have them figure out their score and compare it with their partner's.
- Invite students to share their scores. Ask *Do you think your score accurately reflects your driving behavior? Why?*

Language and culture

- *Cool as a cucumber* is an idiom that means always calm and in control of one's emotions. This idiom may come from the fact that the inside of a cucumber stays cool even in warm weather.

Option: [+5–10 minutes] To extend the activity, write these questions on the board: *Do you think the laws against bad driving are strong enough? Why? How do you think better driving behavior could be encouraged?* Have students discuss the questions in small groups and share their answers with the class.

B Notepadding

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Allow students to complete the activity individually. Then place them in pairs to compare lists.
- Ask *Why do you think people do the things on your bad drivers list?* Have groups discuss. (Possible responses: People are in a hurry so they speed, tailgate, cut off other drivers, and weave through traffic. Because people talk and text on their phones while they drive.)

C Discussion

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- For a warm-up, say *Raise your hand if you think you're a good driver. Raise your hand if you think you're a bad driver. An OK driver.* Write the numbers of students in each category on the board. Ask *How many of you know someone who is a bad driver?* Circle the bad driver numbers.

Note: If your students don't drive yet, you can say *Raise your hand if you think you'll be a good driver, a bad driver, or an OK driver.*

Text-mining: Review the instructions with the class, then have students skim the article and underline appropriate language. For example, . . . *is a growing cause of accidents; defensive driving skills can help us avoid . . . ; slow down or pull over . . . ; be prepared to act if.* Write students' findings on the board for them to refer to during the discussion.

- Have students work in groups to discuss the question in the book. Encourage students to come to an agreement on their conclusion. Assign one student the role of taking notes.
- Review the group conclusions with the class.

- **Conversation Pair Work Cards**

EXTRAS (optional)

- **Workbook: Exercises 13–16**
- **Copy & Go: Activity 16**

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A Understand from context Circle the correct word or phrase to complete each statement.

1. A person who is doing more than one activity at the same time is (multitasking / driving defensively).
2. Following the "3-second rule" means maintaining a safe (road condition / following distance).
3. Tailgating, gesturing, and honking are three examples of (inattentive / aggressive) driving.
4. Not paying attention is an example of (inattentive / aggressive) driving.
5. *Collision* and *crash* are two words that mean (danger / accident).
6. A part of the road that you can't see in your mirrors is called a (blind spot / lane).

B Critical thinking How can defensive driving help drivers avoid accidents? Explain your opinion, using the Vocabulary and examples from the Reading or from your own experience.

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss good and bad driving

A Pair work Complete the survey and then compare surveys with a partner. Do the same things bother you?

How does the driving behavior of others affect you?

Rate each behavior on a scale of 1 to 3.

- ☐ Tailgating to make others go faster or get out of the way
- ☐ Making rude gestures at others
- ☐ Honking excessively
- ☐ Staring angrily at other drivers
- ☐ Flashing lights to signal others to move to another lane
- ☐ Weaving in and out of traffic
- ☐ Driving too slowly
- ☐ Cutting other drivers off

1 = Doesn't bother me
2 = Annoys me
3 = Makes me very angry

Total your score.

If your score is...

- **20-24** Calm down. Don't take other people's bad driving personally. They're not thinking about you.
- **13-19** Stay focused. Don't allow bad drivers to distract you. Pay attention to your own driving instead.
- **8-12** Congratulations! You're as cool as a cucumber.

B Notepadding Make a list of good and bad driving behaviors.

Good drivers	Bad drivers
pay attention	flash their lights at others

C Discussion Discuss good and bad driving. Do you think most people are good drivers? Use your notepad for support.

Text-mining (optional)
Underline language in the Reading on page 46 to use in the Discussion. For example:
"If the driver of another vehicle is ..."

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciation

A 2:32 **Listening comprehension** Listen to the conversations. Then complete the statements with aggressive driving behavior vocabulary from page 46.

1 The other driver just ....cut.... them ....off.... .
2 Jim's mother says he's ....tailgating.... .
3 The driver behind them is ....honking.... at them.
4 The driver opened his window and ....gestured.... at them.
5 The driver is ....flashing his light.... because he wants to pass.
6 The driver is ....weaving through traffic.... .
7 The driver is ....staring.... at them.

2:33/2:34
Top Notch Pop
"Wheels around the World"

B Read the definition. Write the name of the car part.

1 a window on the top of the car: ....sunroof....
2 a part that stops the car: ....brakes....
3 a window the driver looks through to see the cars in front: ....windshield....
4 a place where the driver can find information about speed and amount of gas: ....dashboard....
5 a part that people wear to avoid injuries in an accident: ....seatbelt....
6 a part that prevents the car from moving when it's parked: ....gearshift....

C Complete each statement or question about driving. Use the past continuous or the simple past tense.

1 I ....was not paying attention.... (not pay attention), and I ....had.... (have) an accident.
2 The other driver ....did not stop.... (not stop) at the stop sign, and she ....was not wearing.... (not wear) a seat belt.
3 He ....was talking.... (talk) on a cell phone and his car ....damaged.... (damage) my trunk.
4 Who ....was driving.... (drive) when the accident ....occurred.... (occur)?
5 Where ....were.... they ....standing.... (stand) when they ....saw.... (see) the accident?

D Complete each conversation, putting the phrasal verbs and objects in order.

1 A: Won't the car start?
B: No, I / it / can't / turn / on ....I can't turn it on.... .

2 A: Do you need gas, sir?
B: Yes. Please / up / fill / it ....Please fill it up.... .

3 A: Hey, you haven't turned on your headlights.
B: Oops. Thanks. I can't believe / I / forgot / turn / on / to / them ....I can't believe I forgot to turn them on.... .

4 A: Can All Star Limo drive us to the airport?
B: Yes. They / us / pick / will / up / at 5:30 ....They will pick us up at 5:30.... .

E Writing On a separate sheet of paper, write a short paragraph about the differences between good and bad drivers.

WRITING BOOSTER ▸ p. 142
- *Connecting words and sentences: And, In addition, Furthermore, and Therefore*
- *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time:	10 minutes	Your actual teaching time:	

- For review, refer students to the aggressive driving behaviors in the Vocabulary on page 46. To support weaker students, write these expressions on the board for students to refer to.
- Before students listen, have them read the fill-in statements. Then play the audio once or twice for students to listen and fill in the blanks. If necessary, play the audio one more time.

AUDIOSCRIPT

CONVERSATION 1
F: Oh, my gosh! Did you see that?
M: No. What happened?
F: That guy in the white van just turned in front of us. I almost hit him.
M: Wow! What's *his* big hurry?

CONVERSATION 2
F: Jim, don't you think you're driving a little too close to the car in front of us?
M: No way. I've got great reaction time.
F: Well, you'd better have good brakes!

CONVERSATION 3
M: Hey, keep your shirt on, mister.
F: What is *wrong* with that guy? He does that at every light.
M: Who knows. Some people can't stand to wait two seconds after the light changes.
F: Yeah. But the rest of us can't stand all that noise!

CONVERSATION 4
M1: Did you see what that guy just did?
M2: No, I didn't.
M1: He just opened his window and gave me some kind of sign with his hand.
M2: What's that supposed to mean?
M1: I don't want to know.

CONVERSATION 5
F1: Why's that guy behind us doing that with his lights?
F2: Beats me. Maybe he wants to pass.
F1: Well, he can be my guest. With all this traffic he won't get very far.

CONVERSATION 6
F: Look at the way that guy's driving. He just passed us on the left and now he's passing that car on the right.
M: There he goes again. Now he's in the left lane passing another car.
F: Unbelievable. He thinks he owns the road!
M: You know what bugs me? There's never a policeman around when people drive like that.
F: You can say that again!

CONVERSATION 7
M: Why is that man looking at us like that? He looks so angry.
F: You're right. He does.
M: Yeah. But why's he doing that?
F: He probably doesn't like the way you drive. Don't even look back at him.

Language and culture
- *I've got great reaction time* means I am able to react very quickly, in this case step on the brakes and stop the car.
- *Keep your shirt on* is used to tell someone to calm down.
- *Beats me* is slang for *I don't know.*
- *Be my guest* means *do whatever you want.*
- *To own the road* means to act as if the road belonged to you and you could do whatever you wanted on it.
- *To bug* means *to bother.*
- *You can say that again* means that *I really agree with you.*

B Read the definition . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Encourage students to try to do the exercise without referring to the Vocabulary on page 40. Then have pairs compare answers and refer to the car images.

C Complete each statement or question . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Encourage students to check their answers in pairs by asking each other *Did the action continue during a period of time in the past?* Use the past continuous. *Did the action occur and then end?* Use simple past tense.
- Call on volunteers to name the actions that occurred and ended. (1. had an accident; 2. did not stop; 3. damaged my truck; 4. the accident occurred; 5. they saw.)

D Complete each conversation . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- If necessary, remind students to place the direct object pronoun before the particle.
- As students compare their responses and practice reading the conversations, tell them to pay attention to the change in stress when an object pronoun comes before the particle.

E Writing

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To prepare for writing, refer students to their notepads on page 47. Tell students to find a partner who was not in their discussion group and discuss the ideas from their notepads.
- If students have trouble organizing their ideas, tell them to write about two people they know; for example, one who's a good driver and one who's a bad driver.
- Have students check their papers for errors. Ask *Does every sentence have a subject and verb? Do the subjects and verbs agree?*
- Have students exchange papers with a partner and ask each other questions if something is not clear.

Option: WRITING BOOSTER (Teaching notes p. T142)

• Writing Process Worksheets

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ORAL REVIEW

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

Group story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To prepare, have students look at the four pictures and say all the words they know. Write them on the board.

Possible responses . . .

car rental, agent, woman, man, SUV, service station, fill up, speeding, not paying attention, talking on a cell phone, accident, damage, hood, bumper, broken headlights

- Tell students to give the characters names and create a story about them. Remind students to use the simple past tense for finished actions and the past continuous for actions that continued during a period of time in the past.

Possible responses . . .

John and Melissa Green picked up their rental car in Temuco on January 16. They rented an SUV. First they filled up the car with gas. John was not a good driver. Most of the time he was speeding and not paying attention. Melissa was not paying attention because she was talking on her cell phone, and John wasn't watching the road. Then he saw a lot of cows in the road. He had an accident. Luckily, no one was hurt. But there was damage to the car. They will have to replace the headlights and fix the hood and the bumper. Melissa called the rental agency and told them about the accident.

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Assign each pair one of the illustrations. Before students create conversations, have them scan the illustration and suggest all possible scenarios. Encourage students to look back at the unit for vocabulary and ideas.

Possible responses . . .

January 16
A: Hello. My name is Melissa Green. I have a reservation. **B:** Yes, of course. A compact car, right? **A:** No, I requested an SUV. **B:** OK, no problem. We have an SUV available. You'd like the car for two weeks, right? **A:** Yes, that's right. **B:** I'll need your driver's license and a major credit card. **A:** Here you go. **B:** Here are the keys. Enjoy your trip!

January 17
A: Fill it up, please. **B:** Yes, ma'am. Anything else? **A:** Can you check the engine, please? It's making a funny noise. **B:** Can you drop off the car later? **A:** Actually, can you look at it right away? We're traveling. **B:** OK. I have some time now. **A:** Thank you very much.

January 18
A: Look at that mountain! **B:** Yes, it's beautiful. Sally, this is Melissa. We're in Chile! **A:** We can climb to the top tomorrow. **B:** What? Oh, OK. Sally? We're having so much fun. We rented a great red SUV. We're going to climb a mountain tomorrow.

Pair work 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to look through the illustration and suggest all possible scenarios. Encourage students to look back at the unit for vocabulary and ideas.

Possible responses . . .

A: Good morning, Multi Car Rentals. This is Pedro. How may I help you? **B:** Pedro, this is Melissa Green. My husband and I had an accident! **A:** Oh, no! Are you OK? **B:** Yes, we're fine. No one was hurt. **A:** Thank goodness. Was there much damage to the car? **B:** Well, we'll have to replace the headlights. And fix the hood and the bumper.

Option: [+15 minutes] Writing. Have students look at the third and fourth pictures and make notes about the accident and its causes. Encourage students to look at the list of words on the board from the Group Story and to read the car parts Vocabulary on page 40. After students have finished writing, have pairs read each other's writing and compare details they included.

Option: Oral Progress Assessment

- Use the illustrations on page 49. Encourage students to use the language practiced in this unit.
- Point to the different items in the illustrations and have students identify them.
- Ask information questions; for example, *Where are they? What are they doing? Where do they want to go? What's this? What is he doing? Who is she talking to? What happened? How did the accident happen?*
- Invite a student to role-play a telephone conversation with you. Play the role of the woman and ask the student to play the receptionist at Multi Car Rentals.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

• Oral Assessment Charts

Option: *Top Notch* Project

Have students research a news article about a car accident and prepare a presentation to the class.

Idea: Have students bring articles about car accidents to the class. The articles do not have to be in English.

Tell students to work in pairs and choose one article to present. Have pairs make notes about the article they choose, using the questions as a guide.

Students can refer to their notes when they present the accident to the class.

EXTRAS (optional)

- Complete Assessment Package
- Weblinks for Teachers: pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides

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ORAL REVIEW

Group story Together, create a story about the pictures. Each person adds one sentence to the story. Begin with January 16. Use the past continuous and the simple past tense in your story. Start like this:

They picked up their rental car in Temuco on January 16...

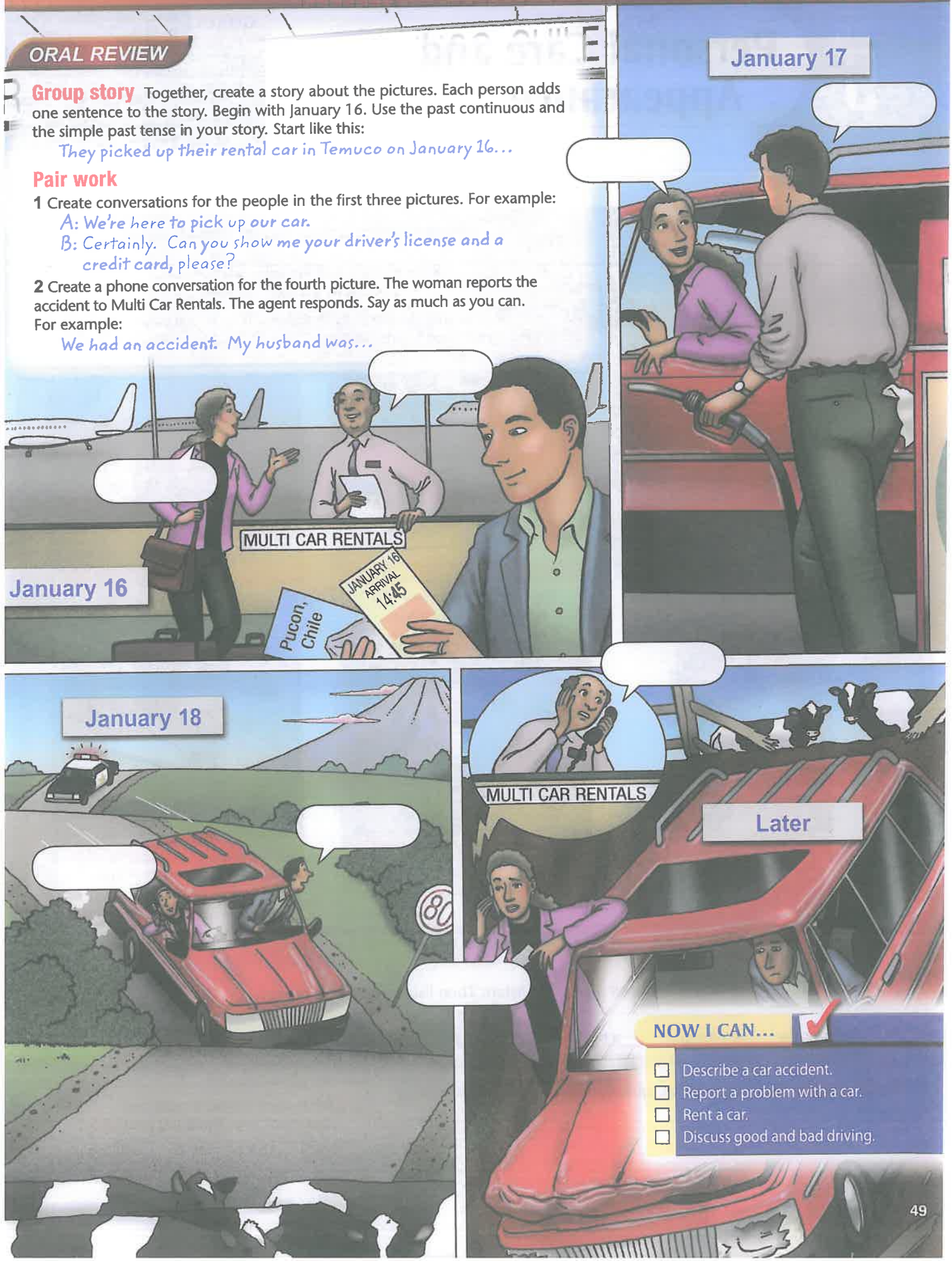
Pair work

1 Create conversations for the people in the first three pictures. For example:

A: We're here to pick up our car.
B: Certainly. Can you show me your driver's license and a credit card, please?

2 Create a phone conversation for the fourth picture. The woman reports the accident to Multi Car Rentals. The agent responds. Say as much as you can. For example:

We had an accident. My husband was...



NOW I CAN...

- ☐ Describe a car accident.
- ☐ Report a problem with a car.
- ☐ Rent a car.
- ☐ Discuss good and bad driving.

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UNIT 5

Personal Care and Appearance

Preview

GOALS After Unit 5, you will be able

1. Ask for something in a store.
2. Request salon services.
3. Discuss ways to improve appearance.
4. Define the meaning of beauty.

AT THE IMPERIAL HOTEL

Unique 24-hour Unisex Spa for Hotel Guests

Relieve stress and the aches and pains of your busy, tension-filled life.

Surround yourself with the best in personal care delivered by multinational, multilingual technicians.

Shampoo
Get your hair washed professionally.

Manicures
Make your nails beautiful with a Russian or French manicure.

Pedicures
Get ready for sandals season! For men and women.

Facials
Make yourself look ten years younger!

Shaves
Let Omar and his expert staff give you the best shave in town!

Haircuts
All the latest international styles. Hair coloring and straightening available, too.

APPOINTMENTS SUGGESTED • WALK-INS WELCOME • TOUCH 6 ON YOUR ROOM PHONE

A 3:02 **Vocabulary** • ***Salon services*** Read and listen. Then listen again and repeat.

a shampoo | a manicure | a pedicure | a facial | a shave | a haircut

B **Pair work** Take turns asking questions about the salon services.

"What salon service should you get when your hair is too long?"

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UNIT 5

Personal Care and Appearance

Preview

Before Exercise A, give students a few minutes of silent time to examine the spa brochure.

Suggested teaching time:	12–17 minutes	Your actual teaching time:	

- Introduce the topic by writing *spa* on the board. Ask *What kinds of services does a spa offer? Have you or has anyone you know ever been to a spa?*
- Check comprehension by asking:
  What is this brochure for? (A hotel spa.)
  Where is it located? (At the Imperial Hotel.)
  Do you need to make an appointment? (You should, but you can also just walk in.) Make sure students understand that *Walk-ins welcome* means that customers without appointments are welcome.
- Ask a volunteer to read the information at the top of the brochure. Explain *relieve stress* if necessary.
- Tell students to discuss these questions in pairs: *In your opinion, which of these services are the most essential at a spa? Which are the least essential?*

A Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students read and listen once, explain that all of the salon services are count nouns and take an article. Point out the difference between *a shampoo* (a count noun), meaning a salon service, and *shampoo* (a non-count noun), a personal hair care product.
- Explain that we use the verbs *give* or *get* with the salon services. A customer gets the service and the salon worker gives the service.

ActiveTeach Multimedia Disc
- Vocabulary Flash Cards
- Learning Strategies

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Model the activity by having two students complete the task. Ask one student to read the model quote and the other student to answer the question. Tell pairs to use the sample question in quotes as a model for asking questions about salon services.
- Review answers with the class by asking *Is there a salon service you would never get? If yes, why?*

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C Photo story

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- To prepare students, tell them to look at the photos and answer these questions:
  Why do you think he is in the salon? (To get a haircut.)
  What does the woman give the man? (A towel. Maybe he's there to get a facial and a haircut.)
- Have students read and listen to the conversation. Make sure students understand the meaning of *while I'm at it* (while I am doing something else) and *I don't have much cash on me* (I don't have much cash in my wallet or purse). In this case, the man would have to go and get more cash from a bank or ATM or charge the service to a credit card.
- Have students listen and read a second time. To check comprehension, ask:
  What services is he interested in? (A facial and a haircut.)
  What time will he get his facial? (11:00, since someone canceled his or her appointment.)
  What time can he get a haircut? (12:00.)
  Is this salon in Europe? How do you know? (Yes, it's in Europe. The price is quoted in euros.)
  How will the man pay? (He doesn't have much cash on him, so it will be charged to his room.)

Language and culture

- At places where appointments are necessary, such as salons, businesses, or doctors' offices, it is common to refer to people by the time of their appointment; for example, *Your one o'clock is here.* OR *Your nine o'clock canceled.*
- *Would it be possible to . . .* is a way to make a request when the speaker wants a special favor.

Option: **[+8 minutes]** For an alternative approach before reading the Photo Story, ask students to cover the conversation. Tell them to use the photos to predict what the people are saying.

D Focus on language

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity by doing the first item with the class. Then tell students to work individually and underline the phrases in the conversation. Move around the room and explain unfamiliar vocabulary as needed.
- Review the answers as a class and have pairs practice the conversation.

Option: **[+5 minutes]** Assign pairs one of the expressions they underlined and have them create a two-line conversation using it. For example:
A: *I really need a haircut.*
B: *You're in luck. There's a hair salon in this hotel.*

Answers to Exercise D

1. Would it be possible to get a facial?
2. You're in luck. Our eleven o'clock just called to cancel his appointment.
3. Not a problem.
4. How much will the facial and haircut come to?
5. It will be 110 euros in all.
6. You can charge it to your room.
7. Well, that's up to you.

E Personalize

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Give students a moment to skim the different services. If necessary, refer them to the previous page to review vocabulary. Then ask students to read the words and phrases and to indicate how often they get the services. Explain as needed: *Once in a while* means sometimes; *too often to count* means very often. Point out that the words and phrases are listed from least often to most often.
- Before pairs compare answers, write *How often do you get a ___?* on the board. Remind students that customers use the verb *get* to talk about services they receive and that these are countable nouns.

F Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Ask students to rank the salon services in Exercise E from 1 (most useful) to 7 (least useful). Have students explain their ranking in groups using the sentences in quotes as models. Then have students compare opinions with a partner.
- When the groups have finished, survey the class responses to find which salon services are considered the most and least useful.

EXTRAS (optional)

- **Workbook: Exercises 1–3**

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3:03

C Photo story Read and listen to a conversation at a hotel salon.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Receptionist: Can I help you, sir?

Client: Would it be possible to get a facial? I don't have an appointment.

Receptionist: Well, actually, you're in luck. Our eleven o'clock just called to cancel his appointment.

Client: Terrific.

Receptionist: Let me show you to the dressing area.

Client: Thanks. Oh, while I'm at it, do you think I could get a haircut, too?

Receptionist: Yes. But you might have to wait a bit. We don't have anything until 12:00.

Client: Not a problem. By the way, how much will the facial and haircut come to? I don't have much cash on me.

Receptionist: Let's see, it will be 110 euros in all. But you can charge it to your room.

Client: Great. One more question. Is it customary to tip the staff?

Receptionist: Well, that's up to you. But most clients give the stylist and the facialist a euro or two each.

D Focus on language Answer the following questions, using language from the Photo Story.

See page T51 for answers.

1. How does the client ask for a facial?
2. How does the receptionist indicate that the client can have a facial without an appointment?
3. How does the client say "That's OK"?
4. How does the client ask about the price of a facial and a haircut?
5. What phrase does the receptionist use to tell the client the total cost of the salon services?
6. How does the receptionist tell the client that he doesn't have to pay until he checks out of the hotel?
7. What expression does the receptionist use to tell the client that the amount to tip is his decision?

E Personalize Check the word or phrase that best describes how often you get these salon services. Then compare charts with a partner.

	never	once in a while	monthly	weekly	too often to count
shampoo	☐	☐	☐	☐	☐
haircut	☐	☐	☐	☐	☐
facial	☐	☐	☐	☐	☐
shave	☐	☐	☐	☐	☐
manicure	☐	☐	☐	☐	☐
pedicure	☐	☐	☐	☐	☐

F Pair work In your opinion, what is the value of each of these services? Compare opinions with a partner.

"I think facials are great for skin. A facial helps me feel fresh."

"A shave? Are you kidding? I do that myself. I don't go to salons!"

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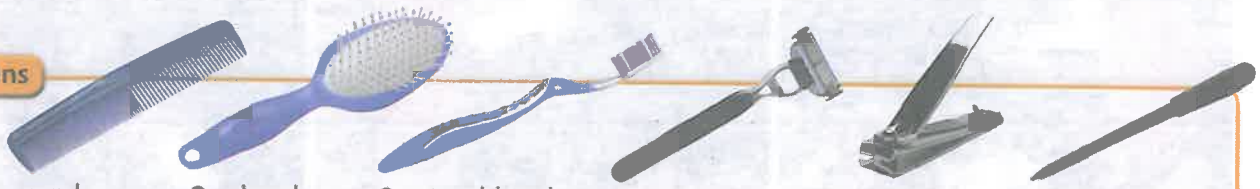
LESSON 1

GOAL Ask for something in a store

VOCABULARY *Personal care products*

A 3:04 Read and listen. Then listen again and repeat.

count nouns



1 a comb 2 a brush 3 a toothbrush 4 a razor 5 a nail clipper 6 a nail file

non-count nouns

1 soap

2 deodorant

3 shaving cream

4 aftershave

5 toothpaste

6 shampoo

7 hairspray

8 sunscreen

9 dental floss

10 hand and body lotion

11 makeup

12 lipstick

13 mascara

14 eye shadow

15 face powder

16 nail polish

B 3:05 **Listening comprehension** Listen and circle the kind of product each ad describes.

1 Spring Rain (shampoo / deodorant)
2 Rose (soap / nail polish)
3 Pro-Tect (sunscreen / hand and body lotion)
4 All Over (face powder / hand and body lotion)
5 Scrubbie (toothpaste / shaving cream)
6 Maximum Hold (hairspray / shampoo)

GRAMMAR *Quantifiers for indefinite quantities and amounts*

Use some and any with both plural count nouns and non-count nouns.

some: affirmative statements

We bought **some** combs. Now we have **some**.
They need **some** soap. We have **some**.

any: negative statements

I don't have **any** razors. I don't want **any**.
We don't want **any** makeup. We don't need **any**.

some or any: questions

Do you want **any** aftershave? OR Do you want **some** aftershave?
Does she have **any** nail files? OR Does she have **some** nail files?

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask a student to read the caption from the first item in each group of products. (A comb, soap.) Ask *Which word has an article?* (Comb.) *Why? Which group does comb belong to?* (Count nouns.) Remind students that non-count nouns do not have articles.
- Have students listen and repeat. Make sure they repeat the indefinite articles with the count nouns.
- Check comprehension by having students close their books. Write these products on the board: *toothbrush, toothpaste, razor, shaving cream.* Ask *Which do we use to clean our teeth? To shave our faces or legs?* Write on the board *a toothbrush and toothpaste, a razor and shaving cream.* Emphasize the use of the indefinite article with the two count nouns.

Language and culture

- *Soap, toothpaste,* and *shampoo* are non-count nouns, but they often appear in these countable phrases: *a bar of soap, a tube of toothpaste,* and *a bottle of shampoo.*
- The term *makeup* is a category and includes all the items in the picture: lipstick, mascara, eye shadow, face powder, and nail polish.

Option: **[+5–7 minutes]** For additional practice, play a game. Tell students to look at all the vocabulary items for two minutes and then close their books. Ask them how many of the items they can remember. Have students work in pairs from memory to complete a list of all twenty-two items from the vocabulary. The pair who remembers the most items or completes the list first is the winner.

• Vocabulary Flash Cards

B Listening comprehension

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Before students listen, read the product names. Based on the name, ask students to predict the type of product each one is. Explain that the brand names are listed first and the type of product appears in parentheses. Tell them to underline their predictions then listen once or twice to check if their predictions were correct. Have students compare their answers in pairs.
- Tell students to listen again and write key words from each ad that suggest what the product is. (Possible responses: 1. hair. 2. hands clean, washing your hands, clean hands; 3. protect your skin from the sun; 4. skin dry and rough, skin feels dry. 5. brighter, whiter teeth; dental cream. 6. keep your hair in place.)
- Invite students to share their words with the class.

AUDIOSCRIPT

1 **M:** Do you want softer, cleaner-smelling hair every time you wash? Ask for Spring Rain at your local drugstore or cosmetics store. Or order online at www.springrain.com.

2 **F:** Can't get your hands clean after a day in the garden? Try washing your hands with Rose. You'll get clean hands fast!

3 **M:** Doctors say it's important to protect your skin from the sun. So, even on a cloudy day, don't go out without ProTect and keep your skin healthy and young.

4 **F:** Does soap make your skin dry and rough? Well, All Over is the answer. All Over Liquid Smoother. Use All Over after bath or shower. Use All Over whenever your skin feels dry.

5 **M:** For brighter, whiter teeth, use Scrubbie Dental Cream twice a day, morning and night, and see results in less than a week. And have sweeter-smelling breath from day one!

6 **F:** Windy day? Hate to wear a hat? Maximum Hold will keep your hair in place even in the worst weather. Just shampoo, dry, and style your hair as usual. Then apply twice before going out. Your hair will look as good at the end of the day as it does when you step out. Get Maximum Hold for your hair.

GRAMMAR

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- To introduce *some* and *any,* write *1. some—affirmative statements, 2. any—negative statements, 3. some or any—questions* on the board. Read the example sentences in the Grammar box and ask *Which category does each one belong in?*
- Review the first point in the Grammar box. Emphasize that the noun is not repeated in the shortened second sentence. Explain that it is possible to use *some* and *any* with and without nouns. Here it is also possible to say *Now we have some combs. We have some soap. I don't want any razors. We don't need any makeup.*

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GRAMMAR (Continued)

- Read the point to the example sentences about *a lot of*. Then ask *What about you? Do you have a lot of razors? Do you use a lot of sunscreen? Do you buy a lot of makeup?* Tell students to answer in complete affirmative or negative sentences. (I have / don't have a lot of razors. I use / don't use a lot of sunscreen. I buy / don't buy a lot of makeup.)
- Have students read the point and the example sentences about *many* and *much*.
- On the board, write *hairspray, toothbrush, comb, soap*. Tell students to add *many* or *much* to each item and create a negative sentence.

Option: GRAMMAR BOOSTER (Teaching notes p. T128)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students complete the conversation. Encourage them to refer to the Grammar box, if necessary.
- Review answers with the class.

CONVERSATION MODEL

A Read and listen . . .

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

These conversation strategies are implicit in the model:
- Use "Excuse me" to initiate a conversation with a salesperson.
- Confirm information by repeating it with rising intonation.

- Use the photo to predict the conversation. Ask:
  Where are the two men? (In a store / a drugstore.)
  Who are they? (A customer and a store clerk.)
  What do you think the clerk is doing? (Showing the customer where something is.)
- Have students read and listen. Then ask:
  What does the customer want to buy? (Sunscreen and razors.)
  How does he ask for the sunscreen? (Where would I find sunscreen?)

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - use falling intonation for *Where would I find sunscreen?*
  - use rising intonation for *Sunscreen?* and *Anything else?*
  - pause slightly after *Actually*.

C Find the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Ask *Which sentences are affirmative?* (Those with *some*.) *Negative?* (Those with *any*.)
- Then ask *What noun do the first two sentences refer to?* (Sunscreen.) *The second two sentences?* (Razors.) *Which is a count noun?* (Razor.) *Non-count?* (Sunscreen.)

NOW YOU CAN Ask for something in a store

A Pair work

	5 minutes	Your actual teaching time:	

- To prepare students, have them use the directory to suggest specific products they could find in each aisle.
- Model the activity by role-playing a conversation with a more confident student. Play the role of Student B.
- Have pairs role-play their own conversations, referring to the directory for aisle numbers. Encourage them to continue the conversation, to use quantifiers, and to change roles once they have finished.
- Move around the room, helping students as needed. Refer pairs to the Vocabulary on page 52.

Option: **[+3 minutes]** To support weaker students, brainstorm a list of possible products in each store department and write them on the board.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards • Learning Strategies

B Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students find a new partner, tell them to skim the list of products on the right. Encourage students to practice the conversation in other types of stores. Ask *What kind of store can you buy clothes / food / electronics in?* (Possible responses: Department stores; grocery stores / convenience stores; electronics stores / appliance stores /office supply stores.) Review specific products that might be found in each type of store.
- Remind students to change partners when finished.
- Invite pairs to role-play their conversations for the class. Check comprehension by asking *What items was the person looking for?*

EXTRAS (optional)

- Workbook: Exercises 4–5
- Copy & Go: Activity 17

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Use a lot of with both plural count nouns and non-count nouns in statements and questions.
That store has **a lot of** razors. / They don't have **a lot of** sunscreen. / Do they have **a lot of** makeup?

Use many and much in negative statements.

many: with plural count nouns
They don't have **many** brands of makeup.

much: with non-count nouns
The store doesn't have **much** toothpaste.

GRAMMAR BOOSTER ▸ p. 128
- *Some and any: indefiniteness*
- *Too many, too much, and enough*
- *Comparative quantifiers fewer and less*

Grammar practice Complete the conversation between a husband and wife packing for a trip.

Dana: Do we have (1 any / many) shampoo?
Neil: Yes. We have (2 many / a lot of) shampoo.
Dana: And Maggie uses (3 much / a lot of) sunscreen. Is there (4 many / any)?
Neil: No, there isn't (5 some / any). And we don't have (6 much / many) toothpaste, either. I can pick (7 some / any) up on my way back from work.
Dana: Hey, Adam's shaving now. Does he need (8 any / much) shaving cream?
Neil: He doesn't shave every day. He can use mine!

CONVERSATION MODEL

A 3:06 Read and listen to someone looking for personal care products in a store.

A: Excuse me. Where would I find sunscreen?
B: Sunscreen? Have a look in the cosmetics section, in aisle 2.
A: Actually, I did and there wasn't any.
B: I'm sorry. Let me get you some from the back. Anything else?
A: Yes. I couldn't find any razors either.
B: No problem. There are some over there. I'll show you.

B 3:07 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

C **Find the grammar** Find and circle all the quantifiers in the Conversation Model.

NOW YOU CAN Ask for something in a store

A **Pair work** Use the store directory to role-play a conversation. Change the Conversation Model, using other products and quantifiers. Then change roles.

A: Excuse me. Where would I find ..... ?
B: ..... ? Have a look in ..... .
A: Actually, I did and there ..... any.
B: I'm sorry. Let me get you ..... from the back. Anything else?
A: ..... .

Cosmetics Plus
DIRECTORY

	Aisle
Hair Care	3
Tooth Care	4
Skin Care	2
Nail Care	2
Makeup	2
Shaving Supplies	1

B **Change partners** Change the kind of store and ask for other kinds of products.

Other products
- clothes
- food
- electronics

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LESSON 2

GOAL Request salon services

CONVERSATION MODEL

3:08

A Read and listen to someone request salon services.

A: I'm Linda Court. I have a two o'clock appointment for a haircut with Sean.

B: Hello, Ms. Court. Sean's running a little late. Do you mind waiting?

A: Not at all. Can I get a manicure in the meantime?

B: Yes, but it'll be a few minutes. There's someone ahead of you.

3:09

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Indefinite pronouns: someone / no one / anyone*

Someone, no one, and anyone are indefinite pronouns. Each refers to an unnamed person. Use indefinite pronouns when the identity of the person is unknown or unimportant.

Affirmative statements

There's { **someone** / **no one** } ahead of you.

{ **Someone** / **No one** } is waiting for the manicurist.

I saw **someone** at the front desk.

Negative statements

There isn't **anyone** waiting.
I didn't see **anyone** at the salon.

Questions

Can { **anyone** / **someone** } wash my hair?

Is there { **anyone** / **someone** } at the front desk?

Did you see { **anyone** / **someone** } waiting for a shave?

Be careful!
Use anyone, not no one, with the negative form of a verb.
DON'T SAY I didn't speak to ~~no one~~.

GRAMMAR BOOSTER ▸ p. 130

- *Indefinite pronouns: something, anything, and nothing*

3:10

A **Listening comprehension** Listen to the conversations. Complete each statement with someone or anyone and the salon service(s).

1 They can't find ....anyone.... to give her a ....manicure.... this afternoon.
2 ....Someone.... can give him a ....shampoo.... and a ....[hair]cut.... at 4:00.
3 There is ....someone.... who can give her a ....manicure.... and a ....pedicure.... at 6:30.
4 There isn't ....anyone.... who can give him a ....shave.... today.

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Use "Not at all." to show you don't mind an inconvenience.

- For a warm-up, tell students to look at the picture for one minute and then close their books. Ask them to work in pairs and write down everything they remember about the picture.
- Review answers with the class. Have students open their books to check which items they forgot. Point out the price list on the wall and the hair care products. Ask:
  Where are these women? (In a salon.)
  Who do you think the women are? (A customer and a clerk or receptionist.)
- Have students read and listen to the conversation. Explain any unknown vocabulary.
- To check comprehension, ask:
  What time is the woman's appointment? (Two o'clock.)
  Is Sean on time? (No, he's running late.)
  What does Ms. Court want to do while she's waiting for Sean? (Get a manicure.)
  Will she have to wait for the manicure? (Yes, there's someone ahead of her.)
- Have students read and listen a second time.

Language and culture
- *Do you mind . . ?* means *Will it bother you . . ?* To indicate that the situation is OK with you, the grammatically correct response to *Do you mind* is a negative one such as *No* or *Not at all.*
- The two verbs used frequently with *appointment* are *make* and *have.* A person *makes an appointment with someone* and *has* (or *makes*) an appointment to do something.

Option: [+3 minutes] To expand the activity, write the phrases below on the board after students have listened again. Tell them to find other ways of saying them in the Conversation Model.
not on time, behind schedule (= running a little late)
during the time you are waiting (= in the meantime)
already waiting (= ahead of you)

B Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - say *Not at all* and *in the meantime* without pausing between words.
  - use rising intonation for *Do you mind waiting?* and *Can I get a manicure in the meantime?*

GRAMMAR

Suggested teaching time:	8–13 minutes	Your actual teaching time:	

- While a student reads the explanations in the Grammar box, write these examples on the board: *I asked someone at the desk for an appointment. I didn't ask anyone for a manicure. Did you ask anyone for a facial?*
- Have pairs study the sentences and notice the difference in usage between *someone* and *anyone.* Ask *Do we use* someone *or* anyone *in affirmative statements?* (Someone.) *In negative statements?* (Anyone.) *In questions?* (Someone or anyone.)
- Call on students to read the example sentences under each category in the Grammar box.
- Read the Be careful! note. To check understanding, write on the board: *I didn't call no one. / I didn't call anyone.* Ask *Which sentence is correct?* (The second one.)

Option: GRAMMAR BOOSTER (Teaching notes p. T130)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

A Listening comprehension

Suggested teaching time:	7–9 minutes	Your actual teaching time:	

- Have students listen to the conversations about the salon services and complete the statements. If students need help, write on the board *shave, manicure, haircut, shampoo, pedicure* or refer students to page 50. Play the audio and allow students to listen again.
- Tell students to identify affirmative statements by writing *A* and negative statements by writing *N.* (1. N; 2. A; 3. A; 4. N)
- Have students listen again and decide which indefinite pronoun to use. Encourage them to refer to the Grammar box, if necessary.
- Have students compare answers with a partner.

AUDIOSCRIPT

CONVERSATION 1
F1: I don't have an appointment. But I've been working in the garden and my hands are a mess. Is there any possibility for this afternoon?
F2: Let me check the book. I'm sorry. Dora and the others are all booked up today. Could you make it in tomorrow?

CONVERSATION 2
F: Demirjian Hair Salon. How can I help you?
M: This is Mr. Banks. Is Eva available for a shampoo and a cut sometime today?
F: Let me check . . . Yes, she has a cancellation at 4:00. She could see you then.
M: Great. See you at 4:00.

AUDIOSCRIPT continues on page T55.

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B Grammar practice

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To prepare students for the activity, have them skim the exercise and label each sentence by its type: affirmative (*A*), negative (*N*), or question (*Q*). (1. A; 2. N; 3. Q; 4. N; 5. A; 6. A; 7. N; 8. A; 9. A; 10. N; 11. N; 12. A; 13. N.)
- Tell students to fill in the blanks individually. Refer them to the Grammar box, if necessary.
- Have students review answers in pairs.

PRONUNCIATION

A The vowel in an unstressed syllable . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students read the direction line and the words, tell them to pay attention to the vowel reduction in the unstressed syllable as they listen. Explain that this reduced vowel sound is called a *schwa* and is one of the most common vowel sounds in English.
- Have students listen again and repeat in the pauses.

B Now practice saying the words . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students practice individually, tell them to practice reading the words to each other in pairs. Move around the room and listen for correct stress.
- Ask students to read individual words to the class.

ActiveTeach Multimedia Disc • **Pronunciation Activities**

NOW YOU CAN Request salon services

A Pair work

Suggested teaching time:	8–11 minutes	Your actual teaching time:	

- Point out the word *unisex*. Ask *Is a unisex salon for men or for women?* (Both men and women.) *Are unisex salons common here?*
- To prepare students, give them a moment to skim the list of salon services. Refer students to the Conversation Model on page 54 to review requesting a salon service.

Don't stop! Extend the conversation. Encourage students to use the language in the Recycle box to continue the conversation. Tell them to number the language in the Recycle box in the order they use it.

- Be sure to reinforce the use of the conversation strategy. For example, make sure students shake their heads "no" and use appropriate facial expressions to communicate lack of concern.
- Role-play the conversation with a more confident student.
- Have pairs role-play conversations, referring to the list of services and names of staff. Review meaning as needed. Encourage students to be creative as they continue the conversation.
- Move around the room and listen for the use of recycled language as pairs continue their conversations. Remind students to change roles to get more practice.

ActiveTeach Multimedia Disc • **Conversation Pair Work Cards**

B Change partners

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- To form new pairs, tell students to count off alternating A and B. Then tell them to find a new partner with the same letter. Tell pairs to create new conversations for different services.
- Encourage students to continue the conversation using the list of ideas and the language in the Recycle box.
- If time permits, invite partners to share their role plays, then survey the class about which salon they would choose to visit.

EXTRAS (optional)

- **Workbook: Exercises 6–7**
- **Copy & Go: Activity 18**

AUDIOSCRIPT Continued, for page T54 (A Listening comprehension)

CONVERSATION 3 [F = Australian English]

M: Pretty Hands and Feet.
F: Hello. This is Helen Jones. I have a seven o'clock appointment for a manicure. Would it be possible to get a pedicure, too? Sorry for the last-minute request.
M: Actually, umm . . . if you could come in a little earlier, we could do that.
F: How much earlier?
M: Six-thirty?
F: Great. See you then.

CONVERSATION 4 [F = Indian]

F: Good morning, Mr. Lane. Umm . . . we don't have you down for an appointment today.
M: Actually, I don't have one. But I can't stand this beard another day. Is one of the barbers available? I don't mind waiting.
F: I'm so sorry to disappoint you, but Vinnie's out sick and there's just no one else available.

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B Grammar practice Complete each statement or question with someone, no one, or anyone. In some cases, more than one answer is correct.

1 There's someone (or no one) at the front desk.
2 They didn't tell anyone it would be a long wait.
3 Did you see someone/anyone giving a manicure?
4 I don't have the nail file. I gave it to someone.
5 There will be someone here to give you a pedicure in a few minutes.
6 Someone can cut your hair at 12:30 if you can wait.
7 Please don't tell anyone the price. It was very expensive!
8 Someone called and left you this message while you were getting your shampoo.
9 Please give this list of services to someone to read.
10 There wasn't anyone there when she called for an appointment.
11 I didn't speak to anyone about the bad haircut.
12 Someone/No one told me the salon offers Shiatsu facial now.
13 I didn't ask anyone about the price.

PRONUNCIATION *Pronunciation of unstressed vowels*

3:11

A The vowel in an unstressed syllable is often pronounced /ə/. Read and listen, paying attention to the syllable or syllables marked with /ə/. Then listen again and repeat.

1 sa lon /ə/
2 fa cial /ə/
3 ma ni cure /ə/
4 pe di cure /ə/
5 de o do rant /ə/ /ə/

B Now practice saying the words on your own.

NOW YOU CAN Request salon services

A Pair work Create a conversation requesting salon services. Change the Conversation Model, using the services and staff at the Unisex Salon. Then change roles.

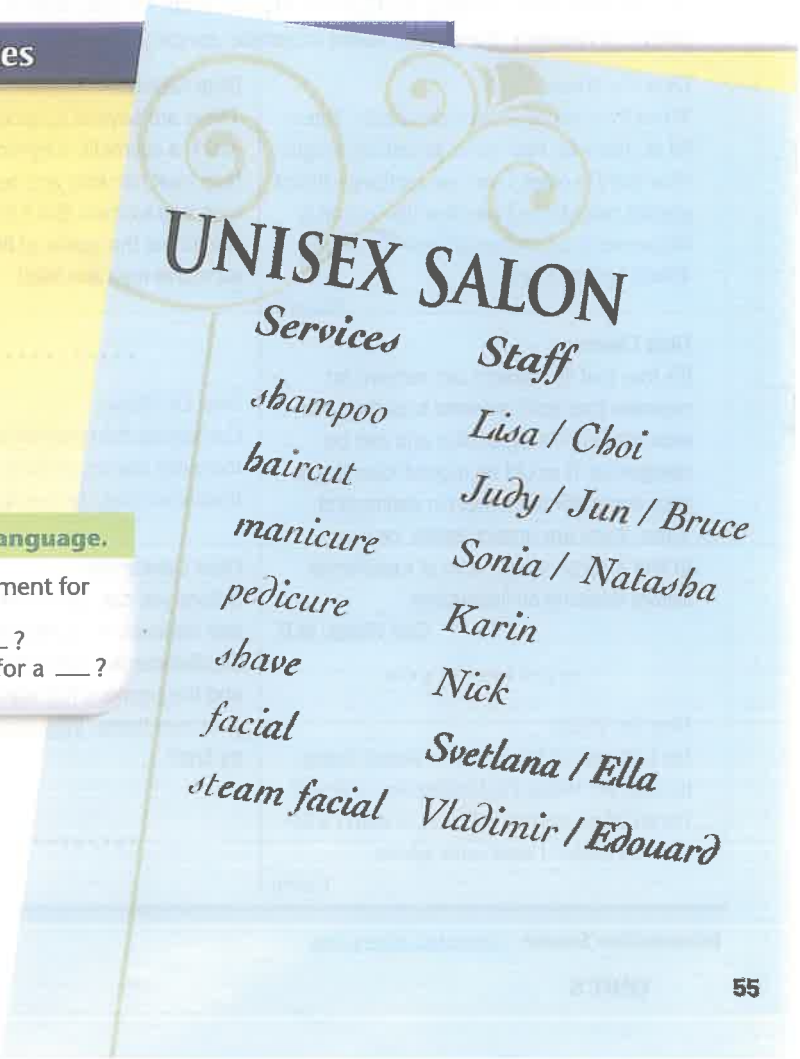
A: I'm ..... . I have ..... appointment for ..... with ..... .
B: Hello, ... running a little late. Do you mind waiting?
A: Not at all. Can I get a ..... in the meantime?
B: ..... .

Be sure to recycle this language.

I'd like to make an appointment for a ___ on ___.
Is someone available on ___?
How much do you charge for a ___?

Don't stop!
- Make an appointment for your next visit.
- Make an appointment for someone else.
- Change the ending.

B Change partners Make appointments for other services.



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LESSON 3

GOAL Discuss ways to improve appearance

BEFORE YOU READ

Predict Look at the photos and title of the article. What questions do you think the people will ask Dr. Weiss?

READING

3:12

Write a letter to Dr. Weiss:
The Daily Mail
1601 Carroll Mews
Munyville, NY 10544

Cosmetic surgery—for everyone? Q&A

Some people consider cosmetic surgery no more serious than visiting a spa or a salon. But others say, "I think I'll pass." They're aware that cosmetic surgery is, in fact, surgery, and surgery should never be taken lightly. Cosmetic surgeons have made great progress in repairing injuries and damage from burns. But more and more, people with the necessary financial resources have chosen cosmetic surgery to improve appearance. Fitness editor Dr. Gail Weiss answers readers' questions about cosmetic surgery.

Dear Dr. Weiss:
When I was young, I was a chocoholic. I ate a lot of chocolate, but I never gained any weight. Now that I'm older, I can't eat anything without gaining weight! I've heard that liposuction is the answer to an overweight person's dreams. What's up with that?

Dawson

Dear Dawson:
It's true that liposuction can remove fat deposits that don't respond to dieting and exercise, but it's expensive and can be dangerous. It would be a good idea to ask your doctor for some help in dieting first. Then, if you are unsuccessful, be sure to find a surgeon with a lot of experience before deciding on liposuction.

Gail Weiss, M.D.

• • • • • • • • • • • • • • •

Dear Dr. Weiss:
I'm a 24-year-old man who is already losing his hair. Dr. Weiss, I'm looking for a wife and I'm afraid no woman will want to marry a 25-year-old baldie! I need some advice.

Calvin

Dear Calvin:
There are several surgical procedures which a cosmetic surgeon can perform to help treat hair loss and restore hair for both men and women. But if that's not practical, remember that some of the world's most attractive men are bald!

Gail Weiss, M.D.

• • • • • • • • • • • • • • •

Dear Dr. Weiss:
Can anyone help me with my problem? I have too much hair on my body and I'm sick and tired of shaving. It's so embarrassing!

Cassandra

Dear Cassandra:
Before you call a cosmetic surgeon for hair removal, try a depilatory cream. Depilatories are available in any drugstore, and they remove hair easily and safely in your own home. Why don't you give that a try first?

Gail Weiss, M.D.

• • • • • • • • • • • • • • •

BEFORE cosmetic surgery

AFTER cosmetic surgery

Dear Dr. Weiss:
I'm at my wits' end with my face. I have wrinkles and sun damage. I'm only 30 but I look 50. Do you think a face-lift is an option for me?

Josephine

Dear Josephine:
Both men and women of all ages request this popular and effective surgery. It lifts the face and the neck in one operation and has excellent results. But this is surgery, and afterwards you will have to stay home for a number of days. It takes time to recover. And you may have to do it again after a number of years. Before you decide to have a face-lift, ask your dermatologist or a cosmetic surgeon about a chemical peel. A chemical peel removes the top layer of skin and can improve the appearance of the skin without surgery. Compared to surgery, a half-hour visit to your dermatologist would be a piece of cake! Good luck!

Gail Weiss, M.D.

• • • • • • • • • • • • • • •

Information Source: cosmeticsurgery.org

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BEFORE YOU READ

Suggested teaching time:	5 minutes	Your actual teaching time:	

Predict

- Give students two minutes to look at the photos and title of the article. Then ask *How is this article organized?* (It's a series of letters from people asking questions and the doctor's answers.)
- Write on the board students' predictions about what the letters will ask. (Possible responses: Getting cosmetic surgery or facials, etc.) Leave the predictions on the board to refer to after reading the article.

READING

Suggested teaching time:	12–17 minutes	Your actual teaching time:	

- To introduce the topic, ask *What do you think of when you see the words cosmetic surgery?* Write students' ideas on the board. (Possible responses: Improving your appearance, changing your nose or lips.)
- Call on a student to read the article title. Ask *What do the Q and A next to the title mean?* (Questions and answers.) Write on the board *Cosmetic surgery—for everyone?* Ask *What does the title ask?* (Is cosmetic surgery for everyone?) Ask students for their opinions.
- Have students look at the "before" and "after" photos. Ask *How is the "after" photo different?* (The man's nose is straighter.)
- Have students find the source of the article. Ask *Do you think this is a reliable source? Why? Why not?* (Possible responses: Yes. The organization probably has cosmetic surgeons. / No. They want to encourage more people to get cosmetic surgery.)
- After students have read the article, ask them to list the kinds of cosmetic surgery and procedures the article mentions. (Liposuction, surgery to treat hair loss, hair removal, face-lifts, chemical peels.)
- To check comprehension of the introductory paragraph, ask:
  How do cosmetic surgeons help people? (They repair injuries and damage from burns.)
  Why are more and more people turning to cosmetic surgery? (To improve their appearance.)
  Does cosmetic surgery cost a lot of money? (Yes, it is an expensive choice.)
- To practice getting meaning from context, write on the board: *cosmetic surgery, a piece of cake, I think I'll pass, What's up with that?, sick and tired.* Have students read the article again and explain the meanings of these phrases from context.
- Move around the room and help students as needed.
- When students have finished reading the full article, review the answers with the class. (*Cosmetic surgery* is surgery to improve someone's appearance. *a piece of cake* means something is extremely easy. *I think I'll pass* is an expression meaning *I think I won't do it. What's up with that?* is a very informal expression meaning *Can you explain that? Sick and tired* means *very discouraged.*)
- Review the main idea with the class. Ask *What do you think Dr. Weiss's views are about cosmetic surgery? Does she generally think it's a good idea or a bad idea?* (That depends. She suggests that patients be careful and try other procedures first. She also says that patients need to choose a good surgeon.)

Option: **[+5–10 minutes]** For additional practice, have the class brainstorm natural ways to improve appearance. (Possible responses: Diet, exercise, plenty of sleep, eight glasses of water per day, using sunscreen, not smoking.) Discuss how each tip can contribute to a better appearance and, as a result, avoid the need for cosmetic surgery. For example, *Exercise keeps you in good shape. Then you don't need liposuction.*

ActiveTeach Multimedia Disc
- Extra Reading Compehension Activities
- Learning Strategies

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Confirm content and apply information

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To prepare students, write the list below on the board. Have students scan the article to find the words and circle them. Then tell students to look at the sentences before and after each phrase to find the definition. Point out that words are often defined in this way in writing.
  - *a chocoholic (a person who eats a lot of chocolate)*
  - *liposuction (cosmetic surgery that removes fat deposits)*
  - *a baldie (a person who is losing his or her hair)*
  - *a depilatory (a cream that removes hair easily and safely)*
  - *a face-lift (cosmetic surgery that tightens the skin on the face and neck)*
  - *a chemical peel (a procedure that removes the top layer of skin to improve the appearance of the skin without surgery)*
- While students are scanning the article, copy the chart on the board. As a class, fill in the information about Dawson. Say *In the article, Dawson says that when he was young he was a chocoholic.* Ask *Now what is Dawson's problem? What is the doctor's advice? What is your advice?* Write the answers in the chart.
- Have pairs scan the article for the remaining names in the chart and find the information requested.
- Review Dr. Weiss's advice with the class. Ask *Did you usually agree with Dr. Weiss's advice?*

NOW YOU CAN Discuss ways to improve appearance

A Frame your ideas

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- To introduce the questionnaire, have students look at the photo. Ask *What's this man's problem?* (He's losing his hair. He's becoming bald.) Tell students to skim the ways to improve appearance in the first column of the survey. Make sure they remember what each one means. Refer students to the article or the unit vocabulary as necessary.
- Ask a student to read the words across the top of the chart. Point out that *definitely* and *absolutely not* suggest strong opinions, and that *maybe* and *probably not* suggest less certainty.
- To model the activity, say *Imagine this is your problem. What will you do?* (Possible responses: Use a hair cream, get a head massage, try hair restoration.)
- Have students complete the survey individually, then compare answers in groups and discuss differing opinions.
- Review answers with the class. Ask individuals which ways to improve appearance they marked *definitely* or *absolutely not.* Encourage students to explain their feelings about these procedures.

B Notepadding

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Model the activity by reviewing the example on the notepad. Tell students to suggest other advantages and disadvantages of dieting.
- Refer students to any answers they marked *definitely* or *maybe* on the survey above. If they don't have any of these answers, tell them to imagine a popular celebrity and write the celebrity's answers.
- Have students write the advantages and disadvantages of two other methods, and compare notes in pairs.

Text-mining: Focus students' attention on the box. Tell students to skim the article on page 56 and underline useful language. Then write students' findings on the board for them to refer to during the discussion.

C Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask students to suggest additional ways to improve appearance that have not already been listed and discussed.
- Have students work in groups to discuss what they think is the best way and the worst way to improve appearance. Tell students to mention the advantages and disadvantages of the methods to explain their choices. Encourage them to use their notes and any useful language they discovered from text-mining.
- Review answers with the class. Vote on the most popular and least popular way(s) to improve appearance.

Option: **[+10 minutes]** To challenge your students, have them write a letter to Dr. Weiss, using the letters on page 56 as models. Encourage students to make up a problem if they don't feel comfortable discussing personal problems. Then have pairs exchange letters and write responses to each other's letters. Encourage students to include non-surgical remedies (such as diet, exercise, plenty of sleep, eight glasses of water per day, sunscreen, not smoking, etc.) in their responses.

EXTRAS (optional)

- **Workbook: Exercises 8–12**
- **Copy & Go: Activity 19**

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Confirm content and apply information Complete the chart with information from the article. Then, with a partner, give your own advice for each person.

On your *ActiveBook* Self-Study Disc: **Extra Reading Comprehension Questions**

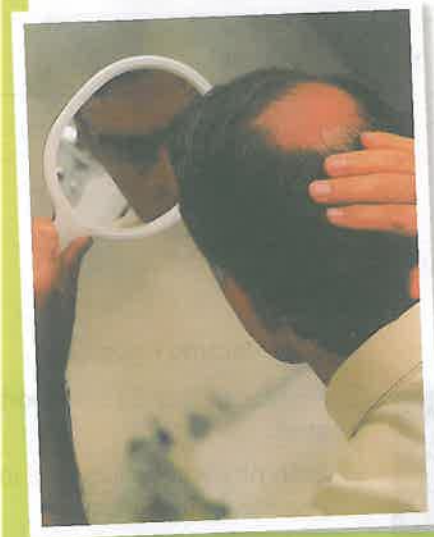
	Problem	Dr. Weiss's advice	Your advice
Dawson	overweight	try dieting before considering surgery	
Calvin	hair loss	surgical procedure	
Cassandra	excess body hair	depilatory cream	
Josephine	wrinkles and sun dmage	chemical peel	

NOW YOU CAN Discuss ways to improve appearance

A Frame your ideas Take the opinion survey about ways to improve appearance.

How far would you go to improve your appearance?

Would you try...



	definitely	maybe	probably not	absolutely not!
diet?	○	○	○	○
exercise?	○	○	○	○
massage?	○	○	○	○
creams and lotions?	○	○	○	○
hair removal?	○	○	○	○
hair restoration?	○	○	○	○
makeup?	○	○	○	○
facials?	○	○	○	○
face-lifts?	○	○	○	○
liposuction?	○	○	○	○
chemical peels?	○	○	○	○

B Notepadding Choose one method you would try and one method you would not try. On the notepad, write advantages and disadvantages.

Method	Advantage(s)	Disadvantage(s)
I would try diet.	free, safe	It's hard to do!

Method	Advantage(s)	Disadvantage(s)

Text-mining (optional) Underline language in the Reading on page 56 to use in the Discussion. For example: "___ has excellent results."

C Discussion What's the best way to improve your appearance? What ways would you NOT try? Explain. Use your notepad for support.

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LESSON 4

GOAL Define the meaning of beauty

BEFORE YOU LISTEN

3:13

A Vocabulary • ***Discussing beauty*** Read and listen. Then listen again and repeat.

physical features: skin, hair, body shape and size, eyes, nose, mouth, etc.

beauty: having physical features most people of a particular culture consider good-looking

attractive: having a beautiful or pleasing physical or facial appearance

unattractive: the opposite of *attractive*

youth: the quality of being young; the opposite of *old age*

health: the general condition of one's body and how healthy one is

B Explore your ideas On a separate sheet of paper, describe the characteristics of an attractive woman and an attractive man.

An attractive woman has long hair and dark eyes.

C Pair work Talk about the physical features you consider attractive for men and women. Use the Vocabulary and your ideas from exercise B.

"In my opinion, an attractive woman has..."

LISTENING COMPREHENSION

3:14

A Listen to summarize Listen to the interview. Check all of the statements that summarize Maya Prasad's and Ricardo Figueroa's ideas about beauty.

Maya Prasad

- ☐ I'm very lucky to be so beautiful.
- ☑ All the contestants were beautiful. I was just lucky.
- ☑ Physical beauty only lasts a short time.
- ☐ Love makes people beautiful.

See note on page T58.

Ricardo Figueroa

- ☐ Physical beauty is not important at all.
- ☑ Both physical beauty and inner beauty are important.
- ☐ Only inner beauty is important.
- ☑ Prasad represents an almost perfect combination of inner and outer beauty.

3:15

B Listen to take notes Listen and take notes about what Figueroa says about each of the qualities below. Then compare your notes with the class.

warmth: She expresses her love for others easily.

patience: She's a wonderful listener and lets others speak. She doesn't rush them.

goodness and kindness: She's a woman of great goodness and kindness. She spends time helping other people who have difficulties.

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- To introduce the topic, write *beauty* on the board. Ask *What does beauty mean to most people?* (Possible responses: A certain height or weight; the shape and color of eyes; hair length and color.) Encourage students to share their personal ideas as well.
- Have students read and listen and then listen again and repeat.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Explore your ideas

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Review physical features with the class. To support weaker students, list characteristics on the board.
  hair (long, medium, short)
  skin (dark, light, medium)
  shape (thin, medium build, heavy-set)
  eyes (blue, brown, hazel, light, dark)
  nose (short, long, curved, straight)
  lips (full, thin)
  height (tall, medium or average, short)
- Encourage students to describe characteristics both for a man and woman. Help with vocabulary as needed.

C Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to form pairs to discuss their ideas of attractive physical features.
- Invite volunteers to share their answers with the class. Ask *Did any answers surprise you? Why?*

LISTENING COMPREHENSION

A Listen to summarize

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare students before they listen, tell them to skim the statements next to the pictures and predict which ones the people in the pictures will make.
- Have students listen to the interview once, then listen again and check the correct statements.
- Review answers with the class.

FYI: Maya does not explicitly say that she believes love makes people beautiful. Based on her comment about the song, one could infer that she believes this statement. Have students listen again and discuss whether Maya believes this or not.

AUDIOSCRIPT

[F1 = British English, F2 = Indian, M = Spanish]

F1: This is Nigella Compton with the DBC radio network and *Eye on the Globe*. We're talking to the new Miss World, Maya Prasad, who has just won her title at the tenth annual Miss World beauty pageant in Kuala Lumpur. And we're also talking to Ricardo Figueroa, the chief judge of the contest this year. Welcome, Ms. Prasad—or, should I say, Welcome, Miss World?

F2: Hello, Nigella. Please call me Maya. Thank you for inviting me.

F1: And welcome, Mr. Figueroa.

M: Thank you.

F1: My pleasure. Maya, please tell our listeners what it's like to have been chosen Miss World. Do you feel like the most beautiful woman in the world?

F2: Uh . . . actually, no. To tell you the truth, the idea is very flattering, but I don't actually feel that beautiful. All the other contestants were beautiful. Many, I think, were much more attractive than I am. I think I was very lucky.

F1: One of the things that's special about the Miss World contest is that it emphasizes both inner and outer beauty. Mr. Figueroa, could you say a few words about that for us?

M: Certainly. The Miss World contest tries to choose contestants who exhibit all the features of traditional physical beauty: youth, health, beautiful skin and hair, a lovely body—those things everyone understands to represent beauty. But true beauty goes beyond that. Helen Keller, who was both blind and deaf, said something very profound and true about beauty: "The best and most beautiful things in the world cannot be seen, nor touched . . . but are felt in the heart." We at the Miss World contest have tried to make that our motto. We try to find that beauty that touches our hearts.

AUDIOSCRIPT continues on page T59.

ActiveTeach Multimedia Disc • Learning Strategies

B Listen to take notes

Suggested teaching time:	6–9 minutes	Your actual teaching time:	

- Read the qualities on the notebook paper. Explain vocabulary as needed.
- To focus students' attention, ask pairs to fill in the note with what they remember before they listen again. Then play the interview again.
- Tell pairs to compare answers. Play the interview again as needed. Then ask *In addition to the qualities on the notepad, what's one other quality that Maya has?* (She's modest. OR Modesty.)
- Review the answers with the class. Ask *Do any of these qualities describe you or someone you know? Are these qualities important to you?*

Option: [+5–10 minutes] Have students choose one of the five qualities that they think is the most important in inner beauty. Have them discuss it with a partner. Then bring the class together and survey student opinions.

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C Discussion

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Divide the class into four groups and assign each group one of the discussion topics to talk about in detail. Have each group choose one student to record ideas to then present to the class. Move around the room and assist as needed.
- Ask each representative to present the ideas discussed in his or her group. Invite other students to contribute ideas.

Option: **[+15 minutes]** To challenge students, have them write about one of the topics for homework. Encourage students to develop their points of view by providing examples. Tell students they can include ideas from the group discussions.

• Graphic Organizers

NOW YOU CAN Define the meaning of beauty

A Notepadding

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Write *inner beauty* on the board. Review the qualities of inner beauty and write these on the board: *warm, patient, good, kind, modest.* Ask students to suggest other qualities; for example, friendly, funny, fun, pleasant, sweet, thoughtful.
- Call on a volunteer to read the sample sentences. On the board write *He / She looks . . .* Tell students that this means that the people *seem* to have these qualities, since we have no way of knowing about inner beauty from appearance only.
- Have students complete their lists individually.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have pairs discuss the qualities they wrote down. Move around the room as students discuss.
- Review answers with the class. Ask *Which of the four people seems most beautiful to you? Why?* Have students specify qualities of inner and outer beauty.

• Conversation Pair Work Cards

C Discussion

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

- To wrap up the lesson, tell students to think back to their definition of beauty at the beginning of the lesson. Ask *Do you have a different idea of beauty at the end of this lesson?*
- Call on a volunteer to read the quote. Invite students to think of a person they consider beautiful and then share their views using this person as an example. Encourage students to go beyond physical beauty.

Option: **[+15 minutes]** Have students expand on their definitions of beauty and write a short essay. Tell them to use the quotation at the bottom of a page as a model.

EXTRAS (optional)

- **Workbook: Exercises 13–14**
- **Copy & Go: Activity 20**

AUDIOSCRIPT Continued, for page T58 (Listening Comprehension)

F1: Very interesting. And all the more so since Helen Keller was blind, and couldn't see what people looked like. She still had a concept of beauty. "The most beautiful things are felt in the heart." What, in your opinion, are those things—those beautiful things that we feel in the heart?

M: Well, I think Helen Keller was describing inner beauty—those qualities that last longer than youth and can exist even when health has gone. Qualities such as goodness, kindness to other people, truthfulness—qualities that everyone appreciates, no matter where in the world they live.

F2: I've always felt that physical beauty can't last forever. People think it's beauty that brings you love, but I'm not so sure. I've always loved the Oscar Hammerstein song that says: "Do you love me because I'm beautiful, or am I beautiful because you love me?"

F1: Hmm. Very interesting food for thought. I would imagine that that attitude will help you lead a happy life.

M: I'd like to say that the judges thought that Maya presented an almost perfect balance between outer and inner beauty. Her happiness with life is one of the strongest features of her inner beauty. But before we finish, let me just read a little from their written comments: "Maya has warmth: She expresses her love for others easily. She has patience: She is a wonderful listener and lets others speak. She doesn't rush them."

F2: Oh, Mr. Figueroa. I can't believe anyone said all this about me. I'm just a regular person!

M: Maya, that comment shows us that you are also very modest—modesty is actually another of the features of your inner beauty. But let me continue . . . "Maya's also a woman of great goodness and kindness: She spends time helping people who have difficulties. Last year she taught art to children in the public hospital. So her happiness, her warmth, her patience, and her kindness shine through and make her physical beauty all the more radiant."

F1: Thank you to you both.

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C Discussion Talk about one or more of the following questions.

1. In what ways do you agree or disagree with Prasad's and Figueroa's ideas about beauty?
2. Do you think the Miss World contest sounds better than the usual beauty contest? Why or why not?
3. Do you think there should be beauty contests for men as well as for women? Why or why not? What in your opinion is the difference between a woman's beauty and a man's beauty?
4. How do you explain these words in the song Prasad talks about: "Do you love me because I'm beautiful, or am I beautiful because you love me"?

NOW YOU CAN Define the meaning of beauty

A Notepadding Look at the four photos. What qualities of beauty do you find in each person? Write notes.

1	Outer beauty	Inner beauty
	She has beautiful skin.	*She looks warm and friendly.*

1 Outer beauty _____

Inner beauty _____

2 Outer beauty _____

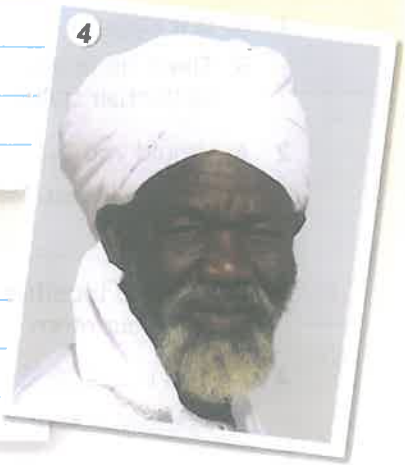
Inner beauty _____

3 Outer beauty _____

Inner beauty _____

4 Outer beauty _____

Inner beauty _____



B Pair work Discuss the qualities of beauty you found in the people in the pictures. Compare your opinions. Use your notepads for support.

C Discussion Define the meaning of beauty.

> "I think beauty is hard to describe. It's a combination of things. I consider my grandmother really beautiful because..."

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciation

3:16

A **Listening comprehension** Listen to the conversations. Infer what kind of product the people are discussing. Complete each statement.

1 Hawaii Bronzer is a brand of sunscreen.
2 Swan is a brand of soap.
3 Truly You is a brand of makeup.
4 Mountain Fresh is a brand of toothpaste.
5 Silk 'n Satin is a brand of body lotion.
6 Fresh as a Flower is a brand of deodorant.

B Complete each statement or question.

1 There aren't (many / much) customers in the store right now.
2 Do they sell (any / many) sunscreen at the hotel gift shop? I forgot to pack some.
3 Your sister doesn't want (some / any) body lotion.
4 She doesn't wear (much / some) makeup. She doesn't need to—she has beautiful skin.
5 My son uses (any / a lot of) shaving cream.
6 There's (anyone / someone) on the phone for you. Do you want me to take a message?
7 There are (any / a lot of) salons in this neighborhood.

C Complete each statement about salon services.

1 There's nothing like a professional shave when you're sick and tired of your beard.
2 If your hair is too long, get a haircut.
3 If the skin on your face looks tired and dry, get a facial.
4 In the summer, before you wear sandals for the first time, your feet will look great if you get a pedicure.
5 When your hands are a mess, you can get a manicure.
6 When your muscles are sore from too much work or exercise, a shower can help.

D Complete each conversation in your own way. Answers will vary.

1 A: Is it .....?
B: That's up to you. Most people give about 10 percent of the bill to the hair stylist.

2 A: Would you .....?
B: I think I'll pass. I don't have much cash on me.

3 A: How .....?
B: The two together will come to about US $60. But you can charge it to your room.

4 A: Can I .....?
B: Actually, you're in luck. We've just had a cancellation.

5 A: I have .....
B: Oh, yes. Welcome. Olga can see you right away.

3:17/3:18
Top Notch Pop
"Piece of Cake"

E **Writing** Re-read the letters on page 56. Choose one letter and write a response, using your own opinion and making your own suggestions. Explain what you think is OK or appropriate for men and women.

WRITING BOOSTER ▸ p. 143
• *Writing a formal letter*
• *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Before students listen, tell them to read through the sentences with blanks for each conversation.
- Refer students to the Vocabulary on page 52. Then have students listen to determine the products.
- Tell students to listen again and write down any key words that suggest what each product is. (1. Beach, burned; 2. washed her hands, bar; 3. lipstick, eye shadow; 4. teeth, brush; 5. skin, dry, itchy; 6. fresh as a flower, not perfume, not soap, not shampoo.)

AUDIOSCRIPT

CONVERSATION 1 [F = U.S. regional]
F: Let's stop by the drugstore and get some of that Hawaii Bronzer before we go to the beach. I don't want to get burned.
M: OK.

CONVERSATION 2
M: Honey, I think we're out of Swan. There's none in our bathroom and no more in the closet.
F: Have you had a look in the kids' bathroom? Laura wanted to wash her hands and she was out of it, so maybe she took the bar from ours. I'll pick some up this afternoon when I go shopping.

CONVERSATION 3
F1: Excuse me. What aisle are the Truly You products in?
F2: It depends. What are you looking for?
F1: I'm looking for lipstick and eye shadow.
F2: I don't think we carry the eye shadow, but the lipstick is in aisle three.
F1: Thanks.

CONVERSATION 4
M1: I need something better than Sparkledent. My teeth are sensitive, and it hurts every time I brush.
M2: Well, I use Mountain Fresh. It tastes great, and it's good for sensitive teeth.

CONVERSATION 5
M: My skin is so dry and itchy. What should I do?
F: Well I use Silk 'n Satin after my shower, and my skin is great.

CONVERSATION 6
F1: Wow! Is that a new perfume?
F2: Actually, no. Can you guess what it is?
F1: Is it soap?
F2: Nope.
F1: Shampoo?
F2: No. Want a clue?
F1: OK.
F2: Well, their ad is "Fresh as a Flower—Hour after Hour."
F1: You're kidding! I would have never guessed. I want some of that, too.

B Complete each statement . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students, tell them to mark the sentences *Q* for questions (2); *N* for negative statements (1, 3, 4); and *A* for affirmative statements (5, 6, 7). Then have them note if the nouns following the choices are count (1, 7) or non-count nouns (2–5). (There is no noun following the choices in item 6.) Tell students to use these clues to help them choose the correct answers.
- Review answers with the class.

C Complete each statement . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students skim the sentences and underline clues about the salon service in question. (1. Sick and tired of your beard; 2. hair is too long; 3. skin on your face looks tired and dry; 4. before you wear sandals; 5. hands are a mess; 6. muscles are sore.)
- Review answers with the class.

D Complete each conversation . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have pairs look at the context. (1. Leaving a tip; 2. some kind of salon service; 3. a manicure and facial; 4. making an appointment; 5. arriving at a salon for some kind of service.)
- After students complete the activity, have them compare responses in pairs. Remind students that others will answer in their own way.

E Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the activity, write on the board *I think cosmetic surgery is a good way to improve appearance. / I think people should seek natural ways to improve their appearance.* Tell students to choose which statement they agree with more and write their reasons.
- Then ask *What is appropriate for men? Women?* Encourage students to write down more notes to answer the questions.
- Invite students to exchange letters with a partner. Have them ask each other questions if something is not clear.

Option: [+10–15 minutes] For additional speaking practice, divide the class into two groups, matching student views from the writing exercise above if possible. Tell each group to prepare arguments to support one of the statements on the board from the exercise above. Allow students to refer to the letters they wrote to Dr. Weiss and to the article on page 56 for ideas. Invite groups to share their arguments, allowing each side to respond. Write the arguments on the board. Then have students read the arguments to determine which group made a stronger case.

Option: WRITING BOOSTER (Teaching notes p. T143)

• Writing Process Worksheets

LESSON PLAN

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to become familiar with the picture.

Contest

Suggested teaching time:	8–13 minutes	Your actual teaching time:	

- Give pairs a minute to study the picture. Then have them close their books and write down as many products and services as they can remember.
- As a class, have students check their lists against the picture. Tell them to cross out any items on their lists that are not in the picture. Then have them count. The pair with the most words wins.

Possible responses . . .

manicure, pedicure, shampoo, haircut, facial, shave, conditioner, hair spray, nail polish, shaving cream, lotion

Pair work 1

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity by asking a more confident student to role-play a conversation with you.

Possible responses . . .

A: Hello. I have a 2:30 appointment for a haircut. **B:** Hello, Ms. Frances, right? Anthony is running a little late. Do you mind waiting? **A:** Not at all. Would it be possible to get a manicure in the meantime? **B:** Actually, yes. Maria just had a cancellation. **A:** Terrific. Thank you.

Possible responses . . .

A: Hello. I have a 2:30 appointment for a facial. **B:** Yes, Annette will be right with you. **A:** Do you think I could get a haircut, too? **B:** Yes, but you might have to wait a bit. Markus doesn't have anything open until 4:00. **A:** Not a problem. One more question. How much will the services cost? **B:** A facial and haircut will be 100 euros. You can charge it to your room if you like. **A:** Great. Thank you.

Pair work 2

Suggested teaching time:	7–12 minutes	Your actual teaching time:	

- Tell students to look at the two people sitting on the bench waiting. Ask *What services do you think the man is here for?* (Possible responses: A shave and a haircut.) *The woman?* (Any of the services.)
- Have pairs write conversations for the two people. Encourage students to use details from the picture (the man looking at his watch). Move around the room and assist as needed.

Possible responses . . .

A: What are you here for? **B:** A haircut. Do you know if it is customary to tip the staff? **A:** Yes, about 3 euros for a haircut. **B:** Thank you. What about you? What are you here for? **A:** I'm here for a shave. But Andy is with someone else, and I am in a hurry. **B:** Look, Andy's finished and his client is leaving. **A:** Oh, good. This beard may take a while!

Option: Oral Progress Assessment

- Use the illustration on page 61. Encourage students to use the vocabulary, grammar, rhythm, and intonation practiced in this unit.
- Point to different products in the salon and ask what they are. Then ask if they are count or non-count nouns. (Count: brush, comb, razor; Non-count: shampoo, conditioner, shaving cream, lotion.)
- Ask information questions *Where are the people? What services does the salon offer?*
- Invite a student to role-play a conversation with you. Play the role of the clerk and have the student play the customer.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

• **Oral Assessment Charts**

Option: *Top Notch* Project

Groups evaluate the effectiveness of different ads and present their results to the class.

Idea: Have groups choose an ad from a newspaper, magazine, or the Internet. Write the following questions on the board and ask students to discuss them.

What does the product do?
What part of the body is it for?
Who should use it?
Do you believe it's a good product? Why? Why not?
Would you buy it?

Have students put their ads on a bulletin board. Tell students to look at the ads, decide which are the most convincing, and explain why.

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:

Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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ORAL REVIEW

Contest Look at the picture for a minute, and then close your books. With a partner, try to remember all the products and services in the picture. The pair who remembers the most products and services wins.

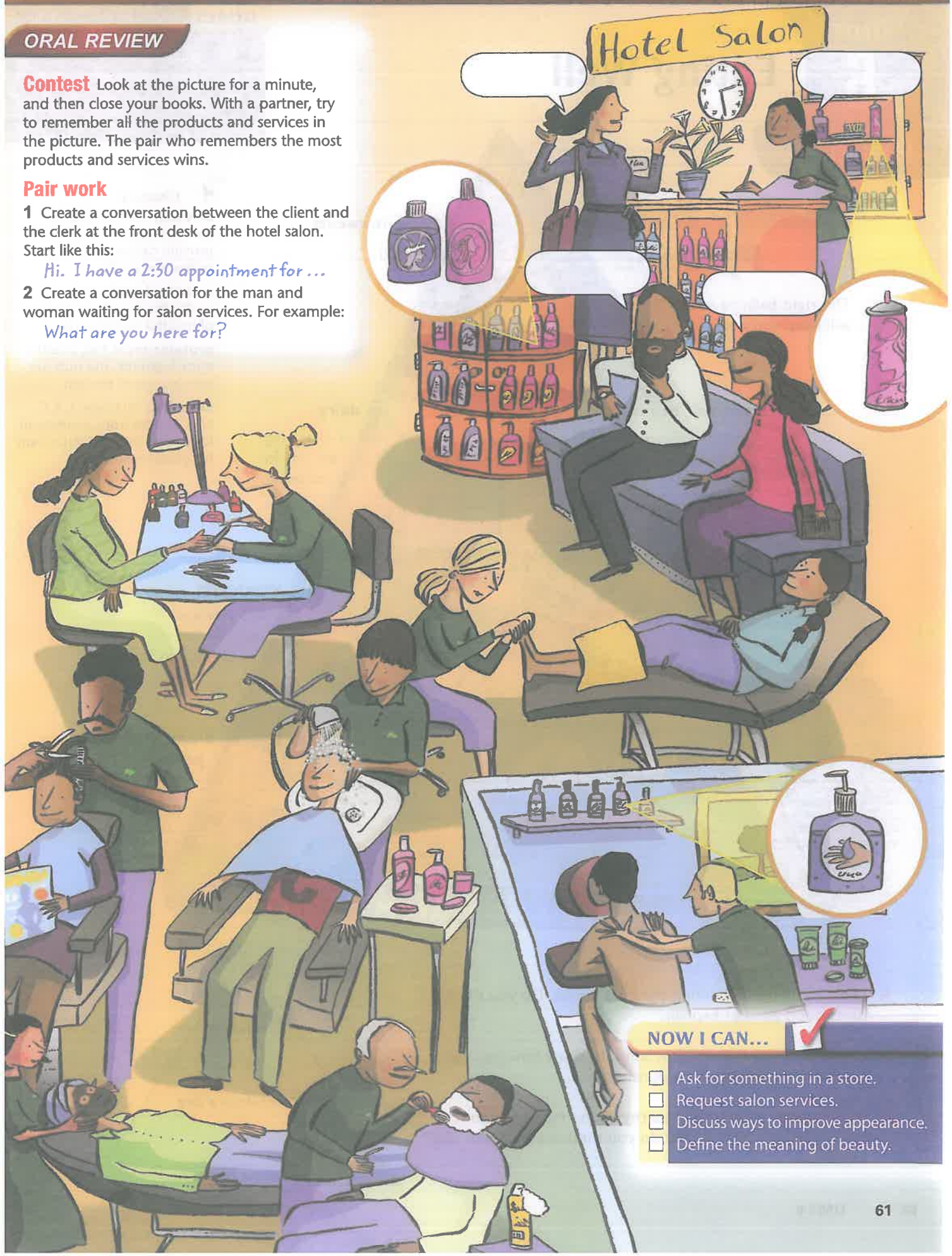
Pair work

1 Create a conversation between the client and the clerk at the front desk of the hotel salon. Start like this:

Hi. I have a 2:30 appointment for ...

2 Create a conversation for the man and woman waiting for salon services. For example:

What are you here for?



NOW I CAN...

- ☐ Ask for something in a store.
- ☐ Request salon services.
- ☐ Discuss ways to improve appearance.
- ☐ Define the meaning of beauty.

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UNIT 6

Eating Well

Preview

GOALS After Unit 6, you will be able

1. Talk about food passions.
2. Make an excuse to decline food.
3. Discuss lifestyle changes.
4. Describe local dishe

Healthy Eating Pyramid

The right balance of foods will keep you healthy.

3:19 **Glossary**

calcium: dairy products and leafy green vegetables provide calcium for healthy bones and teeth.

carbohydrates: grains, pasta, and bread are sources of healthy carbohydrates.

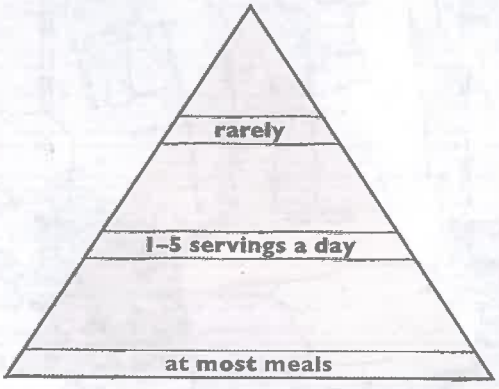
protein: meat, fish, poultry, eggs, legumes, and nuts are rich sources of protein.

vitamins: vitamins A, B, C, and D come from a variety of foods and they are important for good health.

A Look at the healthy eating pyramid above. Do you think it gives good advice? Explain.

B Complete your own food pyramid to show how you eat. Compare pyramids with a partner.

C **Discussion** How is the Healthy Eating Pyramid different from your pyramid? Which do you think is a healthier diet? Explain.



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UNIT 6

Eating Well

Preview

Before beginning Exercise A, give students a few minutes of silent time to examine the food pyramid.

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- For a warm-up and review, ask the class general information questions about food. For example: *Is your diet healthy? Do you eat a lot of healthy foods? How many fruits and vegetables do you eat in a day?*
- Tell students to look at the food items in the pyramid while volunteers read the labels. Make sure that students know that *rarely* means not often.
- Point out the Glossary and play the accompanying audio. After students listen to the audio, have them find the words from the glossary on the pyramid. Ask volunteers to read the definitions aloud.
- Tell pairs to name the individual items pictured in the different categories of the pyramid. (Fats, oils, sweets: butter, oil, chocolate/candy; Meat, fish, beans: fish, salami, beans; Dairy: cheese, milk; Fruit: grapes, bananas, lemons, kiwis, melons; Vegetables: carrots, red peppers, eggplant (aubergine), garlic, onions, potatoes, tomatoes; Bread, grains, pasta: bread, rolls, pasta.)
- Explain that the foods and the number of recommended servings in pyramids can vary depending on national dietary habits and current research. Ask *Have you seen any other food pyramids?* If the answer is *yes*, ask *In these other food pyramids, were the categories the same? Were the sample foods different? What was different?* If the answer is *no*, ask *What are some other food categories that could appear on this pyramid? What are other foods that could be examples?*
- After students answer the questions, have them work in pairs to discuss foods they never eat. Then have pairs share the foods they never eat with the class.

Language and culture

- *Fruit* can be both a count and a non-count noun. For example, *I eat a lot of fruit* (non-count) and *I bought many different fruits at the supermarket* (types of fruit—count).
- A serving can be measured by volume, by weight, or by the piece (for example, one banana, one slice of bread). Serving size depends on the culture. For example, in North America, serving sizes are often larger than they are in Asia.

A Look at the healthy eating pyramid . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Tell students to discuss the question in pairs.
- Then have pairs share their ideas with the class.

B Complete your own . . .

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- For a warm-up, have students list the foods they ate for breakfast, lunch, dinner, and snacks for the past two or three days.
- Refer students to the empty pyramid on the right and tell them to use their list to fill it in. (If students need more space, tell them to copy the pyramid on a separate sheet of paper.) After they have finished, have pairs compare their pyramids.
- Ask the class *What category of foods do you eat most—for example, fruits, meat, dairy? Are you surprised by the numbers of different foods you eat?*

Option: [+5 minutes] For an alternative approach, have students fill in the diagram with the foods they would *ideally* like to eat. Have students compare pyramids in pairs and then share their answers with the class. To review describing preferences, refer students to the Conversation Model on page 19.

C Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to work individually and compare their pyramid to the one in the Student's Book. Circle any differences they find.
- Divide students into groups. Refer them to their pyramids, and tell them to discuss the questions.

Option: [+5 minutes] To expand the activity, draw the chart below on the board for students to copy. Tell groups to create a week's ideal menu, basing their choices on the pyramid in the Student's Book. Then have pairs discuss whether or not they would enjoy following this menu for a month.

	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Breakfast							
Lunch							
Dinner							
Snacks							

• Graphic Organizers

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D Photo story

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Preview the photos by asking *Where are the two women?* (In a cafeteria / lunchroom / self-service restaurant.) *In the second picture, what is the woman in the blue shirt doing?* (Offering some cake to the woman in the red shirt.) *Does the woman in the red shirt want any cake?* (No.)
- Tell students to close their books and listen to the conversation. Then ask *What are the two women talking about?* (Dieting, eating chocolate cake.)
- Have students read and listen to the conversation. Highlight the fact that rising intonation is used with *Want to try some?* Point out the word with the asterisk below the conversation. If students need a definition, refer them to the glossary on page 62.
- Check comprehension by asking *Has Joy been trying to eat fewer sweets?* (Yes.) *What is she eating in the picture?* (Chocolate cake.) *What does Rita ask about the cake?* (How many calories does it have?) *Does Rita eat some cake?* (Yes.) *How much does she eat?* (A bite.)
- Make sure students understand that *You only live once* means take advantage of opportunities and enjoy the pleasures of life now because it's your only opportunity to live.

Language and culture

- In informal spoken English, questions are often reduced. For example, *Want to try some?* is a reduced form of the question *Do you want to try some cake?* In reduced questions, the auxiliary verb and the subject are omitted and the question is formed by intonation.

Option: **[+3–5 minutes]** To personalize the activity, write these questions on the board for group discussion: *Have you ever been on a diet? What foods did and didn't you eat? How long did you stay on the diet? Was it successful?*

E Focus on language

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare students, draw their attention to the eight underlined phrases in the Photo Story. Read them or ask a student to read them aloud.
- Move around the room as students work in pairs to match phrases from the story with the phrases and sentences in the exercise.
- Review answers with the class.

F Discussion

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

- Give pairs a few minutes to read the diet descriptions. Refer students to the glossary on page 62 if needed. Then have them answer the question.
- Bring the class together and ask the students their opinions. Then ask *Which of these diets does not list disease prevention?* (Atkins diet.) *Do you think disease prevention is important for a diet?*

Option: **[+10 minutes]** To extend the activity, have pairs choose a diet and create a menu for a couple of days. Then have pairs work with another pair to discuss if they would enjoy following this menu.

Option: **[+5–10 minutes]** To challenge students, ask *In addition to changing eating habits, what else can a person do to lose weight? To gain weight?* Divide the class in half and assign each half either weight loss or weight gain. Have the groups discuss ways to lose or gain weight and then present them to the class. (Lose weight: exercise, drink a lot of water, count calories, use more calories than you consume; Gain weight: exercise less, drink a lot of water, count calories, use fewer calories than you consume.)

EXTRAS (optional)

- **Workbook: Exercises 1–3**

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D Photo story 3:20 Read and listen to people talking about food choices.

Rita: Didn't you tell me you were avoiding sweets?

Joy: I couldn't resist! I had a craving for chocolate.

Rita: Well, I have to admit it looks pretty good. How many calories are in that thing anyway?

Joy: I have no idea. Want to try some?

Rita: Thanks. But I think I'd better pass. I'm avoiding carbs.*

Joy: You? I don't believe it. You never used to turn down chocolate!

Rita: I know. But I'm watching my weight now.

Joy: Come on! It's really good.

Rita: OK. Maybe just a bite.

Joy: Hey, you only live once!

*carbs (informal) = carbohydrates

E Focus on language

Find an underlined sentence or phrase in the Photo Story with the same meaning as each of the following.

1. I don't know. I have no idea.
2. I should say no. I'd better pass.
3. I couldn't stop myself. I couldn't resist.
4. I'm trying not to get heavier. I'm watching my weight.
5. I really wanted . . . I had a craving
6. I agree. I have to admit
7. say no to turn down
8. I'll try a little. just a bite

F Discussion

Read the descriptions of the diets. Would you ever try any of them? Why or why not?

The High-Fiber Diet

For maintaining better health, preventing disease, and watching weight. Eat anything you want. Be sure to consume 25 to 40 grams of fiber per day from grains, fruits, beans, and vegetables.

The Vegan Diet

For better health and prevention of disease. Avoid all animal products, including dairy and eggs. Eat lots of grains, beans, vegetables, and fruits.

The Atkins Diet

A high-protein, low-carbohydrate weight-loss diet. Eat foods such as meat, eggs, and cheese that are high in protein and fat. Avoid foods that are high in carbohydrates, such as starchy vegetables, bread, grains, sugar, and dairy products (except cheese, cream, and butter).

The Low-Fat Diet

For weight loss and the prevention of disease. Cut back fat to 20 to 30 percent of daily calories. Limit cholesterol in food to less than 300 mg per day (about the amount in one large egg).

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LESSON 1

GOAL Talk about food passions

VOCABULARY *Food passions*

A 3:21 Read and listen. Then listen again and repeat.

B 3:22 **Listening comprehension** Circle the correct words to complete each statement about the speakers' food passions.

1 She (is crazy about / doesn't care for) sushi.
2 He (loves / can't stand) asparagus.
3 She (is a mango lover / doesn't care for mangoes).
4 He (is a big pasta eater / isn't crazy about pasta).
5 She (is an ice cream addict / can't stand ice cream).

sushi

mangoes

pasta

ice cream

asparagus

C **Pair work** Tell your partner about some of your food passions.

> "I'm really a seafood lover, but I'm not crazy about clams."

GRAMMAR *Use to / used to*

Use use to and used to and the base form of a verb for habitual actions in the past that no longer occur.

I **used to be** crazy about candy, but now I don't care for it.
She **didn't use to eat** cheese, but now she has it all the time.

Did you **use to eat** a lot of fatty foods? Yes, I did. / No, I didn't. OR Yes, I used to. / No, I didn't use to.

What **did** you **use to have** for breakfast? Eggs and sausage. But not anymore.
Why **did** you **use to eat** so much? Because I didn't use to worry about my health.

Be careful!
They used to ... BUT { They didn't use to ... / Did they use to ...

GRAMMAR BOOSTER ▸ p. 130
- *Use to / used to: use and form, common errors*
- *Be used to vs. get used to*
- *Repeated actions in the past: would + base form, common errors*

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VOCABULARY

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- For a warm-up, read the lesson goal and ask *What is a passion?* (A strong emotional feeling, positive or negative.) *Do you have any food passions?* Model the answer by expressing one of your own food passions, such as *I'm really crazy about chocolate. I love it!*
- After students listen to the audio and repeat, ask *Which person likes a lot of different foods?* (The man.) *Which person doesn't like a lot of foods?* (The woman.)
- Point out that the positive ways of expressing food passions are on the left. Those on the right are negative, in varying degrees. *I can't stand* is stronger than the three other negative statements.

Language and culture

- An *addict* usually means someone who is dependent on drugs or alcohol. In this context, it means having an extremely strong passion for something.
- A person who is very choosy about food and will not try any new food is known as a *picky eater*.

LEN From the Longman Corpus: English speakers only use the negative in expressions such as *I can't stand . . .*, *I don't care for . . .*, or *I'm not much of a . . .*. They never say *I stand . . .*, *I care for . . .*, or *I'm much of a . . .* when referring to food or things they like.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards • Learning Strategies

B Listening comprehension

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Before students listen, have them look at the pictures and read the names of the foods. Ask individuals *How do you feel about these foods?* Encourage students to use the vocabulary in Exercise A in their answers.
- While students listen to the audio, tell them to write down key words that suggest whether each speaker likes or doesn't like the food. Make sure students listen for each speaker's opinion. (1. biggest passion, sushi addict; 2. I really don't care for it, doesn't agree with me, can't look at it; 3. big mango eater, mmm; 4. I don't touch it, not much of a pasta lover; 5. I like it too much, think about it all the time.)
- Have students complete the exercise. If necessary, let them listen again before checking answers in pairs.

AUDIOSCRIPT

1 [F = Portuguese]
F: My biggest passion is sushi. I'm definitely a sushi addict. I have it, oh, probably twice a week. There's a terrific restaurant around the corner from where I live in Rio. And they make amazing sushi.

2
M: My wife is crazy about asparagus, but I really don't care for it. I don't know why. It just doesn't agree with me. I can't even look at it.

3
F: When I was a kid, I didn't use to like them. I thought they tasted funny. But now, I've turned into a big mango eater. There's really nothing quite like slices of fresh mango. Mmm.

4 [M = Spanish]
M: My family loves pasta. We have it several times a week, but I don't touch it. The truth is, we just have it TOO much—with tomato sauce, pesto sauce, garlic and oil—you name it. I'll eat anything, but I'm really not much of a pasta lover.

5 [F = Chinese]
F: The problem with ice cream is I like it too much. When I'm on a diet, I can't eat it. But that doesn't mean I don't think about it all the time. I do.

C Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- As students discuss their food passions in pairs, encourage them to use the expressions from Exercise A.
- Once they have finished, ask pairs to share with the class their partner's food passions.

GRAMMAR

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- To introduce the grammar point, write on the board *I used to eat a lot of sweets. But now I try to watch my weight.* Ask *Did I eat a lot of sweets in the past, or do I eat a lot of sweets now?* (In the past.)
- Review the usage information and the example statements in the Grammar box. Explain that the second half of each example contradicts the information in the first part of the statement.
- Ask *How does the form of* used to *differ in the first two example sentences?* Point out that *used to* becomes *didn't use to* in the negative; the *d* disappears because *didn't* is in the simple past.
- Shift attention to the example questions in the Grammar box. Read the exchanges, then ask *How does the form of* used to *change in a question?* (*Used to* becomes *use to*.) Point out that the auxiliary did is always followed by a base form in questions and negatives. Use to is the base form.
- Model the pronunciation of *used to* /ustə/ and *use to* /ustə/. Point out that the *d* is elided, and so the pronunciation of both forms is the same.
- Review the information in the Be careful! box.

Language and culture

LEN From the Longman Corpus: Both learners of English and native speakers of English make the mistake of writing *didn't used to* instead of *didn't use to*.

Option: GRAMMAR BOOSTER (Teaching notes p. T130)

ActiveTeach Multimedia Disc • Inductive Grammar Charts

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Grammar practice

Suggested teaching time:	8 minutes	Your actual teaching time:	

- Tell students to skim the sentences and underline *now* in the second sentence of each item. Point out that the second sentence talks about present behavior that is different from past behavior.
- Then have students complete each sentence. Remind students to write *didn't use to* in the negative sentences. If necessary, model an example for the last item.
- Have students compare answers with a partner.

PRONUNCIATION

Notice how the pronunciation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students read and listen to the sentences, paying attention to how /tu/ in the phrases *used to* and *use to* is reduced to /tə/.
- After students listen again and repeat, have them practice reading the sentences to a partner.
- Move around the room and listen for correct reduction.

FYI: *Used to* /ustə/ is a language chunk (there is no pause between words). The /tu/ in *used to* is often reduced to /tə/ by native speakers of English because it is an unstressed syllable.

ActiveTeach Multimedia Disc • Pronunciation Activities

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Provide an emphatic affirmative response with "Definitely."

- After students read and listen, write the phrases below on the board and have students find them in the conversation. Ask students to suggest other ways of saying them.
  Are you a big coffee drinker? (= Do you drink a lot of coffee?)
  I'm crazy about coffee. (= I love coffee.)
  I've been cutting back on coffee. (= I've been trying to drink less coffee.)
- Have students read and listen again. To check comprehension, ask *Is the coffee good?* (Yes, it's terrific.) *Who used to drink a lot of coffee?* (The woman.) *Would the man really die without coffee?* (No, not really, but he can't imagine his life without coffee.)

B Rhythm and intonation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Are you a big coffee drinker?*
  - stress the word *coffee.*

NOW YOU CAN Talk about food passions

A Notepadding

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Ask students to list the foods. Make sure they remember that *crazy about* means they like the food and *can't stand* means they don't like it. Move around the room and help students as needed.
- Have students compare lists with a partner.

B Pair work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- To review talking about food passions, refer students to the Conversation Model above.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students use appropriate facial expressions, gestures, and enthusiasm when saying *Definitely.*
- Model the activity by role-playing the conversation with a more confident student. Play the role of Student B.
- Move around the room while students role-play their conversations and help students as needed. Encourage students to change roles.
- When they have finished, ask if any pairs liked or disliked similar foods.

C Change partners

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- After students have found a new partner, refer them to their notepad for different food passions. Encourage them to discuss everything on their lists. Move around the room and help students as needed.
- When pairs have finished, invite them to role-play their conversations for the class. After each conversation, ask *What are this person's food passions? Are they negative or positive?*

EXTRAS (optional)

- **Workbook: Exercises 4–5**
- **Copy & Go: Activity 21**

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Grammar practice Use the context to help you complete each sentence with used to or didn't use to. Then write two sentences about yourself.

1 Gary ....used to.... go out to eat a lot. But now he eats at home more often.

2 Nina ....didn't use to.... eat a lot of pasta. But now she does.

3 Vinnie ....didn't use to.... drink a lot of coffee. But now he's a coffee addict.

4 Anton ....used to.... eat a lot of vegetables. But now he doesn't.

5 Cate ....used to.... hate seafood. But now she's crazy about fish.

6 Ted ....used to.... eat a lot of fatty foods. But now he avoids them.

7 Burt ....didn't use to.... drink a lot of water. But now he has several glasses a day.

8 May ....didn't use to.... like salads. But now she has salads several times a week.

9 (used to) I .....

.....

10 (didn't use to) I .....

.....

PRONUNCIATION *Sound reduction: used to*

3:23 Notice how the pronunciation of to in used to changes to /tə/. Read and listen. Then listen again and repeat. Then practice the sentences on your own.

1 I used to be a big meat eater.

2 Jack used to like sweets.

3 Sally used to be crazy about fries.

4 They didn't use to like seafood.

CONVERSATION MODEL

A 3:24 Read and listen to two people talk about their food passions.

A: Are you a big coffee drinker?

B: Definitely. I'm crazy about coffee. What about you?

A: I used to have it a lot. But I've been cutting back.

B: Well, I couldn't live without it.

B 3:25 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Talk about food passions

A Notepadding Complete the notepad with foods you like and dislike.

Foods I'm crazy about	Foods I can't stand

B Pair work Change the Conversation Model to role-play a conversation about food passions. Talk about foods and drinks you like and dislike. Talk about what you used to and didn't use to eat or drink. Start like this:

A: Are you a big .....?

B: ..... . What about you?

A: ..... .

C Change partners Change the Conversation Model again. Talk about other foods and drinks.

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LESSON 2

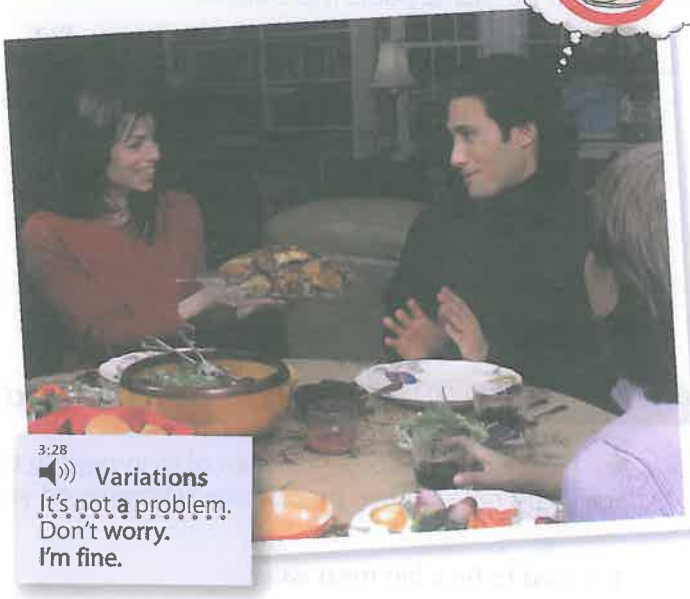
GOAL Make an excuse to decline food

CONVERSATION MODEL

A 3:26 Read and listen to a dinner guest making an excuse to decline food.

A: Please help yourself.
B: Everything looks great! But I'll pass on the chicken.
A: Don't you eat chicken?
B: Actually, no. I'm a vegetarian.
A: I'm sorry. I didn't know that.
B: It's not a problem. I'll have something else.

B 3:27 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

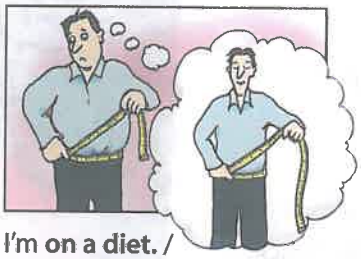


3:28 **Variations**
It's not a problem.
Don't worry.
I'm fine.

VOCABULARY *Excuses for not eating something*

A 3:29 Read and listen. Then listen again and repeat.

Coffee **doesn't agree with me.**



I'm **on a diet.** / I'm **trying to lose weight.**

I don't eat beef. It's **against my religion.**

I'm **allergic to** chocolate.

I'm **avoiding** sugar.

I **don't care for** broccoli.

B 3:30 **Listening comprehension** Listen to each conversation. Write the letter to complete each statement. Then listen again to check your work.

c	1 Cindy…	a is a vegetarian.
d	2 Frankie…	b is avoiding fatty, salty foods.
e	3 Marie…	c is trying to lose weight.
a	4 Susan…	d is allergic to something.
b	5 George…	e doesn't care for seafood.

C **Pair work** Talk about foods or drinks you avoid. Explain why.

"I usually don't eat fried foods. I'm trying to lose weight."

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Offer food with "Please help yourself."
- Acknowledge someone's efforts by saying something positive.
- Soften the rejection of an offer with "I'll pass on the ___."
- Use a negative question to express surprise.
- Use "It's not a problem." to play down inconvenience.

- Tell students to look at the photo to predict the conversation and ask:
  What are they doing? (Having dinner.)
  What is the woman trying to do? (She's trying to give / offer the man some food.)
  Does the man want the food? (No.)
- Have students read and listen to the conversation. To check comprehension, ask:
  What does the man say about the food? (Everything looks great.)
  Does the man eat chicken? (No.) *Why not?* (He's a vegetarian.)
  Why do you think the woman apologizes? (She's sorry she didn't cook something else.)

Language and culture
- The informal expression *Help yourself* means don't wait to be served; take the food that you want. For example, *All the desserts are in the kitchen. Help yourself.*
- The expression *I'll pass on* ___ or *I'll pass* is an indirect way to decline an offer. It is more polite than being direct and saying *I don't want any* ___.

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat chorally. Make sure they:
  - put stress on *Everything* and *great*.
  - use rising intonation for *Don't you eat chicken?*
- Point out that in spoken English, syllables can be reduced. For example, *actually* can sound as if it has three syllables and *didn't* may sound like one syllable.

VOCABULARY

A Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- After students listen and repeat, ask them to give the excuses in other words.

Language and culture
- The verb *care* has different meanings, depending on the attached preposition. For example, *To not care for* means not to like something or someone (I don't care for him). *To care about* means to have concern for something or someone (I care about the environment).

Option: [+5 minutes] To extend the activity, ask pairs to provide acceptable excuses for declining food in their culture. As pairs call out their excuses, write these excuses on the board. Then review each one and ask *How many of you agree this excuse is OK? Raise your hands.*

• Vocabulary Flash Cards

B Listening comprehension

Suggested teaching time:	6–11 minutes	Your actual teaching time:	

- Before students listen, ask them to read the phrases in the second column and the names in the first column. Tell them to listen for the names in the conversations.
- Have students listen and complete the activity. Let them listen again before checking answers in pairs.

AUDIOSCRIPT

CONVERSATION 1
M: Cindy, don't you like pasta?
F: I love it. That's the problem. I'm on a diet.
M: Well, then have some vegetables. They're good for you.
F: Thanks.

CONVERSATION 2
F: Doesn't Frankie eat fruit salad?
M: Actually, he can't. It has strawberries, and he can't eat them. He's allergic. His skin gets red all over when he does.
F: Oh, I'm sorry. I didn't know that.
M: Oh, that's OK. He'll be fine.

CONVERSATION 3 [F = French]
M: Aren't you going to try the grilled fish, Marie?
F: Actually, I'm not too crazy about fish.
M: How about the clams?
F: I'll pass. They really don't agree with me.
M: Well, how about some grilled chicken then?
F: That sounds great.

AUDIOSCRIPT continues on page T68.

• Learning Strategies

C Pair work

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Model the activity by reading the sample in the quotes and then writing on the board some foods and drinks that you avoid. Allow individuals a minute or two to brainstorm foods they avoid. Then have pairs use the vocabulary to talk about foods on their lists.
- Have pairs share their partner's information along with the excuse used to decline the food.

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GRAMMAR

Suggested teaching time:	8 minutes	Your actual teaching time:	

- To introduce negative questions, write on the board *1. Is Tanya allergic to nuts? 2. Isn't Tanya allergic to nuts?* Point out the difference between the two sentences. (1. Asks a yes / no question; 2. Asks a negative yes / no question to check information that the speaker thinks is true. The speaker thinks Tanya is allergic to nuts.)
- Review the first rule in the Grammar box with the class. Read the first bullet point and examples in the Grammar box. Point out that a negative yes / no question can be answered affirmatively or negatively. Give alternative answers; for example, *No, she isn't. No, he didn't.*
- Write additional negative yes / no questions on the board that check information the class thinks is true about you. For example, *Aren't you a teacher? Don't you have children?* Tell pairs to ask each other negative yes / no questions to check information they think is true.
- After reading the second and third bullet points and their examples, have students suggest additional questions. For example, *Wasn't the homework difficult? Don't you love that new TV show? Aren't you going to give us homework? Isn't there a quiz today?* Have students respond with short answers.
- Ask a student to read the second rule and example sentences in the Grammar box. Write on the board *Why don't we end class early today?* Point out that this sentence makes a suggestion. Ask *What's another way to make the same suggestion?* (Possible responses: Let's end class early today. How about ending class early today?)
- Write *Why don't . . . ?* on the board as a model and invite students to make suggestions to each other.

Option: **[+2 minutes]** For additional practice, ask students to find an example of a negative yes / no question in the Conversation Model (Don't you eat chicken?) Ask *How is this negative question used?* (To express surprise.)

Option: **GRAMMAR BOOSTER** (Teaching notes p. T132)

• Inductive Grammar Charts

Grammar practice

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Before students complete the exercise, tell them to skim the conversations to get the context. Remind them to match the verb tense with the response. (1. Aren't; 2. Wasn't; 3. Didn't; 4. Hasn't; 5. Isn't; 6. Didn't.)
- After students complete the exercise, review the answers as a class. Then have students identify how each negative question is used. (1. To confirm information / express surprise; 2. To get someone to agree; 3. To confirm information; 4. To confirm information; 5. When you want someone to agree with you; 6. To express surprise.)

NOW YOU CAN Make an excuse to decline food

A Notepadding

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To prepare students, have them look at the pictures and read the names of the different foods.
- Ask *Why might someone "pass" on [shellfish]?* Have students volunteer possible excuses for not eating each food pictured. (Possible responses: I am allergic to . . . ; I don't care for shellfish; shellfish doesn't agree with me.)
- If necessary, refer students to the Vocabulary on page 66 to complete the activity.
- Allow students to complete the activity individually, then form pairs to compare excuses.

B Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- To review making excuses to decline food, refer students to the Conversation Model on page 66.

Don't stop! Extend the conversation. Encourage students to use all the language in the Recycle box to continue the conversation. Tell them to cross out each phrase as they use it and not reuse the same phrase.

- Be sure to reinforce the conversation strategies; for example, make sure that students say something positive to acknowledge effort and play down inconvenience to be polite. Model the conversation by role-playing it with a more confident student. Play the role of Student B to stress rising intonation after *Don't you . . . ?*
- Have pairs role-play conversations referring to the foods pictured and their notes. Remind them to change roles. Tell students to use definite articles for specific references to non-count nouns such as *tofu* or *steak*. For example, *I'll pass on the tofu.*

• Vocabulary Flash Cards
• Conversation Pair Work Cards

C Change partners

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- After students find a new partner, have them repeat the conversation using foods from their notes. Move around the room and help as needed.
- Invite pairs to role-play their conversations for the class. After each conversation, check comprehension by asking *What food did the person pass on? Why?*

EXTRAS (optional)

- Workbook: Exercises 6–9
- Copy & Go: Activity 22

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GRAMMAR Negative yes / no questions; Why don't ...?

Use negative yes / no questions ...

- **to confirm information you think is true.**
  Isn't Jane a vegetarian? (Yes, she is.)
  Didn't he go on a diet last week? (Yes, but he changed his mind.)
- **when you want someone to agree with you.**
  Don't you love Italian food? (Yes, it's delicious!)
  Wasn't that a terrible dinner? (Actually, no. I thought it was good.)
- **to express surprise.**
  Aren't you going to have cake? (I'm sorry. I'm on a diet.)
  Hasn't he tried the chicken? (No. He's a vegetarian.)

Use Why don't ...? to make an offer or a suggestion.
Why don't we ...? has the same meaning as Let's.
Why don't you have some more tea? (Thanks.)
Why don't we sit down? (Great idea.)

GRAMMAR BOOSTER ▸ p. 132
- *Negative yes / no questions: short answers*
- *Suggestions with Why don't ... ?: expansion*

Grammar practice Complete each negative yes / no question.

1 A: ...Aren't... you allergic to tomatoes?
B: Me? No. You're thinking of my brother.

2 A: ...Wasn't... that lunch yesterday delicious?
B: It was fantastic!

3 A: ...Didn't... we already have steak this week?
B: Yes, we did.

4 A: ...Hasn't... your husband been on a diet?
B: Yes. But it's been driving him crazy.

5 A: ...Isn't... asparagus disgusting?
B: Actually, I like it.

6 A: ...Didn't... you like your pasta?
B: Actually, it was a little too spicy for me.

NOW YOU CAN Make an excuse to decline food

A Notepadding Look at the photos. On a separate sheet of paper, use the Vocabulary to write an excuse to decline each food.

B Pair work Change the Conversation Model to role-play a dinner conversation. Use the pictures and your notepads. Offer foods. Make excuses to decline the foods. Then change roles.

A: Please help yourself.
B: Everything looks ..... ! But I'll pass on the ..... .
A: Don't you .....?
B: Actually, ...
A: I'm sorry. I didn't know that.
B: ..... . I'll have ..... .

Don't stop!
Offer other foods.
Talk about food passions.

Be sure to recycle this language.

be crazy about ___
be a big ___ eater / drinker
be a(n) ___ addict / lover
can't stand ___
be not crazy about ___
not care for ___

C Change partners Practice the conversation again.

shellfish

chocolate

tofu

steak

fries

noodles

sardines

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LESSON 3

GOAL Discuss lifestyle changes

BEFORE YOU READ

Explore your ideas Do you think people's eating habits are better or worse than they used to be? Explain with examples.

READING

3:31

How Can It Be? Americans Gain Weight, While the French Stay Thin

Have you ever wondered why Americans struggle with watching their weight, while the French, who consume all that rich food—the bread, the cheese, the drinks, and the heavy sauces—continue to stay thin? Now a report from Cornell University suggests a possible answer. A study of almost 300 participants from France and the U.S. provides clues about how lifestyle and decisions about eating may affect weight. Researchers concluded that the French tend to stop eating when they feel full. However, Americans tend to stop when their plate is completely empty or they have reached the end of their favorite TV show. As a matter of fact, Americans are taught from an early age to "clean their plates" because children in poorer countries "are going hungry."

According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and therefore spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between the other activities of the day. Mercola believes Americans have lost the ability to sense when they are actually full. So they keep eating long after the French would have stopped. In addition, he points out that Americans drive their cars to huge supermarkets to buy canned and frozen foods for the week, while the French tend to shop daily, walking to small shops and farmers' markets where they have a choice of fresh fruits, vegetables, and eggs as well as high-quality meats and cheeses for each meal.

Mireille Guiliano, author of *French Women Don't Get Fat*, decided to write about the subject after discovering she had gained weight after a visit to the U.S. Rather than suggesting how to avoid food, she writes about the importance of "restraint"—knowing when to stop. Today she continues to stay slim. And she rarely goes to the gym.

Despite all these differences, new reports show that recent lifestyle changes may be affecting French eating habits. Today the rate of obesity—or extreme overweight—among adults is only 6%. However, as American fast-food restaurants gain acceptance and the young turn their backs on older traditions, the obesity rate among French children has reached 17%—and is growing.

Sources: sciencedaily.com and mercola.com

A Understand from context With a partner, use the context of the article to help you define each of the following underlined words or phrases.

1. Why do Americans struggle with watching their weight? have a hard time
2. The French consume all that rich food. eat
3. The French see eating as an important part of their lifestyle. way of living
4. Americans are taught from an early age to "clean their plates." eat everything on their plates
5. Americans have lost the ability to sense when they are actually full. feel
6. Guliano writes about the importance of restraint. knowing when to stop
7. Today she continues to stay slim. thin
8. The rate of obesity among French children has reached 17 percent. being overweight

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BEFORE YOU READ

Explore your ideas

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Introduce the topic by having students discuss the question in pairs. Then ask the class *How many think people's eating habits are better? Worse?* Call on individual students to give a reason to support their answer.
- Then ask the class *Are your eating habits better or worse than they used to be? Why?*

READING

Suggested teaching time:	13 minutes	Your actual teaching time:	

- Read the title of the article. Make sure students understand that *How can it be?* means *How can it be true?* Based on the title, ask students to predict the content of the article. Ask *Do you think it is true that Americans gain weight while the French stay thin? What differences between American and French cultures do you think the article will discuss?* (Possible responses: Americans eat a lot of fast food and drink a lot of soda. French people eat more fruits and vegetables and healthy breads.) Write the responses on the board.
- To check comprehension, ask:
  Do the French eat mostly low-fat foods? (No, they eat rich [high-calorie] foods.)
  What is the secret of the French? (They eat in moderation.)
  What are some problems with American eating habits? (People eat quickly in between other activities or while watching TV.)
  What is the bad news for the French? (Recent lifestyle changes are affecting their eating habits and more children are obese than in the past.)
- Then write on the board *I spend a lot of time eating at the table with my family or friends. I eat quickly while watching TV.* Ask *Which sentence applies to you? Who do you relate to more in the article, the French or Americans? Why?*

Option: **[+10 minutes]** Ask *Are you surprised by the information in this article?* Have groups discuss the question and give reasons for their answer.

• **Extra Reading Comprehension Questions**

A Understand from context

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell pairs to scan the article for the underlined words and circle them. Then have pairs study the words and determine their meanings.
- Move around the room and help students as needed.
- Review answers with the class. Write the definitions students provide on the board. (Possible responses: struggle: work hard at; consume: eat; lifestyle: way of life; clean their plates: eat everything on their plates; sense: feel; restraint: self-control; slim: thin; obesity: condition of being extremely overweight.)

Option: **[+10 minutes]** To challenge students, have them write new sentences on a separate sheet of paper using the underlined words. Tell them the sentences don't have to be connected to the content of the article. For example: *My sister struggles with learning English grammar.* Then have pairs exchange papers and read and comment on each other's papers.

• **Learning Strategies**

AUDIOSCRIPT Continued, for page T66 (**B** Listening Comprehension)

CONVERSATION 4
F: Isn't Susan going to have some steak?
M: Actually, she doesn't eat meat.
F: Never?
M: Never.

CONVERSATION 5
M: I think I'll pass on the French fries.
F: Why's that, George? Don't you like French fries?
M: Yes. But my doctor thinks I should eat less salt and oil.
F: Oh, I see.

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B Summarize

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- To prepare students for the activity, draw on the board the two-column chart below. Tell students to copy the chart and then work in pairs to fill in the columns with reasons from the article why the French stay thin and Americans gain weight.

The French	*The Americans*

- Tell individuals to use the chart to write their summaries. Move around the room and help students form comparative sentences.
- Invite volunteers to write their summaries on the board and review the summaries with the class. (Possible responses: The French stop eating when they feel full, and Americans continue to eat until they finish all the food on their plate. The French spend a lot of time at the table, but Americans eat quickly between other daily activities. Americans usually shop for food weekly in huge supermarkets; in contrast, the French tend to shop daily in small shops and markets.)

C Compare and contrast

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- Model the activity by reading the questions to the class and having a student read the sample response in quotes. Have students form groups to discuss the questions.
- Move around the room and help students as needed. Encourage students to respond to the various points made in the article; for example, stopping eating when full, spending a lot of time at the table, shopping daily for food.
- Have pairs report their discussion results with the class. If students say that lifestyles in their country are closer to French lifestyles, ask *Are recent lifestyle changes affecting eating habits in your country? Do you know if the obesity rate in your country has increased in recent years?*

NOW YOU CAN Discuss lifestyle changes

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To introduce the questionnaire, tell students to look at the photo. Ask *Does he have a healthy diet?* Ask students to read the numbered questions in the survey. Make sure students understand that *cut back* means *eat less.*
- While individuals fill in the survey, walk around the room and make sure students complete the explanations.
- Have pairs compare surveys. Encourage them to explain any items they check as "other."

Option: **[+10 minutes]** As an alternative approach, instead of comparing answers in pairs, tell students to mingle and compare answers with their classmates. Students should keep track of answers and total them when they are finished.

B Class survey

Suggested teaching time:	3–8 minutes	Your actual teaching time:	

- To review the survey results, write the survey questions on the board. Read each question and ask for a show of hands. Write the totals on the board.
- Read the first two questions in the green box below the survey and ask for a show of hands for each. Discuss answers with the class. Then write on the board *most, some, few*. Model how to use the words in statements about the class; for example, *Most students have gone on a diet. Few students have been successful with a diet.*
- Then have pairs use the totals on the board to answer the remaining questions in the box about the survey.

Option: **[+5 minutes]** For classes who used the alternative option in Exercise A, ask students the questions in the green box. Have students call out the totals they have from their class survey.

C Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

Text-mining: Review the instructions with the class, then have students skim the article and underline useful language. Write students' findings on the board for them to refer to during the discussion.

- Read the sample response in quotes at the bottom of the page. Then have students form groups to discuss the questions in the book. Encourage students to come to an agreement on their conclusion. Assign one student the role of taking notes.
- On the board write *Healthy Lifestyle*. Write students' ideas for having a healthy lifestyle on the board. (Possible responses: To have a healthy lifestyle, people need to balance their time well. They should make time to sit down and have a meal. They should exercise.)

EXTRAS (optional)

- **Workbook: Exercises 10–14**
- **Copy & Go: Activity 23**

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B Summarize According to the article, why do the French stay slim while Americans gain weight? On a separate sheet of paper, write a four-sentence summary of the Reading. Then share your summary with your class.

> Compared to Americans, the French stay slim because ...

C Compare and contrast In your country, do people generally stay slim easily or do they struggle with watching their weight? Are lifestyles in your country closer to those of France or the U.S., as described in the article?

> "I think people here are more like people in France. They like to eat, but they don't gain weight easily."

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss lifestyle changes

A Frame your ideas Complete the lifestyle self-assessment.

1 Have you ever changed the way you eat in order to lose weight? ● yes ● no

If so, what have you done?

- ◯ ate less food
- ◯ cut back on desserts
- ◯ avoided fatty foods
- ◯ other (explain) _____

Were you successful? ◯ yes ◯ no

Why or why not? Explain _____

2 Have you ever changed the way you eat in order to avoid illness? ● yes ● no

If so, what changes have you made?

- ◯ stopped eating fast foods
- ◯ started eating whole grains
- ◯ started eating more vegetables
- ◯ other (explain) _____

Were you successful? ◯ yes ◯ no

Why or why not? Explain _____

3 Have you ever tried to lead a more active lifestyle? ● yes ● no

If so, what have you done?

- ◯ started working out in a gym
- ◯ started running or walking
- ◯ started playing sports
- ◯ other (explain) _____

Were you successful? ◯ yes ◯ no

Why or why not? Explain _____

B Class survey On the board, summarize your class's lifestyles.

How many students ...
- are there in the class?
- want to make some lifestyle changes?
- have gone on a diet to lose weight?
- have changed their diet to avoid illness?
- have been successful with a diet?
- lead an active lifestyle?

C Discussion How do you think your classmates compare to most people in your country? Are they generally healthier or less healthy? What do you think people need to do to have a healthy lifestyle?

> "I think my classmates are healthier than most people in this country. I think people eat too many fast foods, but most of us try not to."

Text-mining (optional)
Underline language in the Reading on page 68 to use in the Discussion. For example:
"(The French) tend to ..."

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LESSON 4

GOAL Describe local dishes

BEFORE YOU LISTEN

3:32

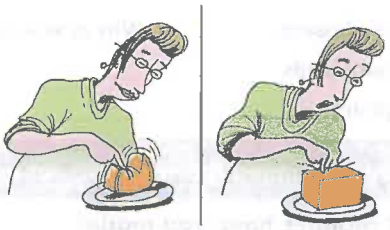
A Vocabulary • ***Food descriptions*** Read and listen. Then listen again and repeat.

It looks terrific.

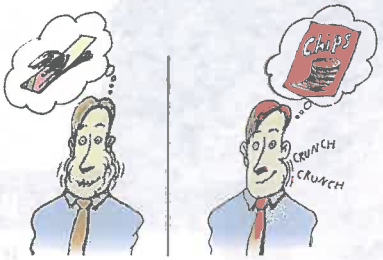
It smells terrible.

It tastes { sweet. / spicy. / salty. / sour.

It smells like / It tastes like / It looks like } chicken.



It's { soft. / hard.



It's { chewy. / crunchy.

B Pair work Use the Vocabulary to describe foods you know.

"Apples are crunchy."

LISTENING COMPREHENSION

3:33

A Listen for details First, listen to the descriptions of foods from around the world and write the letter of each food. Then listen again and choose the Vocabulary that completes each description.

f kim chee / Korea

cabbage

a 1 They're (crunchy / chewy / hard) and they taste (salty / sweet / spicy).

d 2 It tastes (salty / sweet / spicy) and it's (soft / hard / crunchy).

f 3 It's (soft / chewy / crunchy) and it tastes (salty / sweet / spicy).

e 4 It tastes (salty / sweet / spicy). Some think it (tastes / smells / looks) awful.

b 5 It (smells / tastes / looks) great and it (smells / tastes / looks) awful.

c 6 It's (crunchy / chewy / hard) and it tastes (salty / sweet / sour).

e Vegemite / Australia

a chapulines / Mexico

grasshopper

b cho dofu / China

c mochi / Japan

d Jell-O / United States

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Before students listen, tell them to look at the pictures and read the food descriptions. Make sure students can identify the foods pictured for sweet (candy), spicy (pepper), salty (salt), sour (lemon), soft (tofu or cheese), hard (tofu or cheese).
- After students listen and repeat, ask:
  What other food is sweet? Spicy? Salty? Sour?
  What other food is soft? Hard?
  What other food is chewy? Crunchy?
  Permit students to answer with foods that are familiar to them.
- Then have students listen and repeat again.

ActiveTeach Multimedia Disc
- **Vocabulary Flash Cards**
- **Learning Strategies**

B Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Tell pairs to brainstorm a list of different foods. Then have them use the words in the Vocabulary to describe them.
- Move around the room and listen for correct pronunciation and use. Provide help as needed.
- Have pairs share their descriptions with the class.

LISTENING COMPREHENSION

A Listen for details

Suggested teaching time:	12–17 minutes	Your actual teaching time:	

- For a warm-up, look at the pictures and ask *Have you ever tried any of these foods? If so, which one(s)? How did it (they) taste?*
- Focus on picture b. Ask *How do you think this food tastes?* Have students predict what the other foods taste like, and write their predictions on the board.
- Have students listen to the descriptions once or twice and write the letter of each food. If necessary, have students listen again.
- Then ask students to listen again and complete each description.
- Review answers with the class. Then have students compare the descriptions to their predictions earlier.

Option: [+10 minutes] Have pairs choose a popular local food and write a description of it without mentioning the name of the food. Tell students to say how the food tastes and smells, if it's hard or soft, chewy or crunchy. Then have pairs read their descriptions to the class and ask students to guess the food.

AUDIOSCRIPT

1 [M = Spanish]
M: I'm from Oaxaca, and we have a special food called chapulines. Chapulines means grasshoppers, actually. But they're really good and they're really good for you. They're pretty salty, and . . . uh . . . crunchy. They really do taste great, though.

2 [M = U.S. regional]
M: When I was growing up, my mother used to make Jell-O all the time. It comes in beautiful colors and it comes in at least twenty-six different flavors. Grape, lemon, orange, mixed fruit, cherry, mango. It's soft and cool, and it's sweet and kids just love it. Where I come from, we make it into all kinds of salads with fruit.

3 [F = Korean]
F: In Korea we eat kim chee a lot. It's a kind of salad that we eat with most meals. There are actually about 180 different kinds of kim chee. But most are made with cabbage. It's very hot and spicy. And it's nice and crunchy.

4 [M = Australian English]
M: When I travel, there's one thing I really miss about home—my Vegemite. We all grew up with the stuff and we love it. You put some butter on a piece of toast, add a little bit of Vegemite on it, and enjoy. Some people think it looks awful, actually. It's kind of a dark reddish-brown color—well, black, really. It's very salty—so just use a little bit.

5 [F = Chinese]
F: Have you ever tried cho dofu? Well, if you haven't, you'll be very surprised because it smells very bad! That's what the name means—bad-smelling tofu. But the flavor is quite delicious—a little salty. I didn't use to like it myself. But now I'm crazy about it.

6 [F = Japanese]
F: Mochi is made from a sweet rice and it's really delicious. We always eat mochi to celebrate the new year. It tastes sweet, and it's very, very chewy. As a matter of fact, some old people have to be very careful if they eat it. But it tastes great.

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B Listen to personalize

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen again. Stop the audio after each description and allow pairs to discuss if they would like to try that food.
- While students discuss, write a list of all the foods on the board. After listening to all the descriptions, ask the class *Who would like to try ___?* Ask for a show of hands and write the numbers on the board.
- Invite students to study the survey on the board and determine the most and least popular food.

ActiveTeach Multimedia Disc • Learning Strategies

NOW YOU CAN Describe local dishes

A Frame your ideas

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Have pairs brainstorm popular foods in their country and then write these on the board. Leave the list on the board for use in B Pair Work.
- Tell pairs to complete their notes by choosing three foods they would serve a visitor to their country. Tell them to refer to the list on the board or suggest other foods.
- After students complete the activity, have pairs present their choices to the class. If more than one pair chose the same food, have the class compare descriptions and ingredients.
- Ask *Is there any local food you would not serve a visitor? Why not?*

Option: **[+10 minutes]** To challenge students, have pairs write a recipe for one of the foods they chose. Ask different pairs to share their recipes with the class.

B Pair work

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

- For review, refer students to the Vocabulary on page 70.
- Give students a few minutes to skim the language in the Recycle box. Review meaning as necessary. Encourage students to keep the conversation going by referring to the Recycle box.
- Model the activity by role-playing a conversation with a more confident student. Use the examples in the speech bubbles.
- Then have pairs role-play conversations referring to the foods they described in their notes in Exercise A.
- Have pairs role-play their conversations for the class. After the role plays are finished, ask *What food did the first / second / third pair describe? What is it like? What's in it?*

Option: **[+10 minutes]** To challenge students, have pairs pretend they are at a local restaurant looking at a menu (the items they outlined in Exercise A). Have them discuss the foods and then decide what they would like to order.

EXTRAS (optional)

- **Workbook: Exercises 15–17**
- **Copy & Go: Activity 24**

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B 3:34 **Listen to personalize** Listen again. After each food, discuss with a partner whether you would like to try that food. Explain why or why not.

NOW YOU CAN Describe local dishes

A Frame your ideas Choose three local dishes that you would recommend to a visitor to your country. Write notes about each.

Name of dish: *fried cheese balls*
Description: *salty, chewy*
What's in it? *cheese, flour, oil*

Name of dish:
Description:
What's in it?

Name of dish:
Description:
What's in it?

Name of dish:
Description:
What's in it?

B Pair work Role-play a conversation in which one of you is a visitor to your country. Ask questions and describe dishes. For example:

Be sure to recycle this language.

Introduce the food
Have you tried ___?
Why don't you try ___?

Ask about the food
What's in it / them?
Is it / Are they (spicy)?
How do you make it / them?

Comment on the food
It sounds / they sound ___.
I'm crazy about ___.
I'm a big ___ eater / drinker.
I'm a(n) ___ addict / lover.
I don't care for ___.
I'm allergic to ___.
I'm avoiding ___.

I used to eat ___, but ___.
___ doesn't / don't agree with me.
___ is / are against my religion.
I'm a vegetarian.
I'm trying to lose weight.
I'm on a diet.

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciation

3:35

A **Listening comprehension** Listen to the conversation in a restaurant. Cross out the foods that the speakers don't mention.

~~beef and broccoli~~	chicken	clams	~~noodles~~	pasta
pizza	salmon	scallops	shrimp	steak

3:36

B Now listen again and complete the statements.

The man doesn't care for ....seafood.... .

He would rather eat ....meat.... .

C Complete the negative yes / no question for each situation.

1 The weather today is sunny and beautiful. You turn to your friend and say: "....Isn't.... the weather fantastic?"

2 You've just finished dinner. It was a terrible meal. As you leave, you say to your friend: "....Wasn't.... that meal awful?"

3 You're sightseeing in China. From your tour bus window you see a long wall in the distance. You say to the person sitting next to you: "....Isn't.... that the Great Wall?"

4 You're surprised to see your friend eating breakfast at 11:30. You say: "....Haven't.... you ....had.... breakfast yet?"

5 You see a woman on the street. You're pretty sure it's Norah Jones, the singer. You go up to her and ask: "....Aren't.... you Norah Jones?"

D On a separate sheet of paper, write five sentences about things you used to or didn't use to do or think when you were younger. For example:

I didn't use to like coffee when I was younger.

3:37/3:38
Top Notch Pop
"A Perfect Dish"

E On a separate sheet of paper, describe the following foods.

apples	bananas	carrots	grapefruit
ice cream	onions	squid	steak

Carrots are orange and they're sweet and crunchy.

F **Writing** Write a paragraph on the following topic: Do you think people are eating healthier or less healthy foods than they used to? Give examples to support your opinion.

I think people are eating a lot of unhealthy foods today.
People used to eat a lot of fresh foods. However, lately...

WRITING BOOSTER ▸ p. 144
- *Connecting ideas: subordinating conjunctions*
- *Guidance for Exercise F*

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Review

A Listening comprehension

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Tell students to close their books. Play the conversation. To check comprehension ask *Where does the conversation take place?* (In a restaurant.)
- Have students open their books and read the food choices in the box. Ask *Which of these are seafood?* (Clams, salmon, scallops, shrimp.) Then have them listen again as needed to complete the exercise.
- Tell students to compare answers with a partner.

Option: **[+5–10 minutes]** Have pairs or small groups discuss their food passions. Ask *Which of these foods are you crazy about? Which ones do you not care for?*

AUDIOSCRIPT

M: Nice restaurant.
F: Yeah. You're going to love the menu. The fish is really fresh.
M: Hmm, do they have pizza?
F: Not here. How about some pasta? They have it with shrimp, clams, scallops . . .
M: That's OK. I'll pass.
F: Do you like salmon?
M: Uh . . . Chicken would be good.
F: I don't think they have chicken. Sorry.
M: OK, the truth is I'm not crazy about seafood. I just don't like it. Actually, I'm really a meat eater at heart.
F: Well, why didn't you say something! We didn't have to come to a seafood restaurant.
M: Don't worry about it. I'll be fine.
F: Hey, look. They have steak.
M: OK, now you're talking.

B Now listen again . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Ask a volunteer to read the list of food in Exercise A again. Then have students listen again and complete the statements. Clarify that *would rather* means *prefer*.
- Review the answers with the class. Then ask *Does anyone dislike seafood as much as the man in the audio? Has anyone ever ordered steak in a seafood restaurant?*

C Complete the negative yes / no question . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Before students open their books, read aloud the situation in item 1. On the board, write ___ *the weather fantastic?* Explain this is a negative question and ask a student to complete it.
- Tell students to think about the context and verb tense of each situation before completing the questions.
- When students have finished, review answers with the class. Check comprehension by asking *Which negative questions check information the speaker thinks is true?* (3, 5) *Which negative question expresses surprise?* (4) *Which negative questions show that the speaker wants the listener to agree?* (1, 2)

D On a separate sheet of paper . . .

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- To review *used to* in affirmative and negative statements, write on the board *When I was younger, I used to watch TV a lot. I didn't use to go to the movies.* Ask *Did you use to watch TV a lot when you were younger? Did you use to go to the movies?*
- After students complete the activity, have them share their sentences in pairs. Make sure they reduce the vowel in *to*.

E On a separate sheet of paper . . .

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- After students read the different foods, ask *Which of these foods have you eaten? What are they like?* Ask students to share their opinions.
- After students complete the activity, have them work in pairs and tell them to read their descriptions to their partners out of order. Their partners will try to guess which food is being described.

F Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Write the question on the board. Have students take notes to support their opinion. Then tell them to start their paragraph with *I think people are eating healthier / less healthy . . .*
- Have students form pairs. While they work, write *Do you agree with your partner? Why? Why not?* Have pairs exchange paragraphs. Then have them discuss the question on the board.

Option: **WRITING BOOSTER** (Teaching notes p. T144)

• Writing Process Worksheets

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ORAL REVIEW

Before the first activity, give students a few minutes of silent time to become familiar with the descriptions.

Challenge

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Have students look at the pictures of the selections and skim the ingredients. Ask *Has anyone ever had any of these dishes?*
- Then have students choose the dish that interests them most. Tell students to study the ingredients for a minute and then close their books.
- Call on students to describe the dishes they chose. If students chose the same dish, invite students to help each other describe the ingredients.
- Then ask individual students *Why did you choose the dish?* (Possible response: It seemed very tasty. / It seemed strange. / I like spicy foods.)

Pair work 1

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Refer students to the Vocabulary on page 64 to review talking about food passions.
- Then have pairs role-play conversations.

Possible responses . . .

A: Have you tried pad thai? It's terrific. **B:** Is it spicy? I don't care for spicy foods. I like salty foods, though. **A:** Then you should try some pot stickers. You'll love them.

Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Refer students to the Vocabulary on page 66 to review how to make excuses.
- Then have pairs role-play conversations.

Possible responses . . .

A: Would you like some pot stickers? **B:** Actually, I don't eat beef. **A:** Oh, I didn't know you are a vegetarian. **B:** I'm not. I don't eat pork because it's against my religion.

Pair work 3

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Refer students to the Vocabulary on page 70 to review talking about dishes.
- Then have pairs role-play conversations.

Possible responses . . .

A: Have you ever tried chicken mole? **B:** No, but it looks delicious. What's in it? **A:** Chicken, hot peppers, tomatoes, and chocolate. **B:** It smells terrific. I'd like to try some.

FYI: Chocolate is a common ingredient of many mole sauces, but not all.

Language and culture

These foods are typically pronounced as follows in English: *Pad thai* = /pad'taɪ/; *Bi bim bop* = /bi'bim·bap/; *Mole* = /'mo·leɪ/; *Tabouleh* = /ta·'bu·li/; *Rocoto* = /ro·'ko·to/

Option: **(+10 minutes)** To challenge students, have them role-play a conversation between a server (waiter or waitress) and a customer at a restaurant.

Option: Oral Progress Assessment

- Use the photographs on page 73. Encourage students to use the vocabulary, grammar, rhythm, and intonation practiced in this unit.
- Ask information questions:
  Are you allergic to any of these foods?
  Which foods have ingredients you can't stand?
  Which dish would you like best? Why?
  Which foods seem especially healthy? Why?
- Invite a student to role-play a conversation with you.
- Evaluate the student on intelligibility, fluency, correct use of grammar, appropriate use of vocabulary.

• **Oral Assessment Charts**

Option: *Top Notch* Project

Idea: Have students do some research on the Internet or in a library about a dish from another country for a presentation about the dish to the class.

- Write these questions on the board for pairs to discuss:
  What does the dish look like?
  What does it taste like?
  How is it served?
  Is it served on any special occasions?
- Tell students to bring photos and a recipe for their presentations. Then combine them into a class cookbook for distribution in a later class session.

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:

Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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International Buffet

Today's Selections

Pad Thai • Thailand

Ingredients: rice noodles, tofu, peanuts, fish sauce, sugar, lime juice, vegetable oil, garlic, shrimp, eggs, hot peppers

Bi Bim Bop • Korea

Ingredients: rice, beef, soy sauce, sesame oil, garlic, black pepper, salt, eggs, lettuce, rice hot, peppers

Chicken Mole • Mexico

Ingredients: chicken, salt, vegetable oil, onions, garlic, tomatoes, chocolate, hot peppers

Potato Soup • Colombia

Ingredients: chicken, three kinds of potatoes, corn, avocados

Tabouleh Salad • Lebanon

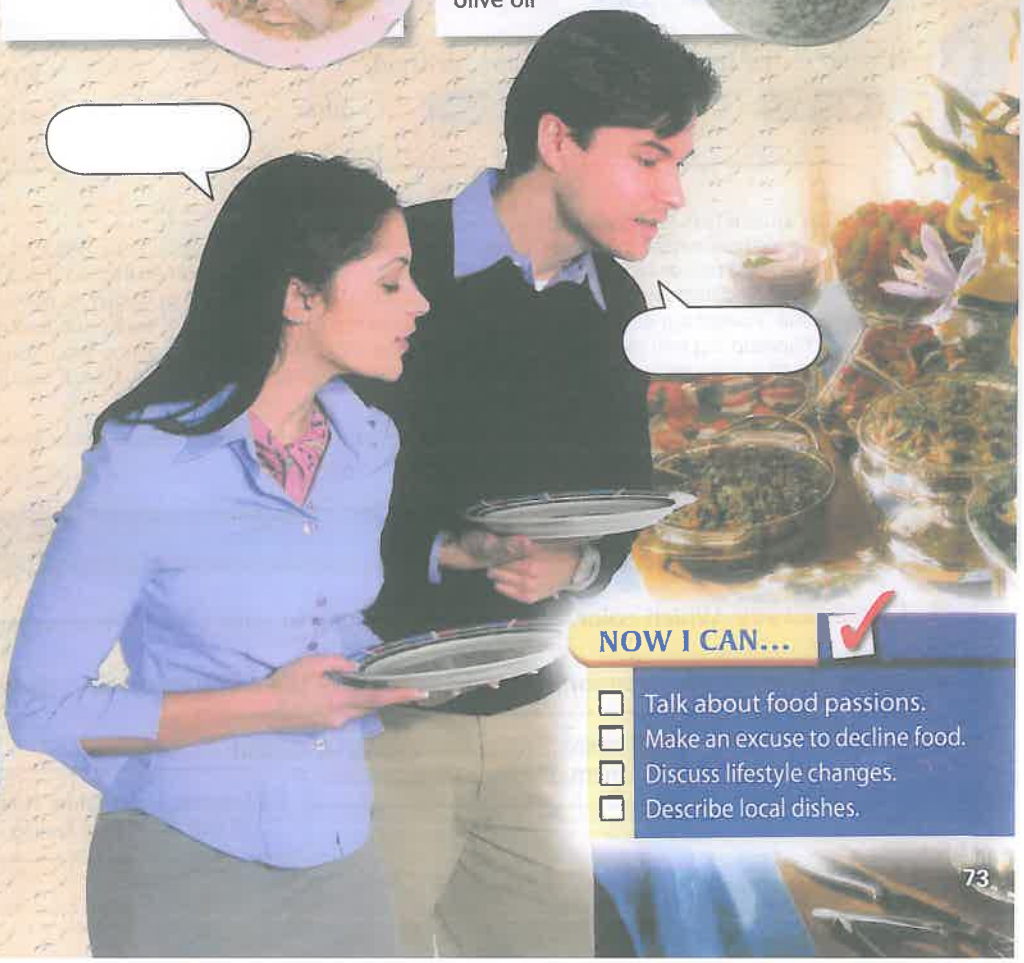
Ingredients: parsley, mint, onions, tomatoes, salt, black pepper, cracked wheat, lemon juice, olive oil

Pot Stickers • China

Ingredients: flour, cabbage, beef, green onions, sesame oil, salt

Stuffed Rocoto Peppers • Peru

Ingredients: onions, garlic, ground beef, hard-boiled eggs, raisins, cheese, rocoto peppers, vegetable oil



ORAL REVIEW

Challenge Choose one dish and study the photo and the ingredients for one minute. Then close your book. Describe the dish.

Pair work

1 Create a conversation for the man and woman in which they look at the foods and talk about their food passions. For example:

Have you tried pad Thai? It's terrific!

2 Create a conversation in which the man or the woman suggests and offers foods. The other makes excuses. Start like this:

A: Would you like some ___?
B: Actually, ___.

3 Choose a dish and create a conversation between someone from that country and a visitor. For example:

Have you ever tried ___?

NOW I CAN...

- ☐ Talk about food passions.
- ☐ Make an excuse to decline food.
- ☐ Discuss lifestyle changes.
- ☐ Describe local dishes.

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UNIT 7

About Personality

Preview

GOALS After Unit 7, you will be able

1. Get to know what someone likes.
2. Cheer someone up.
3. Discuss personality and its origin.
4. Examine the impact of birth order.

The Psychology of Color

According to research, colors have a powerful effect on us. Take the test and then see if your answers are confirmed by the research. You may be surprised! (Check your answers below.)

1) What color is the most attention-getting?

○ black ○ yellow ○ red ○ other _____

2) What color is most likely to make people feel angry?

○ black ○ yellow ○ pink ○ other _____

3) What color is best for a hospital room?

○ pink ○ white ○ green ○ other _____

4) What color often makes people feel tired?

○ green ○ blue ○ pink ○ other _____

5) What is the least appealing color for food?

○ black ○ yellow ○ blue ○ other _____

What are your color preferences?

Look at the colors below.

Write the color you find the most appealing. _____

Write the color you would most associate with happiness. _____

Write the color you would most associate with being sad. _____

Answers

1) Experts say red attracts the most attention. Using red for traffic lights and warning lights makes them more noticeable. 2) Studies have shown that being in a yellow room makes it more likely for adults to lose their tempers and for babies to cry. 3) Green is the easiest color on the eye, and it causes people to relax. Painting a hospital room green helps patients get the rest they need. 4) Research has shown that looking at pink can cause people to feel tired. Some sports teams have painted the dressing room of the opposing team pink to reduce the players' energy. 5) Researchers in marketing have found that using blue in processed foods is unappealing. They believe that this is because blue is rare in nature. Painting a restaurant red, on the other hand, increases the appetite. Many restaurants are painted red.

A Class survey Which color was the most popular in your class? Which was the least popular?

B Discussion In your opinion, what makes people like some colors and dislike others?

"I think people like colors that remind them of things they like."

"I agree. I love blue. It reminds me of the sky. I love being outdoors."

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UNIT 7

About Personality

Preview

Suggested teaching time:	8–13 minutes	Your actual teaching time:	

- To introduce the topic, write on the board *Colors*. With books closed, have students name as many different colors as they can. Write these on the board.
- Tell students to open their books, and give them a few minutes of silent time to examine the questionnaire.
- Ask *Do you think colors have effects on us?*
- Then focus students' attention on the questionnaire. After students complete the questionnaire, have them compare answers in pairs. Then look at the upside down answer key for numbers 1–5.
- Ask individual students *Were you surprised by any of the answers? Do you disagree with any of them? If yes, why?*

Language and culture

- In American English, *color* is spelled without a *u*; in other varieties of English, the same word is spelled with a *u*: *colour*.

A Class survey

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Focus attention on the color preferences section of the questionnaire. Have students compare the colors on the board with the colors in the book. Ask *How are these colors different?* Point out that the colors in the book are varieties of colors. Ask students to give examples of other varieties of colors and then fill in the blanks. Make sure students understand *appealing* means *interesting* and *attractive*.
- Ask for a show of hands to determine the most and least popular color. Write numbers on the board. Ask *Why do you think ___ is the most / the least popular color?*
- Draw the chart below on the board. Have students share which colors they associate with each emotion.

Happiness	Sadness

B Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the question to the class and ask two students to read the sample responses in quotes. Model a statement showing disagreement; say *I don't really agree. I like red a lot, but it doesn't remind me of anything. I just like the color.*
- Divide the class into small groups to discuss the question. As students work, write on the board *Do color preferences come from your culture or from personal taste?* Tell groups to include this question in their discussion.
- Review answers with the class. Invite volunteers to share their points of view.

Language and culture

- Colors appear in many English idioms. Here are a few of them: *To see red* means to feel very angry; a successful business is *in the black*, and a failing business is *in the red*; someone who is feeling very envious is *green with envy*.

LESSON PLAN

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C Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To prepare students, tell them to look at the photos. Ask:
  Do these two people know each other? (Yes.) *Where are they?* (At home / in a living room.)
  What do you think they are talking about?
- Have students read and listen to the conversation.
- To check comprehension, ask:
  What are the man and woman talking about? (Replacing the wallpaper.)
  Do they like the wallpaper? (No.)
  What color did the woman want to paint the walls? (Pink; soft rose.)
  Why didn't Chad like that color? (He thought it was too feminine.)
  What colors do the man and woman discuss? (Blue and white.)
  What color do they choose? (White.)
- Have students close their books and listen again. In small groups, ask them to summarize the conversation as a chain story. Have them begin their summaries *Chelsea and Chad are discussing. . . .* When groups finish, have them form new groups to compare their summaries.

Language and culture

- In informal spoken English, *way* is used to express a high degree. When Chelsea says *Way too masculine* it means *Much too masculine.*

D Paraphrase

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to work in pairs and find and underline the quoted phrases in the conversation. Tell them to use the context to figure out the meaning. If necessary, model the activity by doing the first item with the class.
- Have pairs share answers with the class. Then ask:
  Why do Chelsea and Chad decide blue is not a good color? (They're not sure their furniture would look good with it.)
  Why do Chelsea and Chad choose white as their color? (Because everything looks good with white.)

E Think and explain

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Model the activity by reading the first item and example. Have students work individually. Tell them to find the place in the Photo Story that proves a statement is false. Move around the room as students work, and help as needed.
- Review answers with the class.

Answers to Exercise E

2. Chad says, "You wanted pink . . ."
3. Chad says, "I'm pulling your leg. Blue would be great."
4. Chelsea says, "I'm not sure the furniture would go with it."
5. Chad says, "I'd hate to have to get all new stuff . . ."
6. Chad says, "All of a sudden, I'm thinking white."
7. Chelsea says, "It goes with everything."

F Pair work

Suggested teaching time:	8–11 minutes	Your actual teaching time:	

- Refer students to the color test on page 74. Make sure they review the information in the answer key. Ask *What do studies say about using yellow as a room color?* (It makes adults lose their tempers and babies cry more.) *Pink?* (It makes people feel tired.) *Green?* (It relaxes people.)
- Tell students to choose their colors and write their reasons. Refer them also to the Photo Story for ideas. Move around the room as students work.
- After pairs compare charts, invite volunteers to share colors and reasons. Ask *Did anyone suggest yellow or pink? Why?*

EXTRAS (optional)

- **Workbook: Exercises 1–3**

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4:02

C Photo story Read and listen to a couple talking about what color to repaint their living room.

Chelsea: You know what? I'm getting a little tired of looking at this wallpaper.

Chad: Well, maybe it's time for a change. What would you think about getting the room painted? I never loved that wallpaper, anyway.

Chelsea: Actually, I don't think either of us did. We only got it because we couldn't agree on a paint color.

Chad: Oh, yeah. Now I remember. You wanted pink and I said it was too feminine.

Chelsea: Actually, I never thought it was pink. To me it was a soft rose.

Chad: Well, what would you say to a nice blue?

Chelsea: Blue? *Way* too masculine.

Chad: *What?!*

Chelsea: I'm just pulling your leg, silly! Blue would be great.

Chad: This one's nice—very relaxing.

Chelsea: True, but I'm not sure the furniture would go with it.

Chad: Good point. I'd hate to have to get all new stuff ... You know, maybe we're on the wrong track.

Chelsea: What do you mean?

Chad: All of a sudden, I'm thinking white. It's classic, and ...

Chelsea: And it goes with everything!

D Paraphrase Restate the following expressions from the Photo Story in your own way.

1 "I'm just pulling your leg." I'm just joking

2 "I'm not sure the furniture would go with it." would match it

3 "Good point." This is true. / Good observation.

4 "Maybe we're on the wrong track." Maybe we're not looking at this correctly.

E Think and explain All the following statements are false. Explain how you know they are false.

See page T75 for answers.

1 Chelsea still likes the wallpaper.

> "Chelsea says, 'I'm getting a little tired of looking at this wallpaper.'"

2 Chelsea didn't want a rose-colored living room.

3 Chelsea truly thinks that blue is too masculine.

4 Chelsea thinks the blue Chad likes would go nicely with the furniture.

5 Chad would like to buy new furniture.

6 It's Chelsea's idea to paint the living room white.

7 They agree the furniture wouldn't go with white.

F Pair work Choose colors for rooms in a house. Review the color test on page 74 and the Photo Story to prepare your ideas. Then compare charts with a partner. Do you have the same tastes?

Room	Color	Your reason
a bedroom for a married couple		
a bedroom for a teenaged girl		
a bedroom for a 10-year-old boy		
a kitchen		
a family living room		

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LESSON 1

GOAL Get to know what someone likes

GRAMMAR Gerunds and infinitives as direct objects

Gerunds and infinitives come from verb forms but function as nouns. A gerund or an infinitive can be a direct object of a verb.

Gerund = an -ing form of a verb
She enjoys **painting**.

Infinitive = to + a base form
He wants **to paint** the kitchen yellow.

Remember two other -ing forms:
She is **painting**. (present participle)
The trip was **relaxing**. (participial adjective)

Use a gerund after the following verbs: avoid, can't stand, discuss, dislike, don't mind, enjoy, feel like, practice, quit, suggest

Use an infinitive after the following verbs: agree, be sure, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like

Other verbs can be followed by either a gerund or an infinitive: begin, continue, hate, like, love, prefer, start

GRAMMAR BOOSTER ▸ p. 133
• *Gerunds and infinitives: other functions*

A Grammar practice Complete the advice about managing feelings, using the verbs plus gerund or infinitive direct objects.

Feeling blue? Then take care of yourself!

Everybody feels a little sad from time to time. If you ___don't feel like talking___ (1 not feel like / talk) about what is making you unhappy and you ___dislike reading___ (2 dislike / read) advice books, here are some helpful hints. First of all, ___decide to take care of___ (3 decide / take care of) your health. ___Avoid drinking___ (4 Avoid / drink) coffee and alcohol. Coffee especially can make you feel nervous, but exercise can reduce nervousness and calm you. If you ___choose to exercise___ (5 choose / exercise), I ___suggest you go___ (6 suggest / go) with a friend you ___enjoy spending___ (7 enjoy / spend) time with. ___Be sure to eat___ (8 Be sure / eat) right and, importantly, ___be sure to get___ (9 be sure / get) lots of sleep. If you ___would like to take___ (10 would like / take) a day off from work and you ___want to go___ (11 want / go) to the movies or ___plan to take___ (12 plan / take) a walk in the park, just do it. Everybody needs to take a break sometimes. And when life gets too depressing, ___learn to cheer___ (13 learn / cheer) yourself up. You can be your own best friend! Oh, and a final note: Everybody finds certain colors "happy." Try to wear the colors *you* find most cheerful.

B Find the grammar Find all the gerunds and infinitives in the "Answers" box of the color test on page 74.

PRONUNCIATION Reduction of to in infinitives

4:03

Notice how an unstressed to reduces to /tə/. Read and listen. Then listen again and repeat.

1. I decided to repaint the bedroom a happier color.
2. We plan to see the World Cup Finals.
3. She doesn't like to hear people talking on cell phones.
4. I know you'd like to choose a more cheerful color.

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GRAMMAR

Suggested teaching time:	8–13 minutes	Your actual teaching time:	

- To introduce the grammar point, write on the board *I'd like to repaint the kitchen. I don't mind repainting it.* Be sure to underline the infinitive and the gerund.
- Ask a student to read the sentences on the board. Then ask another student to give the subject and verb in each sentence. (I, would like; I, don't mind.) Explain that infinitives and gerunds are used after certain verbs such as *like* and *don't mind*.
- Review the first point in the Grammar box. Then ask a student to read the example sentence using a gerund in the Grammar box. Have another student read the example sentence using an infinitive.
- Ask *What's the subject and verb in each example sentence?* (She, enjoys; He, wants.) *What are the verb tenses in the example sentences?* (Simple present tense.) Repeat that the verb in *She enjoys painting* is *enjoys*, and that *painting* functions as a direct object noun. Make sure students don't confuse the *–ing* gerund form with a continuous form. Point out that gerunds and infinitives can be used with verbs in different tenses.
- Make sure that students read and understand the note about other *–ing* forms. If necessary, refer students to the participial adjectives on page 10.
- Ask volunteers to read the lists of verbs that are followed by gerunds, infinitives, or both.

Option: **[+5–8 minutes]** To extend the activity, have students review the lists of verbs in the Grammar box and then close their books. Divide the class in half. Call out a verb and have alternating teams decide if the verb is followed by a gerund or an infinitive. For each correct answer, the team gets a point. The team with the most points wins.

Language and culture

LCN **From the Longman Corpus:** Confusion over whether to follow a verb with a gerund or infinitive is very common among English learners of all language backgrounds. Incorrect sentences such as *I enjoy to go camping* and *I'd like going to the seaside* are commonplace.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T133)

ActiveTeach Multimedia Disc • **Inductive Grammar Charts**

A Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- To prepare students, read the title of the paragraph. Ask *What does it mean to feel blue?* (To feel a little sad.) *Do you think blue is a good color to represent a sad feeling? If not, what color do you think would be better?* Then focus on the second sentence of the title. Ask *What do you think it means to take care of yourself?* (Possible responses: To eat well, exercise, get enough sleep.)
- Tell students to scan the first verb in each pair of verbs and decide if it should be followed by a gerund or an infinitive. Then have students complete the exercise.
- Review answers with the class. Read the first sentence and then ask students to read the completed sentences aloud.
- Ask a student to read the last two sentences. Ask individual students *What colors do you find most cheerful? Does wearing these colors cheer you up?*

Language and culture

- *Blue* (meaning *a little sad*) can be used with different verbs such as *be, feel, look,* and *seem*.

B Find the grammar

Suggested teaching time:	4–5 minutes	Your actual teaching time:	

- Before students begin the exercise, remind them that not all verbs ending in *–ing* are gerunds. Refer them to the note in the Grammar box at the top of the page.
- Review answers with the class. (Gerunds: 1. using; 2. being; 3. painting; 4. looking; 5. marketing, using, painting. Infinitives: 2. to lose, to cry; 3. to relax; 4. to feel, to reduce.)

FYI: These participial adjectives also appear in the answers to the questionnaire on page 74: *warning, dressing, opposing,* and *unappealing*.

PRONUNCIATION

Notice how an unstressed to . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Before students read and listen to the sentences, tell them to pay attention to how unstressed *to* becomes /tə/ in infinitive phrases.
- Then have students listen again and repeat.
- Tell students to practice reading the sentences to a partner. Move around the room and listen for correct reduction of *to*.

ActiveTeach Multimedia Disc • **Pronunciation Activities**

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Clarify an earlier question with "Well, for example . . ."
- Buy time to think with "Let's see."
- Use auxiliary "do" to emphasize a verb.

- For a warm-up, write on the board *What are your likes and dislikes?* Ask *What does this question mean?* (What things do you like and what things do you not like?) Explain that students will listen to a conversation about likes and dislikes.
- Then tell students to look at the picture and ask *Where are the people?* (At a café / restaurant.) *Do you think they know each other?*
- Play the audio while students read and listen to the conversation. Explain that *So do I* is another way of saying *I do, too.*
- Point out the lists of positive and negative adjectives on the right. Play the accompanying audio while students listen and repeat. Then have them find an example of a positive adjective and negative adjective in the conversation.
- Ask:
  What does the woman like to do in her free time? (Play tennis, go to the movies.)
  Why does she like to play tennis? (She finds it relaxing.)
  Does the man think tennis is relaxing? (No, he finds it boring.)
  What does the man like to do? (Go to the movies.)

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What would you like to know?* and *What do you like doing in your free time?* and *What about you?*
  - put stress on *relaxing* and *boring.*
  - use emphatic stress with *do.*

Option: [+3 minutes] For additional fluency practice, ask students to try to repeat the conversation from memory while looking at their partner. Allow them to keep their books open the first time but have them close their books the second. Find out how much they can remember.

NOW YOU CAN Get to know what someone likes

A Notepadding

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Ask a volunteer to read the sample likes and dislikes. Ask individual students *Is skiing something you like to do?*
- Then write on the board *It's [exciting / scary].* Refer to the list of positive and negative adjectives in the Conversation Model. Ask *Do you dislike not getting enough sleep? Why? Why not?*
- Tell students to write their likes and dislikes in gerund form on the notepad. Encourage them to describe their likes and dislikes with the lists of adjectives or their own ideas.
- Move around the room to make sure students have written gerunds on their notepads.

B Pair work

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

- Refer students to the Conversation Model to review talking about likes and dislikes.

Don't stop! Extend the conversation. Encourage students to use all the verbs in the box and to place a check next to each verb they use.

- Be sure to reinforce the use of conversation strategies; for example, using emphatic stress with *I do like,* and pausing slightly after *Well, for example . . .*
- Model the activity by role-playing the conversation with a more confident student.
- As pairs practice their conversations, move around the room and monitor their use of infinitives as well as rhythm and intonation. Encourage them to refer to their notepads for ideas to continue the conversation. Remind them to change roles once their conversation has finished.

Language and culture
- *On the weekend* is used in American English, but in British English, *at the weekend* is preferred.

• Conversation Pair Work Cards

C Change partners

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

- After students have found a new partner, ask a volunteer to read *Other times and occasions.* Tell students to create new conversations using these ideas and those on their list. Encourage them to change roles when they have finished.
- Invite pairs to share their role plays with the class. After each conversation, ask *What are this person's likes and dislikes?*

EXTRAS (optional)

- Workbook: Exercises 4–6
- Copy & Go: Activity 25

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CONVERSATION MODEL

A 4:04 Read and listen to a conversation about likes and dislikes.

A: So tell me something about yourself.

B: What would you like to know?

A: Well, for example, what do you like doing in your free time?

B: Let's see. Most of all, I enjoy playing tennis. I find it relaxing. What about you?

A: Well, I find tennis a little boring. But I do love going to the movies.

B: So do I. We should go to the movies together sometime, then.

4:06 **Positive adjectives**
relaxing
enjoyable
exciting

4:07 **Negative adjectives**
boring
depressing
annoying
scary

B 4:05 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Get to know what someone likes

A Notepadding List your likes and dislikes in gerund form. Write a statement with "It's..." to say why.

Likes	Dislikes
skiing: t s exciting	n t getting en ugh s eep: t s w u

Likes	Dislikes

B Pair work Using your notepad, personalize the Conversation Model. Include gerund and infinitive direct objects. Ask about other times and occasions.

A: So tell me something about yourself.

B: What would you like to know?

A: Well, for example, what do you like doing ..... ?

B: Let's see. Most of all, I enjoy ..... . I find it ..... . What about you?

A: Well, I ..... .

B: ..... .

C Change partners Talk about other likes and dislikes.

Other times and occasions
- on weekends
- on vacations
- with your friends / family
- for lunch / dinner

Don't stop!
Ask about your partner's plans for this weekend. Use the following verbs with direct object infinitives:

need — want
plan — would like

For example:
"What do you plan to do this weekend?"

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LESSON 2

GOAL Cheer someone up

CONVERSATION MODEL

4:08

A Read and listen to someone trying to cheer a friend up.

A: You look down. What's up?

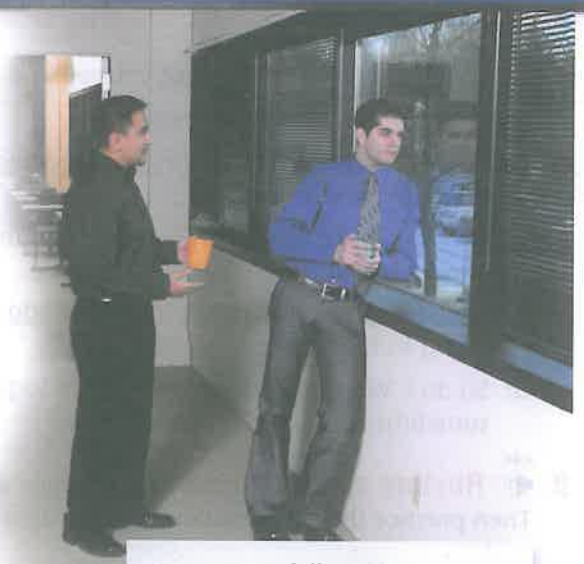
B: Oh, nothing serious. I'm just tired of the same old grind. But thanks for asking.

A: I know what you mean. I'm tired of working, too. How about going to a movie?

B: Great idea. Let's go!

4:09

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR *Gerunds as objects of prepositions*

A gerund (-ing form of a verb) can function as an object of a preposition.

	preposition	object
I'm afraid	of	flying.
She's bored	with	cooking.
She objects	to	discussing her feelings.

Be careful! Don't use an infinitive as the object of a preposition.
Don't say: Let's go to a movie instead ~~of to watch~~ TV.

Expressions followed by gerunds

Adjective + preposition

angry about	afraid of
excited about	sick / tired of
depressed about	bored with
happy / sad about	

Verb + preposition

complain about	apologize for
talk about	believe in
worry about	object to
think about	

GRAMMAR BOOSTER ▸ p. 133
• *Negative gerunds*

A Grammar Practice Complete the descriptions with prepositions and gerunds.

Ted

Ted is an extrovert. Like most extroverts, he's direct. And he's honest; he believes ..... in telling ..... (1 tell) the truth to everyone.

At his job, he works with other people and he never complains ..... about working ..... (2 work) long hours. He works hard and doesn't worry ..... about having to ..... (3 have to) work on weekends or holidays.

He has a few fears, though. Most of all, he's afraid ..... of flying ..... (4 fly).

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Thank someone for showing interest.
- Offer empathy with "I know what you mean."

- To introduce the conversation, have pairs look at the picture and take turns saying as much as they can about it to each other. (Possible responses: There are two men. They are at work / school / in a hall. They're drinking coffee. The man on the right is looking out the window. He looks blue / sad / depressed.)
- Have students predict what the conversation will be about, based on the picture. Ask *What do you think they're talking about?*
- While students read and listen to the conversation, write on the board *the same old grind* (pronounced /graɪnd/). Ask students to find the context clue that explains the meaning of this phrase. (I'm tired of working, too.)
- Tell students to read and listen to the conversation again. Check comprehension by asking:
  Why is Speaker B down? (He's tired of the same old grind.)
  How does Speaker A feel? (He's tired of working, too.)
  What do the two men decide to do to cheer up? (Go to a movie.)

Language and culture
- The expressions *to be down* and *to be down in the dumps* both mean *to be depressed*. *The same old grind* is an informal expression that refers to depressing, boring, routine work.
- The expression *I know what you mean* is frequently used in spoken English to show empathy.

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What's up?* and *How about a movie?*
  - stress *go* in *Let's go!*

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the grammar point, write on the board *She wrote a poem about roses.* If necessary, briefly review the function of prepositions. (They are words that specify place, direction, and time.)
- Ask:
  What is the preposition in the sentence? (About.)
  What is the object of the preposition? (Roses.)
  What are some other prepositions? (On, in, of, with.)
- Write on the board *She's excited about writing poems.* Then ask *What is the preposition in the sentence?* (About.) *What is the object of the preposition?* (Writing [poems].)
- Explain that because a gerund such as *writing* functions as a noun, it can be the object of a preposition.
- Read the first point and the example sentences in the Grammar box. Ask:
  What are the prepositions in the sentences? (Of, with, to.)
  What are the objects of the prepositions? (Of: flying; with: cooking; to: discussing.)
- Ask a student to read the Be careful! note in the Grammar box.
- Then read the adjective + preposition combinations and verb + preposition combinations in the box. Point out that the best way to learn these combinations is to memorize them.

FYI: Make sure students understand that *to* in the expression *object to* is a preposition, and it is followed by a gerund. The *to* is not part of an infinitive. For example, saying *I object to go* is incorrect. The correct form is *I object to going.*

Language and culture
- The expression *sick and tired of* means exhausted and bored with something. It can be followed by a noun (*Nicole is sick and tired of exams.*) or a gerund (*Nicole is sick and tired of studying for exams.*).

Option: GRAMMAR BOOSTER (Teaching notes p. T133)

• Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to circle the word or words before each blank in the exercise and identify them as verbs or adjectives. (Ted: 1. believes, verb; 2. complains, verb; 3. worry, verb; 4. afraid, adj.) (Nicole: 5. object, verb; 6. bored, adj; 7, 8. sick and tired, adj; 9. angry, adj; 10. afraid, adj; 11. excited, adj.) Then have them complete the exercise.
- After students complete the exercise, have them compare answers with a partner. Point out that items 7 and 8 complement the same adjectives, *sick and tired.*

FYI: In item 8, it is grammatically correct to omit or include *of* in the answer; for example, . . .*she's sick and tired of writing so many long reports and (of) taking exams.*

- Review answers with the class by asking volunteers to read complete sentences aloud.

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Language and culture

- An *extrovert* is a person who is outgoing and confident and likes to be around other people.
- An *introvert* is a person who prefers to spend time alone and focus on his or her own interests.

B Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Invite a student to read the sentence in quotes. Ask *What form comes after happy about?* (A gerund, getting.) Then have a student read the adjectives in the chart. *(Happy, excited, bored, sick and tired.)*
- After students complete the forms and share information in pairs, ask individual students to share their answers with the class.

NOW YOU CAN Cheer someone up

A Notepadding

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Ask students to read the sample. Then ask them for their own suggestions. Be sure they express their suggestions as gerunds.
- Have students share what they're tired of. See if students have similar answers.

B Pair work

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

- Refer students to the Conversation Model on page 78 to review cheering someone up.

Don't stop! Extend the conversation. Encourage students to use the ideas and the language in the Recycle box to continue the conversation. Tell them to number the language in the Recycle box in the order in which they use it.

- Be sure to reinforce the use of the conversation strategies. For example, make sure students use appropriate facial expressions when expressing thanks or empathy with *I know what you mean.*
- Refer students to the photo to set the situation and to provide an example of an appropriate gesture to offer suggestions or advice.
- Model the activity by role-playing the conversation with a more confident student. Play the role of Student A. Encourage students to change roles when they have completed the conversation.

• Conversation Pair Work Cards

C Change partners

Suggested teaching time:	7–9 minutes	Your actual teaching time:	

- Assign students new partners and have them create new conversations. Encourage them to change the situation from a restaurant to work, school, or their own idea.
- Invite partners to share their role plays with the class.

EXTRAS (optional)

- **Workbook: Exercises 7–8**
- **Copy & Go: Activity 26**

AUDIOSCRIPT Continued, for page T82 (Listening Comprehension)

PART 2

F1: So what about Annie?
F2: Annie's a whole 'nother story.
F1: How so?
F2: Well, you know what they say about middle children—it's hard for them to feel special. They have no special status—they're not the first and not the "baby"—they're just "in between." Most middle children at least have a little time to be "the baby" and feel special. But in Annie's case, she never did. Her sister Lucy was born when Annie was really still a baby.
F1: I didn't realize that. How old was Annie when her sister was born?
F2: Thirteen months—just over a year. Annie wasn't even walking or talking yet.
F1: Hmm. How did Lucy's arrival affect her?
F2: Well, Annie's not an unhappy kid. But she struggles with the things people say middle children usually have a hard time with. Maybe a little more than the typical middle child.
F1: What kinds of things?
F2: Well, Annie's sort of jealous of both her siblings. She's jealous of Brian because we're always saying how great he is. And she's jealous of Lucy because she thinks Lucy gets more attention. Remember, Annie never had a chance to be the "baby." We think that's why she's a little bit of a rebel.
F1: Annie's a rebel? She's only seven. How can she be such a rebel?
F2: Well, nothing terrible, but . . . We know that if we're going out, there's going to be an argument with Annie about clothes. I ask her to wear shoes, and she wants to wear sandals. We get dressed up to go to a nice restaurant and she wants to wear jeans. Sometimes we just give in and let her wear what she wants. We hate to keep fighting with her all the time. This would never happen with Brian.
F1: You know, it sounds like she may be trying to get the attention she thinks the other two are getting.
F2: You may be right. But, on the other hand, we don't really worry about her. She's very popular. No one has more friends than Annie. People just love her. She's always been very popular.
F1: You know that's what they say about middle children. They're usually very popular.

AUDIOSCRIPT continues on page T80.

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Nicole

Ted's wife, Nicole, on the other hand, is an introvert. But she doesn't object ..... 5 to talking ..... about herself from time to time.

Right now, she's bored ..... 6 with being ..... a student, and she's sick and tired ..... 7 of writing ..... so many long reports and ..... 8 (of) taking ..... exams every few weeks! She's angry ..... 9 about having to ..... spend so much time in front of a computer.

However, unlike Ted, she's not at all afraid ..... 10 of flying ..... ! She's excited ..... 11 about going ..... on vacation.

B Pair work Answer the questions about yourself, using gerunds. Then share the information with a partner.

> "Right now, I'm happy about getting engaged!"

Right now, what are you...	
happy about?	
excited about?	
bored with?	
sick and tired of?	

NOW YOU CAN Cheer someone up

A Notepadding Make a list of things that you are tired of. Write them as gerunds.

What are you tired of?
studying so hard

B Pair work Role-play cheering someone up. Use your partner's list for ideas. Then change roles.

A: You look down. What's up?
B: Oh, nothing serious. I'm just tired of ..... . But thanks for asking.
A: I know what you mean. ..... .
B: ..... .

Don't stop!
Make more suggestions. Use gerunds and infinitives.

Be sure to recycle this language.

Be sure to (get enough sleep).
You'd better start (eating healthier food).
You should think about (quitting your job).
What about (spending the weekend at a spa)?
How about (getting a pedicure)?
That always helps me.
That's a good idea.
I'll think about that.

C Change partners Cheer your new partner up.

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LESSON 3

GOAL Discuss personality and its origin

BEFORE YOU READ

Explore your ideas In what way does a parent's behavior affect a child's development?

READING

4:10

Personality: from Nature or Nurture?

What is personality? Many people define personality as a person's usual manner or style of behavior. These patterns of behavior tend to be predictable throughout a person's lifetime. Some people are introverts; others are extroverts. Some people have easygoing personalities: they are usually cheerful and calm and able to cope with life's difficulties without much trouble. Their emotions are usually under control: they don't get extremely angry about little things. Others, at the other end of the personality spectrum, are more emotional, experiencing higher highs and lower lows. Most people's personalities, however, don't fall at the extreme ends but rather fall somewhere in-between.

Where do we get our personality? For hundreds of years, psychologists and ordinary people have never stopped debating this fascinating question. Some people think personality develops as a result of the environment—the combination of influences that we learn from, such as our families, our culture, our friends, and our education. The people who believe this theory believe that all babies are born without a personality and that it's the environment that determines, or forms, each child's personality. This school of thought is called the "nurture school."

At the other end of the continuum we find people who believe that personality is determined by "nature," or the characteristics we receive, or "inherit," from our parents biologically, through their genes. These people believe that our personality is not determined by the environment, but rather by genetics, and that each baby is born with a personality.

The "nature-nurture controversy" The nature-nurture controversy is very old. Experimental psychologists have tried to discover which of these two factors, genetics or the environment, is more important in forming our personality. However, it's very difficult, if not impossible, to conduct research on real people with real lives. There's just no way to put people in a laboratory and watch them develop. For this reason, there's no scientific way to settle the nature-nurture controversy. Recently, however, most researchers have come to believe that both the environment AND the genes—nurture and nature—work together and are both important.

Even though the experts have largely discarded the idea that personality development is so black and white, the nature-nurture controversy remains a popular discussion among friends. It seems that everyone has an opinion.

A Understand vocabulary from context Match the words and phrases in the two columns.

...c...	1 genes	a a person's usual pattern of behavior
...d...	2 environment	b what we feel, such as anger, love, and happiness
...b...	3 emotions	c the source of traits we inherit from our parents
...f...	4 the "nature school" (of thought)	d the world around us
...e...	5 the "nurture school" (of thought)	e the belief that learning determines personality
...a...	6 personality	f the belief that genetics determines personality

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

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BEFORE YOU READ

Suggested teaching time:	5 minutes	Your actual teaching time:	

- For a warm-up, have students look at the picture and describe what they see. (Possible response: A family taking a walk.) Ask students to read the title of the article. Then ask *Why do you think this picture goes with the Reading?* (Because it's about where your personality comes from.)
- Tell students to discuss the question in the book in pairs. Then have pairs share their ideas with the class.

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask a student to read the title. Focus on the word *Personality*. Ask students to work in pairs to answer these questions:
  What is your definition of personality?
  What kind of personality do you have?
- Have students read the first paragraph of the article to themselves. Then ask:
  How many of you have an easygoing personality?
  How many of you have a more emotional personality?
  Do you sometimes wish you had a different personality?
  Do you think you can change your personality?
- Have students read the last two paragraphs of the article. Ask:
  Which school of thought believes that a baby is born without a personality? (The nurture school.)
  Which school of thought believes that personality is inherited? (The nature school.)
  Why is it impossible to settle the nature vs. nurture controversy? (Because you can't put people in a laboratory and watch them develop.)
  Do you think nature and nurture both influence a person's personality? In what ways?

Option: [+10 minutes] To challenge students, have them do this activity as a timed reading. Give students a time limit to read each paragraph. When the time is up, tell them to close their books and to answer your questions as a class or in small groups without looking at the article.

Option: [+10 minutes] Have students listen to the audio of the first paragraph. Ask them to summarize what they heard about personality.

ActiveTeach Multimedia Disc
- Extra Reading Comprehension Questions
- Learning Strategies

A Understand vocabulary from context

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Have students skim the two columns and try to match the words with their definitions. If students need help, tell them to find the words in the article and use the context to help them with the meaning.
- Have pairs compare answers. Move around the room and help as needed.

ActiveTeach Multimedia Disc
- Vocabulary Flash Cards

AUDIOSCRIPT Continued, for page T82 (Listening Comprehension)

PART 3

F1: And what about the "baby"? I guess if Annie's seven, Lucy must be six?
F2: Right.
F1: Well, you said that Brian and Annie are typical first and middle children. What about Lucy? Is she a typical youngest child?
F2: I guess she is. She's pretty independent. Maybe that's because we didn't have as much time for her as the others. Annie was only thirteen months old when Lucy was born, so we were still pretty busy taking care of Annie. We kind of just let Lucy develop on her own. But that definitely had an effect on her personality. Like any kid, she wanted our attention.
F1: What did she do to get it?
F2: Well, she learned how to make us laugh. There's nothing Lucy likes more than clowning around and making people laugh. She's the family clown. Everyone loves her.
F1: Lucy is a lovable kid. Very charming. I smile every time I think of her.
F2: Sometimes I worry, though, that she's a little bit of a show-off, but they say that many youngest children like to show off. How better to get attention, right?
F1: Right.
F2: But I have to tell you—that that doesn't stop her from being a bit of a pain, too. Last week she decided to paint the dining room walls. Thank goodness she only had washable paint!
F1: Sorry! I shouldn't laugh. Well, they do say the baby is usually the most creative!
F2: Well, that's our Lucy! But seriously, though, she is creative: piano; children's theater; ballet lessons; all that stuff. She just can't get enough. We just wish she'd grow up a little. It seems like she'll always be "the baby." She drives her older brother and sister crazy with all the attention she gets.
F1: Well, they say the youngest child has the longest childhood. It looks like all three of your kids are a textbook case on birth order.
F2: You can say that again. Well, I've got to be going. This was really fun. Next time, you'll have to have lunch at my place.
F1: I'll take you up on that. I'll give you a call sometime next week, OK?

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B Make personal comparisons

Suggested teaching time:	5 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to skim the first paragraph of the article about personalities and underline the personality type and traits that best describe their parents' personalities and their own.
- Tell students to discuss the questions in pairs. Then ask *Did you find many similarities between you and your parents? Were you surprised by the similarities or differences between you and your parents?*

NOW YOU CAN Discuss personality and its origin

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask a student to read the title of the questionnaire. Survey the class. Ask *How many of you think you're an introvert? How many of you think you're an extrovert?* If students are unfamiliar with the words *extrovert* and *introvert*, reassure them that the questionnaire will clarify their meanings.
- Ask a volunteer to read the instructions and then have students read each pair of personality traits. Make sure students understand that *interact* means *to talk to or work with other people.*
- Find out how many extroverts, introverts, and mixtures of both there are in the class. Ask *Did you identify your personality type correctly before completing the questionnaire? Was anyone surprised by the results of the questionnaire?*

Option: [+5 minutes] For additional grammar practice, have students read the questionnaire again and circle each gerund. (1. Being; 2. interacting; 5. thinking, talking.) Have students identify the reason for each gerund. (1. After the verb *enjoy*; 2. after the verb *avoid*; 5. after the preposition *without*.)

B Pair work

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

- Invite two students to read the examples in the speech bubbles. Ask *Which person is an introvert?* (The woman.) *An extrovert?* (The man.)
- After pairs discuss their personality traits, bring the class together and have students share some of the examples that explain their traits.

Option: [+10 minutes] To extend the activity, write on the board *introvert, extrovert, mixture of both*. Have students number a piece of paper from 1 to 6. Then read the six statements below, and tell students to write down whether each person's personality type is extrovert, introvert, or a mixture of both.

1. *I like to go out with friends, but I also enjoy spending time at home.* (A mixture of both.)
2. *I always think carefully about what I'm going to say.* (Introvert.)
3. *I can't stand being alone.* (Extrovert.)
4. *I have a lot of friends, but I don't know them very well.* (Extrovert.)
5. *I talk a lot, but I'm also a good listener.* (A mixture of both.)
6. *It takes time for other people to get to know me.* (Introvert.)

Option: [+10–15 minutes] To challenge students, have them write a paragraph describing the personality traits of a friend or family member who has the opposite personality from theirs. Have students explain how they get along, considering these differences in personality. Invite students to read their paragraphs to the class.

C Discussion

Suggested teaching time:	8–13 minutes	Your actual teaching time:	

- Read the question. Review that *nurture* is another word for *genetics*, and *nature* is another word for *environment*.
- Divide the class into groups of four or five. Point out the language in the Recycle box and encourage students to use all of it in their discussion.
- While groups discuss the question, move around the room. Encourage students to provide examples; for example: "I have a pretty easygoing personality, but my mom is really emotional. When I'm around her, I get stressed. I'm not sure if I learned this stress from her or if I inherited it."
- Have groups share their ideas with the class. To help students get started, ask:
  Who believes nurture formed their personality?
  Who believes it was nature?
  Who believes it was both?

Option: [+15 minutes] To challenge students, let them debate the following question. Write on the board *Is personality formed by nature or nurture?* Divide the class into two teams and assign each team one answer. Tell each group to prepare arguments to support their assigned answer for homework. Have students refer to the article for ideas. In the next class, have groups share their arguments, allowing each side to respond. Write the arguments on the board. Then have students read the arguments to determine which group made a stronger case.

EXTRAS (optional)

- **Workbook: Exercises 9–11**
- **Copy & Go: Activity 27**

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B Make personal comparisons How is your personality similar to or different from those of your parents? If you have children, how are your children similar to or different from you? Use language from the Reading.

NOW YOU CAN Discuss personality and its origin

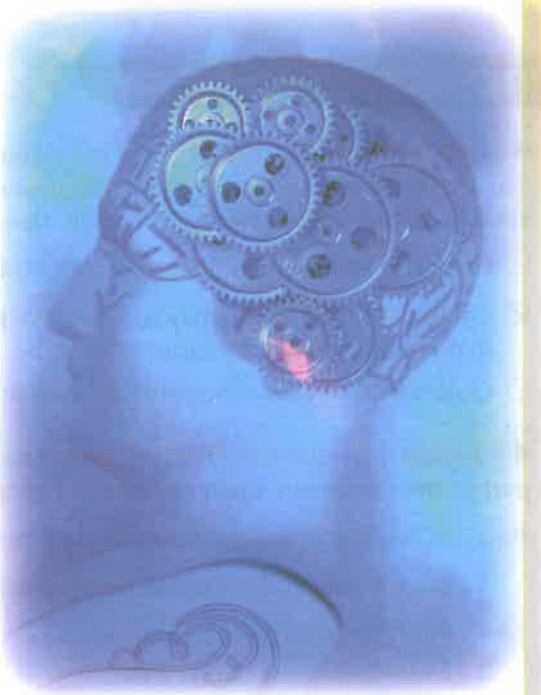
A Frame your ideas Complete the survey to find out if you are an introvert or an extrovert.

ARE YOU AN EXTROVERT OR AN INTROVERT?

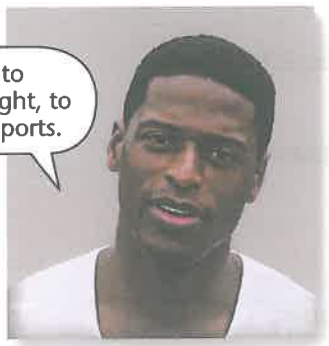
Instructions: From each pair of personality traits, check one that sounds like your personality. At the end, add up your selections for each column. Then decide for yourself: Are you an introvert or an extrovert?

Extroverts tend to:	Introverts tend to:
1. ○ enjoy being in a group.	○ enjoy being alone.
2. ○ need to interact with others.	○ avoid interacting unnecessarily.
3. ○ be active.	○ be quiet.
4. ○ be interested in events.	○ be interested in feelings.
5. ○ talk without thinking.	○ think without talking.
6. ○ be easy to understand.	○ be hard to understand.
7. ○ know many people a little.	○ know few people, but well.
8. ○ talk.	○ listen.
9. ○ seek excitement.	○ seek peace.
10. ○ express their opinions openly.	○ keep their ideas to themselves.
Total extrovert selections ☐	Total introvert selections ☐

○ **I'm an extrovert.** ○ **I'm an introvert.** ○ **I'm a mixture of both!**



B Pair work Discuss the personality traits you checked. For each, provide a real example from your life to explain your choices.



C Discussion Where do you think your personality came from, nurture or nature? Did your personality traits come from your parents' genes or did you learn to be the way you are? Explain with examples using gerunds and infinitives.

Be sure to recycle this language.

be crazy about ___.
not care for ___.
get angry / excited / happy / sad about ___.
be sick and tired of ___.
be bored with ___.
be afraid of ___.
(never) complain about ___.
(sometimes) worry about ___.
believe in ___.
(usually) apologize for ___.
object to ___.
prefer ___.
avoid ___.

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LESSON 4

GOAL Examine the impact of birth order

BEFORE YOU LISTEN

Explore your ideas Do you think the first child in a family has different personality traits from those of siblings who are born later? Explain your answer.

LISTENING COMPREHENSION

4:11

A Listen for main ideas Read the statements below. Then listen to all three parts of the discussion. Choose the statement that best expresses the main idea of the discussion.

- ☐ First-born children are often too critical of themselves.
- ☑ Children in the same family usually have personalities that are determined by order of birth.
- ☐ Children usually have personalities that are determined by genes.

4:12

B Listen for specific information Read the exercise. Then listen to each part of the discussion again separately. Complete the exercise as you listen.

Part 1: Check True or False for each statement.

		True	False
1	Brian is usually dissatisfied with himself.	☑	☐
2	Brian obeys rules.	☑	☐
3	Brian does most things well.	☑	☐
4	Brian's mother thinks her husband pushed Brian to be successful.	☐	☑
5	Brian never liked being with adults when he was growing up.	☐	☑

Part 2: Complete each statement by circling the correct information.

1. Annie is (the middle child / the "baby").
2. Annie had (a lot of / only a little) time with her parents before her younger sister was born.
3. Annie is jealous of (Brian / Brian and Lucy).
4. Annie (breaks / obeys) rules.
5. Annie is (rebellious and / rebellious but not) popular.

Part 3: Circle the answer to each question.

1. How old was Annie when Lucy was born?
   a 13 years
   (b) 13 months
2. What does Lucy like most?
   (a) making other people laugh
   b laughing at other people
3. What did Lucy do to the dining room wall?
   (a) She painted it.
   b She washed it.
4. Why does Lucy drive her older siblings crazy?
   a She pays too much attention to them.
   (b) Others pay too much attention to her.

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BEFORE YOU LISTEN

Explore your ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Have a student read the lesson goal. Ask *What is birth order?* (The order in which children in a family are born.) Explain to students that they will be examining how the order children are born affects their personalities.
- Ask several students *Do you have any brothers or sisters? If yes, are you the youngest, the oldest, or a middle child?*
- Make sure students understand that *siblings* means brothers and sisters. Tell pairs to discuss the question.
- After the discussion is finished, invite students to share their opinions with the class. Encourage them to be specific. If necessary, refer students to the ideas on page 77.

LISTENING COMPREHENSION

A Listen for main ideas

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Read the three choices to the class.
- Before playing the audio, explain to students that the listening is a long one and that they should not expect to understand all the details. They only have to listen for the main idea.
- After students listen and complete the task, review answers with the class.

FYI: The complete audio is quite long. Students will have the opportunity to hear it again. Play the complete audio once in Exercise A.

Language and culture

- *A show-off* is an informal term for a person who likes to exhibit his or her abilities so other people will admire them.
- The term *the baby* refers to the youngest child in a family. Even an adult can say *I am the baby of the family* to mean that he or she is the youngest family member.

AUDIOSCRIPT

PART 1

F1: Would you like some more dessert?
F2: No, thanks, Linda. Everything was delicious, but I couldn't eat another bite! Thanks so much.
F1: So, Jeanne, how are your kids doing?
F2: Well, that depends on which one . . .
F1: Well, how about the oldest? That's Brian, right? How old is he now?
F2: He's fifteen. Brian's fine. Brian's always fine. He's doing great at school. I'm sure he'll get into a great university in a couple of years. He's a great kid—works hard, he plays by the rules, and he's successful at almost everything he does. The only thing that sometimes worries me about Brian is that he can be a little too self-critical.
F1: Self-critical? How so?
F2: Well, Brian can be pretty hard on himself: no matter how well he does at something, he's not satisfied. He always feels he could do better.
F1: That's so interesting. Our first, Eric, is like that, too.
F2: Really?
F1: You know, I once read this article in one of those popular psychology magazines. It said that first children are often self-critical because parents push them to succeed more than they do with their other children. I don't mean to suggest you did that, and I don't think we did that with Eric, but it's interesting because it's so common. I just wonder why.
F2: Well, I do think there's some truth to that in our case. Harvey and I were involved in everything Brian did—music lessons, karate lessons, Chinese class on Saturday—we drove him to all his classes. We picked him up after they were over. We always asked him a lot of questions about how he was doing. He probably thought our message to him was that he had to be good at everything. But we were just interested. We didn't actually push him to be good at everything, but he may have thought we expected a lot of him. Kids internalize those messages.
F1: I imagine that's pretty typical. It's no one's fault.
F2: And one more thing—if you buy into that—you know—"nurture theory."
F1: Yeah?
F2: Brian's sister Annie wasn't born 'til Brian was eight. He really had more contact with us and other adults than he did with someone closer to his age. I'm sure all that contact with us probably had a huge impact. And, interestingly, Brian has always been comfortable with adults.
F1: From what you're saying, it sounds like Brian is the classic first child. They say that first children often feel more comfortable with people older than themselves. They seem to have a short childhood and grow up fast.

AUDIOSCRIPT continues on page T79.

ActiveTeach Multimedia Disc • Learning Strategies

B Listen for specific information

Suggested teaching time:	9–12 minutes	Your actual teaching time:	

- To help students with the detailed listening, draw the chart below on the board. Ask volunteers to write the names of the children in the appropriate columns (Oldest—Brian, Middle—Annie, Youngest—Lucy). Tell students they can refer to this chart as they listen.

Oldest	Middle	Youngest

- Play the audio for Parts 1, 2, and 3 separately while students complete the exercises for each part respectively. Then play each part again as students listen and check their answers.
- Have pairs review the answers to each part. If necessary, let students listen again to whichever part they need.

ActiveTeach Multimedia Disc • Graphic Organizers

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C Synthesize information

Suggested teaching time:	8 minutes	Your actual teaching time:	

- To prepare students, tell them to skim the personality traits and underline any unknown vocabulary. Review the vocabulary with the class. Then ask students to circle the traits that describe themselves. Tell them they will refer to this information later.
- Have students do the exercise in pairs. If necessary, allow students to listen again.
- Review answers with the class.
- Refer students to the traits they circled during the warm-up. Ask individual students *Are the traits you circled typical of people with young birth order position?*

Language and culture

- When there is just one child in a family, that child is referred to as an *only child*. Because an only child is the oldest, youngest, and the middle child, only children often show personality traits of all three birth-order categories.

Option: [+5 minutes] To extend the activity, ask the following question, and have students discuss it in groups: *Which child do you think has the most difficult place in the birth order? Why?*

Option: [+10 minutes] To challenge students, divide the class into three groups. Assign each group one of the children from the listening and have them write a summary describing his or her personality. Encourage students to use the information in the chart to help them. If necessary, let students listen again.

NOW YOU CAN Examine the impact of birth order

A Frame your ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Before students fill out the checklist, make sure they understand all the descriptions.

Language and culture

- The article *the* is used for the oldest and youngest child, but the article *a* is used for a middle child. There is only one oldest and youngest child, but in families with three or more children, there can be one or more middle children.

B Group work

Suggested teaching time:	6–9 minutes	Your actual teaching time:	

- Divide the students into three groups according to their birth order. If a group has only one member, combine it with another group.
- Ask each group *What generalizations can you make about your group?* Read the sample answer in quotes.
- Tell students to make notes about the personality traits of their group members as they compare checklists. For example, *Everyone has a lot of friends. A lot of us are rebels.*
- Have groups share their findings with the class, referring to their notes.

C Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- For a warm-up, ask *What traits did the first / only children have? Did they have similar personalities?*
- Have groups discuss how birth order can affect a person's personality. Refer them to the Ideas note on the side. Then have students share ideas with the class.

Option: [+10 minutes] To extend the activity, write on the board *Do you agree with the statement that first children are often the most successful?* Have students work in pairs. Then have pairs share ideas with the class. Ask follow-up questions such as *What does a person have to do to achieve success in life? Do you know any very successful middle or youngest children? If yes, what do you think influenced their success?*

EXTRAS (optional)

- **Workbook: Exercise 12**
- **Copy & Go: Activity 28**

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C Synthesize information Check the most common birth position for each personality, according to the discussion. Listen again if necessary.

Personality traits	First child	Middle child	Youngest child
Breaks rules	☐	☑	☐
Feels less important than siblings	☐	☑	☐
Grows up fast	☑	☐	☐
Grows up slowly	☐	☐	☑
Has a lot of friends	☐	☑	☐
Is creative	☐	☐	☑
Is rebellious	☐	☑	☐
Is self-critical	☑	☐	☐
Plays by the rules	☑	☐	☐
Shows off	☐	☐	☑

NOW YOU CAN Examine the impact of birth order

A Frame your ideas Complete the checklist for yourself.

1 **What's your birth position in your family?**
- ○ I'm the first child or the only child in the family.
- ○ I'm a middle child—neither the first nor the last.
- ○ I'm the "baby"—the youngest child in the family.

2 **What are your personality traits?** (Check all that are true.)
- ○ I'm self-critical. I always feel I should do better.
- ○ I'm a rebel.
- ○ I'm popular. I have a lot of friends.
- ○ I feel less important than my older or younger siblings.
- ○ I love to clown around and make people laugh.
- ○ I can be lovable one minute and a rebel the next.
- ○ I am creative.
- ○ I often feel jealous of my siblings.

B Group work Form three groups of students, according to your birth positions. Compare your checklists with other members of your group. Do you share the same personality traits? Report your findings to the class.

"Almost everyone in our group checked 'I'm self-critical!'"

Group 1: first or only children
Group 2: middle children
Group 3: youngest children

C Discussion Talk about how birth order can affect the development of a person's personality.

Ideas
- genetics / nature
- the environment / nurture
- introverts and extroverts
- parents' behavior

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciatio

4:13

A **Listening comprehension** Listen to the conversations. Then circle a word or phrase to complete each statement.

1 Andy is (feeling down / happy).
2 Mollie is (an extrovert / an introvert).
3 Greg is (an extrovert / an introvert).
4 Millie thinks (genetics / the environment) is the most important factor in personality development.
5 Vera thinks (genetics / the environment) is the most important factor in personality development.

4:14/4:15
Top Notch Pop
"The Colors of Love"

B Complete the paragraph with the correct prepositions.

Extroverts don't worry ...about... (1) talking in public. They believe ...in... (2) being honest, and they get bored ...with... (3) being alone. They may talk ...about... (4) staying home and reading a book, but when they do, they complain ...about... (5) having no one to talk to. They object ...to... (6) being by themselves.

C Complete each personal statement with a gerund or infinitive phrase. Answers will vary.

1 When I want to stay healthy, I avoid ..... .
2 I really enjoy ..... on Saturdays and Sundays.
3 I wish other people would quit ..... in the movies.
4 Two things I can't stand are ..... and ..... .
5 On weekends, I dislike ..... .
6 If the weather is bad, I don't mind ..... .
7 Tomorrow I would really like ..... .
8 If I want to do well in this class, I need ..... .
9 Tomorrow I plan ..... .
10 I think most people are afraid of ..... .
11 I think people are usually excited about ..... .
12 Too many people complain about ..... .
13 My family worries most about ..... .

D Complete each statement. Circle the best answer.

1 John is such an (extrovert / introvert). He doesn't like to talk about himself a lot.
2 Our usual pattern of behavior is our (personality / environment).
3 Another word for characteristics is (nurture / traits).
4 Many people believe that (self-criticism / birth order) affects personality development.
5 The nature-nurture controversy is an argument about the origin of the (environment / personality).

E **Writing** Write at least two paragraphs about the personality of someone you know well. Use vocabulary and ideas from Lessons 3 and 4.

WRITING BOOSTER ▸ p. 145
• *Parallel structure*
• *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time:	4–8 minutes	Your actual teaching time:	

- Tell students to listen to the conversations with their books closed. Then have them open their books and complete as many statements as they can.
- Allow students to listen again as needed to complete the activity. Then have students compare answers in pairs.
- Review answers with the class and discuss any difficulties that students may have had.

AUDIOSCRIPT

CONVERSATION 1
F: You look a little blue, Andy. What's up?
M: I don't know. Nothing in particular. I'm just feeling bored with my job. Every day it's the same old thing.
F: I'm sorry to hear that.
M: Thanks.

CONVERSATION 2
F1: Let's have a party. I'm in the mood to have a lot of people for dinner.
F2: Mollie! You never stop! You've got to be the most active person I know.
F1: I just hate sitting around and thinking. I like a lot of action.

CONVERSATION 3 [M = U.S. regional]
M: Let's just stay home tonight. I need some peace and quiet.
F: Greg! I'm getting sick and tired of staying home. Don't you want to get out and see our friends?
M: Sometimes. But most nights I'd rather just be with you and read or listen to music.

CONVERSATION 4
M: So, Millie, where do you stand on the nature-nurture controversy?
F: Me? I guess I think the family is the most important factor. A happy early childhood makes a person cheerful for life.

CONVERSATION 5
M: So, Vera, what do you think is the best way to make your children have cheerful personalities?
F: Are you kidding? People are born either happy or sad. The parents have nothing to do with it. Once you're born, it's too late.

B Complete the paragraph . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	

- Ask students to circle the verb or adjective in front of each blank. To help students, tell them to ask themselves which preposition follows each verb or adjective. If students have difficulty, write these words on the board: *about, in, to, with.*
- After students complete the activity, have them compare answers with a partner. Refer students to the Grammar box on page 78 if necessary.

C Complete each personal statement . . .

Suggested teaching time:	6–9 minutes	Your actual teaching time:	

- To prepare students for the activity, have them begin by underlining the verb in each sentence and then deciding if a gerund or infinitive should follow. If necessary, refer students to the Grammar boxes on pages 76 and 78 for help.
- After students complete the statements, have them compare answers in pairs. As pairs work together, move around the room and help as needed.
- Have pairs share their answers with the class. Ask *Did any partners have similar personal statements?*

D Complete each statement . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- After students complete each statement, have them compare answers with a partner. If necessary, refer students to pages 80–83 for help.

E Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- On the board, write *Personality traits*. Have students brainstorm different traits; for example, *self-critical, creative, conservative, introvert / extrovert, a clown, a rebel.*
- Have students decide who they will write about. Students may feel more comfortable sharing descriptions of someone they know well rather than descriptions of themselves.
- Invite students to read their descriptions to the class.

Option: WRITING BOOSTER (Teaching notes p. T145)

• Writing Process Worksheets

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ORAL REVIEW

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

Pair work 1

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students create conversations, encourage them to look through the unit for vocabulary and ideas. Refer them to the Grammar box on page 76.
- Invite pairs to act out their conversations for the class.

Possible responses . . .

A: So what color would you like to paint the kitchen? **B:** I want to paint it green. **A:** Green? How about gray? **B:** Gray is depressing. **A:** Well, I don't mind painting it green if it's a light green. **B:** No, I don't like that idea. **A:** Maybe we'll have to paint it the same color again—white. **B:** White is boring, but OK. I don't feel like arguing about this anymore!

Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students create conversations, encourage them to look through pages 80–83 for ideas.

Possible responses . . .

A: So, who is the youngest in your family? **B:** My sister Kate. I have two sisters. I'm in the middle. **A:** Really? I'm the oldest. I have a younger brother. **B:** You're lucky. I hate being in the middle. My parents pay more attention to my sisters. **A:** Are you an introvert or an extrovert? **B:** I'm more of an introvert by nature.

Group work

Suggested teaching time:	12 minutes	Your actual teaching time:	

- Write on the board *What is personality, and how does it develop?*
- Divide the class into groups of four. Have students choose one person to be the recorder and take notes as the group discusses the question on the board. Encourage students to use themselves as examples.
- Have each group choose a person to role-play the professor and present the notes to the rest of the class.
- Invite groups to share their notes with the class. After each professor speaks, encourage students to ask questions.

Possible responses . . .

Some people say a person is born with a personality, and there is no way to change it. But life is not that simple. Environment affects how a person grows and develops, and it can influence his or her personality. For example, Myra here is the youngest of five children. She says birth order definitely influenced who she is. As the baby of the family, she never had many responsibilities. There was always someone older to do things for her. Now as an adult, she says it took her a long time to learn to take care of her responsibilities . . .

Option: Oral Progress Assessment

- Use the pictures on page 85. Encourage students to use the vocabulary, grammar, rhythm, and intonation practiced in this unit.
- Ask:
  In Picture 1, what are the people doing?
  What color does the man suggest?
  In Picture 2, what are the women talking about?
  In Picture 3, what is the professor talking about?
- Invite a student to role-play a conversation about the first picture with you. Play the role of the man, and have the student play the woman.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

• Oral Progress Assessment Charts

Option: *Top Notch* Project

Have students research the birth order of a famous person and prepare a presentation for the class.

Idea: In pairs, have students brainstorm a list of well-known successful people they admire and then choose one person to focus on.

- Tell students to use the Internet or the library to find out about the person's family background, including the number of siblings he or she has and the person's place in the birth order. Include pictures if possible.
- When students make their presentations, have them draw a family tree on the board.

EXTRAS (optional)

- **Complete Assessment Package**
- **Weblinks for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:

Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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ORAL REVIEW

Pair work

1 Create a conversation between the husband and wife in photo 1. Use gerunds and infinitives.

2 Create a discussion between the two women in the café in photo 2. They discuss the birth order of their siblings and their personalities.

Group work

Choose one person to be the professor in photo 3. Help that person create a lecture about personality development. Then the other classmates listen to the lecture and ask questions.

1

2

3

NOW I CAN...

- ☐ Get to know what someone likes.
- ☐ Cheer someone up.
- ☐ Discuss personality and its origin.
- ☐ Examine the impact of birth order.

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UNIT 8

The Arts

Preview

GOALS After Unit 8, you will be able

1. Recommend a museum.
2. Ask about and describe objects.
3. Talk about artistic talent.
4. Discuss your favorite artists.

A 4:16 **Vocabulary** • *Kinds of art* Read and listen. Then listen again and repeat.

B **Discussion** Which piece of art in the art show announcement do you find the most attractive? the most interesting? the least appealing? Why? Use some of the adjectives.

Adjectives to describe art

practical	feminine	awful
beautiful	masculine	boring
relaxing	depressing	weird
fascinating	unusual	silly

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UNIT 8 The Arts

Preview

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- For a warm-up, tell students to close their books. Write on the board *Art*. Have students work in pairs and brainstorm as many words as they can connected to this topic. (Possible responses: Museum, paintings, sculptures.)
- Have students open their books and spend a few minutes reading and examining the poster silently. Ask *Did you see anything from your brainstorm on this poster for an art exhibit? Have you ever been to an art exhibit? If yes, where?*
- Return students' attention to the poster in the book. Check comprehension by asking:
  Where can you go to see these art pieces? (To the Bank Street Gallery.)
  When is the exhibit? (October 12 to November 24.)
  Would you go see this exhibit? Why? Why not?
- Have students complete a survey about their favorite pieces of art. Draw the chart below on the board or print out a copy for each student from the *ActiveTeach Multimedia Disc*. Have students walk around the room and mingle to complete the chart.

Name	What's your favorite . . .?			
	Painting	Sculpture	Photo	Drawing
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

• Graphic Organizers

A Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students read and listen to the vocabulary, have them skim the labels on each kind of art.
- After students read and listen once, check comprehension. Ask:
  For which kind of art do you use a camera? (Photography.)
  For which kind of art do you use a pencil? (Drawing.)
  For which kind of art do you use paints and a paintbrush? (Painting.)
  Which kinds of art can you wear on your body? (Fashion and jewelry.)
- Have students listen again and repeat.

• Vocabulary Flash Cards

B Discussion

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Begin by focusing students' attention on the box with adjectives to describe art. Model correct pronunciation by reading the adjectives aloud. Explain words as needed. Invite students to suggest additional words; for example, *pretty, ugly, colorful, boring*. Write students' words on the board for them to refer to later.
- Divide the class into small groups to discuss the questions. Move around the room and monitor pronunciation and stress, providing help as needed.
- Invite students to share their preferences with the class. Encourage students to explain their art preferences.

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C Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to cover the conversation and look at the photos. Ask:
  Where are the two people? (At an art exhibit.)
  What are they doing? (Looking at pieces of art.)
  What kind of art are they looking at in Photo 1? (Painting.) *In Photo 2?* (Photography.) *In Photo 3?* (Sculpture.)
- Tell students to study the people's body language, then ask *What do you think they are saying about the painting in Photo 1?* Refer students to the list of adjectives to describe art on page 86 if they have difficulty answering the questions. (Possible responses: It's beautiful / relaxing.) *In Photo 2?* (Possible responses: It's fascinating / unusual.) *In Photo 3?* (Possible responses: It's weird / unusual / awful / interesting.)
- With the conversation uncovered, play the audio.
- Check comprehension by asking:
  Who is an artist: the man or the woman? (The man.)
  Which piece of art did he create? (The painting.)
  Which pieces of art did Ted's boss create? (The photos.)
- Play the audio again while students read and listen to the conversation.

Language and culture

- The expression *to each his own* means that everyone has his or her own opinion or preference.
- The word *just* is commonly used to call someone's attention to something. *Just* is also used in this way with verbs such as *think, imagine,* and *listen.*

LGN **From the Longman Corpus:** The expression *not really into [something]* is commonly used in informal spoken English.

D Focus on language

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To prepare students for the activity, ask volunteers to read the underlined phrases in the Photo Story.
- Move around the room while pairs match phrases from the story with the definitions in the exercise.
- If students have difficulty, suggest that they look at each phrase in the exercise one by one and then scan all the underlined phrases in the Photo Story until they find one with the same meaning. Then tell them to make a check mark next to it to indicate that it has been used.
- Review answers with the class.

Language and culture

- The expression *you can't judge a book by its cover* can be used to talk about people or things. It means that you can't form an opinion about the quality of something or someone's character just by looking at the outside.

Option: **[+10 minutes]** To challenge students, have pairs create short dialogues using expressions from the Photo Story. Model a conversation with a more confident student; for example:
A: *Believe it or not, I made this sculpture.*
B: *Really? How do you like that. I had no idea you had so much talent.*

E Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Tell students to look at the two pieces of art. Ask *Has anyone seen these art pieces before?* Call on volunteers to read the captions. Poll the class: *Who prefers* Dutch Interior I? *Who prefers* The Great Wave of Kanagawa?
- Ask students to read the sample answers in quotes. Then have pairs discuss their preferences.
- Review other kinds of art such as drawing, photography, sculpture, fashion, and pottery. Have students write these on the board. Ask students if they can think of other art forms. (Possible responses: Film, music, literature, theater.) Tell pairs to continue their discussion preferences and to refer to the list on the board and the sample answers in the book for ideas.

Language and culture

- Joan Miró (1893–1983) Miró was a painter, sculptor, and muralist. He is frequently identified with the Surrealist movement. He is best known for his paintings that show semiabstract shapes in bright colors.
- Katsushika Hokusai (1760–1849) Hokusai began his artistic career as a wood engraver, and he also studied painting. He became a book illustrator using the traditional technique of Japanese woodblock prints. He is best known for his prints of everyday Japanese life.

Option: **[+5–10 minutes]** For an alternative approach, have students look at the paintings individually and write words that the paintings make them think of. Then have students work in pairs to compare their words. Invite pairs to share their interpretations of what the painting represents.

EXTRAS (optional)

- **Workbook: Exercises 1–4**

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C Photo story 4:17 Read and listen to a conversation at an art show.

Lynn: Ted, this is just great. I had no idea you had so much talent!

Ted: Thank you!

Lynn: I mean it. Your work is very impressive.

Ted: It's so nice of you to say that. I don't think I'm particularly talented. I just love to paint.

Ted: Believe it or not, these were taken by Paul Johns.

Lynn: Your boss? How do you like that! They're really quite good.

Ted: I know. He doesn't look like the artistic type, does he?

Lynn: No. I had no idea he took photos. I guess you can't always judge a book by its cover.

Ted: Hey, this is an interesting piece. I kind of like it.

Lynn: You do? I find it a little weird, actually.

Ted: But that's what makes it so fascinating.

Lynn: Well, to each his own. I guess I'm just not really into abstract art.

D Focus on language

Find an underlined expression in the Photo Story to match each of the following explanations.

1. I didn't know . . . I had no idea . . .
2. I don't really like . . . I'm just not really into . . .
3. Everyone has a different opinion. To each his own.
4. I have some information that may surprise you. Believe it or not . . .
5. I'm really surprised. How do you like that!
6. You can't really know someone just by looking at him or her. You can't judge a book by its cover.
7. In my opinion it's . . . I find it . . .

Dutch Interior I, by Joan Miró, an **abstract** painter from Spain

E Pair work

What kinds of art do you prefer? Explain why.

"I prefer traditional painting. I'm just not into abstract art."

"I'm really into fashion. I like clothes that are really modern."

The Great Wave of Kanagawa, by Katsushika Hokusai, a **traditional** Japanese artist

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LESSON 1

GOAL Recommend a museum

GRAMMAR *The passive voice*

The active voice focuses on "the performer" of an action. The passive voice focuses on "the receiver" of the action.

Active voice: Picasso painted *Guernica* in 1937. (focus on the subject, Picasso—the performer)

Passive voice: *Guernica* was painted by Picasso in 1937. (focus on the object, *Guernica*—the receiver)

Form the passive voice with a form of be and the past participle of a verb.

Simple present tense:	These vases	are	made	in Korea.
Present perfect:	The *Mona Lisa*	has been	kept	at the Louvre Museum since 1797.

It is common to use the passive voice when the performer of the action is not known or not important.

Pottery is made in many parts of the world.

Use a by phrase in passive voice sentences when it is important to identify the performer of an action.

This dress was designed by Donatella Versace. (important)
This bowl was found ~~by someone~~ in Costa Rica. (not important)

GRAMMAR BOOSTER ▸ p. 133
- *Transitive and intransitive verbs*
- *The passive voice: form in all tenses*

A Understand the grammar Read each passive voice sentence and decide if the by phrase is necessary. If it isn't necessary, cross it out.

1 The Louvre Pyramids were added to the museum ~~by workers~~ in 1989.
2 The sculpture *The Thinker* was created by Auguste Rodin.
3 Antoni Gaudí designed and built some of the most famous buildings in Barcelona, Spain. His plans for the Casa Mila were completed ~~by him~~ in 1912.
4 The melody of "Ode to Joy" is known all over the world. It was written by German composer Ludwig van Beethoven.
5 China's famous Terracotta Army figures in Xi'an were discovered ~~by people~~ in 1974.

B Grammar practice Change each sentence from the active to the passive voice. Use a by phrase.

1 Leonardo da Vinci painted the *Mona Lisa* in the sixteenth century.
The *Mona Lisa* was painted by Leonardo da Vinci in the sixteenth century.

2 Brazilian photographer Sebastião Salgado took that photograph in 2007.
That photograph was taken by Brazilian photographer Sebastião Salgado in 2007.

3 Mexican filmmaker Alejandro González directed *Babel* in 2006.
Babel was directed by Mexican filmmaker Alejandro González.

4 Japanese master printmaker Katsushika Hokusai made that print over a century ago.
That print was made by Japanese master printmaker Katsushika Hokusai.

5 Korean fashion designer Sang A Im-Propp created these beautiful handbags.
These beautiful handbags were created by Korean fashion designer Sang A Im-Propp.

6 Middle Eastern weavers have produced beautiful Persian rugs for centuries.
Beautiful Persian rugs have been produced by Middle Eastern weavers for centuries.

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GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To introduce the passive voice, write on the board the first two example sentences from the Grammar box, circling *Picasso* and *Guernica*.
- Explain that the first sentence is in the active voice. The active voice focuses attention on the performer of the action (what the subject *does*). The performer in this case is Picasso. The second sentence is in the passive voice. We use the passive voice to focus on the receiver of an action (what *happens to* the subject), which in this case is the painting.
- Review the first two points and their examples in the Grammar box with the class. Point out that the passive voice can be used in different tenses. Ask *What tenses do you see in the example sentences?* (Simple present, present perfect.)
- Review the last two points and their examples in the Grammar box. Ask *Do we know who makes the pottery?* (No.) Explain that if students are unsure whether or not to use the *by* phrase, they should put the sentence into the active voice. Demonstrate by writing on the board *Donatella Versace designed this dress.*
- Tell students to use their own ideas to write four sentences in the passive voice. When they have finished, have them read their sentences to a partner.

Language and culture

LEN **From the Longman Corpus:** The following expressions almost always occur in the passive: *be born, be based on,* and *be located (at / in).*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T133)

• **Inductive Grammar Charts**

A Understand the grammar

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- To prepare students for the activity, have them circle the *by* phrase in each sentence. Then, in pairs, have students study the sentences to decide if the *by* phrase is necessary.
- Move around the room and help students as needed. If students are unsure, remind them to change the sentence into the active voice to see if the performer of the action is important for understanding the sentence.
- Review answers with the class. Point out that the first sentence in item 4 has no *by* phrase. Ask *Who is the melody known by?* (People all over the world.) *Why is there no* by *phrase?* (Because it's understood without using *by*.)

B Grammar practice

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Before students complete the activity, tell them to scan the sentences and identify the tenses of the verbs. (1–5: simple past; 6: present perfect.) Ask *How do you form the past tense of the passive?* (Use *was / were* + past participle.) *The present perfect?* (Use *have / has been* + past participle.)
- Remind students to use a *by* phrase to identify who performed the action.
- When students have completed the activity, have them compare answers in pairs.

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Say "Be sure not to ___" to emphasize the importance of an action.
- Introduce support for an opinion with "For one thing."
- Express enthusiasm for what someone has said with "No kidding!"

- Tell students to work in pairs and discuss what they think is happening in the painting. Then have pairs share their interpretations with the class.
- Have students read and listen. Then ask:
  Where is the Prado Museum? (Madrid.)
  What famous painting is kept there? (*Las Meninas.*)
  Has the woman seen Las Meninas? (No.)

Language and culture

- Diego Velázquez was the leading painter in the court of King Philip IV of Spain. The painting shows a moment in time in which the five-year-old Princess Margarita is surrounded by her ladies-in-waiting. Her parents, King Philip IV of Spain and Queen Mariana, are reflected in the mirror behind her. The painter Velázquez is shown painting the girls to the left. Two dwarfs and a dog appear on the right.

LCN **From the Longman Corpus:** A frequent expression in spoken English, *for one thing* is used when the speaker is about to give a reason for something he or she has just said. Sometimes the speaker will just say *Well, for one.*

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Really?* and falling intonation for *Why's that?*
  - stress *kid* in *kidding.*
  - stress *love* in *You'll love it.*

PRONUNCIATION

A Notice how stress . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students read and listen to the sentences, paying attention to the stress.
- Allow students to listen again and repeat in the pauses.
- Ask students to practice the sentences to a partner.

FYI: Some people pronounce *interesting* with four syllables.

• Pronunciation Activities

B Now practice saying . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To prepare students for the activity, write on the board *That's terrific.* Read the sentence with emphatic stress and circle *-ri-*. Have students repeat. Model the remaining sentences and tell students to circle the parts of the sentences that need emphatic stress.
- Review answers with the class by asking volunteers to read the sentences with emphatic stress. Correct as needed.
- Tell students to practice reading the sentences in pairs. Move around the room and listen for correct emphatic stress.

NOW YOU CAN Recommend a museum

Suggested teaching time:	17–22 minutes	Your actual teaching time:	

- Ask volunteers to read the descriptions of the three museums and the names and artists of the pieces of art (Michelangelo, Fan K'uan, Diego Rivera).
- Ask:
  Have you ever been to any of these museums?
  If yes, did you see these pieces of art?
  If not, which museum would you like to visit? Why?
  What is a mural? (It's a large painting or photograph that is applied to a wall.)
  Have you ever seen a mural? If yes, where? Whom was it made by?
- Ask what other museums students know of.

Don't stop! Extend the conversation. Encourage students to use the ideas in the box to continue their conversations. Point out the language in the Recycle box.

- Model the activity by role-playing the conversation with a more confident student.
- Remind students to change roles after they have finished their conversations.
- After pairs have completed the activity, ask pairs to present their role plays to the class. After each conversation, check comprehension. Ask *What museum was recommended? Why was it recommended?*

• Conversation Pair Work Cards

EXTRAS (optional)

- **Workbook:** Exercises 5–7
- **Copy & Go:** Activity 29

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CONVERSATION MODEL

A 4:18 Read and listen to someone recommend a museum.

A: Be sure not to miss the Prado Museum while you're in Madrid.

B: Really? Why's that?

A: Well, for one thing, *Las Meninas* is kept there.

B: No kidding! I've always wanted to see that.

A: They have a great collection of paintings. You'll love it.

B: Thanks for the suggestion!

B 4:19 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

Las Meninas, painting by Diego Velázquez

PRONUNCIATION *Emphatic stress*

A 4:20 Notice how stress is emphasized to show enthusiasm. Read and listen. Then listen again and repeat.

1 No KIDDing! 2 That's fanTAstic! 3 That's PERfect! 4 How INteresting!

B Now practice saying the following statements with emphatic stress.

1 That's terrific! 2 That's wonderful! 3 How exciting! 4 How nice!

NOW YOU CAN Recommend a museum

Change the Conversation Model to recommend a museum, using the information in the pictures or museums you know. Use the passive voice and emphatic stress. Then changes roles.

A: Be sure not to miss ..... while you're in ..... .

B: Really? Why's that?

A: Well, for one thing, ... is kept there.

B: ..... ! I've always wanted to see that.

A: They have a great collection of ..... . You'll love it.

B: ..... !

Don't stop!
Recommend other things to see or do.

The Accademia Gallery
Florence, Italy

Famous for its collection of sculptures by Michelangelo

David, sculpture by Michelangelo

The National Palace Museum
Taipei, Taiwan

Known for its huge collection of Chinese painting, pottery, and sculpture

Travelers Among Mountains and Streams, painting by Fan K'uan

The Palace of Fine Arts
Mexico City, Mexico

Known for its collection of murals by some of Mexico's most famous artists

The Grinder, painting by Diego Rivera

Be sure to recycle this language.

Have you ever . . .
tried ___ ?
climbed ___ ?
gone to the top of ___ ?
gone sightseeing in ___ ?
taken a tour of ___ ?
taken pictures of ___ ?

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LESSON 2

GOAL Ask about and describe objects

CONVERSATION MODEL

4:21

A Read and listen to someone asking about an object.

A: Excuse me. What's this figure made of?
B: Wood. It's handmade.
A: Really? Where was it made?
B: Mexico. What do you think of it?
A: It's fantastic!

4:23

Positive adjectives
fantastic
wonderful
terrific
cool (very informal)

4:22

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

VOCABULARY *Materials and objects*

4:24

A Read and listen. Then listen again and repeat.

wood
(a wood figure)

glass
(a glass plate)

cloth
(a cloth bag)

metal (metal jewelry)

silver
(a silver bracelet)

gold
(a gold necklace)

clay / ceramic
(a clay or ceramic vase)

stone
(a stone bowl)

B **Pair work** Tell your partner about some of your favorite objects in your home.

> "On my vacation last year, I bought a large stone bowl. It's in my kitchen, and I use it for serving."

GRAMMAR *The passive voice: questions*

Was this stone figure **carved** by hand?	Yes, it was. / No, it wasn't.
Were these wood bracelets **made** in Thailand?	Yes, they were. / No, they weren't.
What **is** this **made** of?	It's made of wood.
What **is** this ceramic bowl **used** for?	It's used for preparing food.
When **was** this picture **painted**?	It was painted in the 1980s.
Where **were** these cloth figures **made**?	In Brazil.
How **were** they **made**?	By machine.

GRAMMAR BOOSTER ▸ p. 135

- *Yes / no questions in the passive voice: form in all tenses*

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Invite someone's opinion with "What do you think of ___?"

- Tell students to look at the picture and say as much as they can about it to a partner.
- Ask students to read and listen to the conversation.
- Read the positive adjectives. Invite volunteers to read aloud the last sentence in the Conversation Model, replacing *fantastic* with another adjective from the list. Ask *What other positive adjectives do you know?* (Possible responses: Beautiful, great, amazing, awesome.)
- Check comprehension by asking *Does the woman like the figure?* (Yes, she thinks it's fantastic.) *In what country was the figure made?* (Mexico.)
- Have students read and listen again. Then write these questions from the Conversation Model on the board, underlining the verbs:
  1. *What's this figure made of?*
  2. *Where was it made?*

  Ask students which tense the underlined verbs are in. (1. Present simple; 2. Simple past.) Then ask them *Are these questions in the active or passive voice?* (Passive.)

Language and culture

LGN **From the Longman Corpus:** It is common to ask someone what he or she thinks *of* or *about* something. *Think of* is more commonly used to talk about objects. *Think about* is more commonly used to talk about ideas or actions.

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What's this figure made of?*, *Where was it made?* and *What do you think of it?*
  - use rising intonation for *Really?*
  - stress *tas* in *fantastic*.

VOCABULARY

A Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Review the names of the materials and the objects with the class. Have students listen and repeat.
- Ask *Which materials are considered more valuable than the others?* (Gold and silver.)

Language and culture

LGN **From the Longman Corpus:** *Wooden* is used more commonly to describe objects that are made from wood such as *wooden furniture, wooden bowls,* and *wooden boxes.* However, *floors* is an exception: *We have wood floors.*

ActiveTeach Multimedia Disc
- Vocabulary Flash Cards
- Learning Strategies

B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Tell students to look at the materials in the Vocabulary and write a list of objects they have in their home that are made from these materials. (Possible responses: Wood spoon; glass vase; silver medal; gold earrings; cloth toy; clay pot; stone fireplace.)
- Ask a student to read the sample answer in quotes. Then have pairs talk about the items they wrote in their lists.

GRAMMAR

Suggested teaching time:	6–11 minutes	Your actual teaching time:	

- Write on the board:
  This stone figure was carved by hand.
  Was this stone figure carved by hand?
  Yes, it was.
- Point out that in the question, a form of *be* (*was*) and the past participle (*carved*) are separated by the subject (*this stone figure*). Explain that short answers in the passive don't include the past participle. They simply use a form of *be*.
- Review the questions and answers in the Grammar box with the class. Explain that these are information questions.
- Write on the board *These cloth figures were made in Brazil. Where were these cloth figures made?*
- Point out that *were* (a form of *be*) and *made* (the past participle) are separated by the subject (*these cloth figures*), and *where* is added. Other information words that can be used are *when, what, how,* and *why*.
- Help students to focus on the information words in each question in the Grammar box by circling them (*what, what, when, where, how*).

Option: GRAMMAR BOOSTER (Teaching notes p. T135)

ActiveTeach Multimedia Disc
- Inductive Grammar Charts

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A Grammar practice

Suggested teaching time:	3–6 minutes	Your actual teaching time:	

- To prepare students for the activity, have them circle the verb in each answer (A). (1. Are made; 2. are made; 3. is dyed; 4. are sewn; 5. are used.) As students work, write on the board: *What? When? Where? Why? How?*
- Tell students to underline the information following the verb and decide which question word best asks for that information. (1. In Vietnam = where; 2. of cloth = what; 3. in different colors = how; 4. by hand = how; 5. to tell stories = for what.) Read the first answer as a model. Explain that *in Vietnam* hints that *Where* would be the best question word.
- Move around the room and help students as needed. Then have pairs compare answers.
- Review any outstanding questions with the class.

B Complete the conversations . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Begin by having students follow the procedure from Exercise A: circle the passive voice verb in each statement. Look at the information following the verb and decide which question word best asks for that information. (1. By hand = how; 2. for serving sugar = what; 3. of gold = what; 4. in Venezuela = where; 5. by machine = how; 6. of ceramic = what.)
- Tell students to use this information to write the questions.
- After they have completed the exercise, have students compare questions in pairs. Move around the room and help students as needed.

NOW YOU CAN Ask about and describe objects

A Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- After students have looked at the pictures of the art objects, ask them to work in pairs and write down the material each is made of. (The pot is made of clay. / The vase is made of glass. / The dolls are made of cloth. / The figure is made of stone. / The cups are made of silver.)
- If necessary, refer students to the Conversation Model on page 90 to review discussing an art object.

Don't stop! Extend the conversation. Encourage students to continue the conversation by using other passive voice questions. Write information question words *What? When? Where? Why? How? Who?* on the board and review some possible questions in the passive. (Possible questions: Why are they considered valuable? When was it created?)

- Be sure to reinforce the use of conversation strategies; for example, make sure students show appropriate interest in another's opinion when asking *What do you think of ___?*
- Model the activity by role-playing the conversation with a more confident student. Play the role of Student B and use indication gestures such as pointing at or facing the object when asking *What do you think of ___?*
- As students role-play the conversation, move around the room and monitor the correct use of passive voice and rhythm and intonation. If necessary, refer students to the list of adjectives to describe art on page 86.

- Conversation Pair Work Cards
- Vocabulary Flash Cards

B Change partners

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Once students choose new partners, have them role-play conversations about other objects. Encourage them to ask a variety of passive voice questions, referring to the list of information question words on the board.
- Move around the room and help students as needed.
- To review the role play, have pairs report their partner's reactions to the different kinds of art.

C Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Begin by asking a volunteer to read the sample answer in quotes.
- Tell students to work in pairs, and then write down the object that they have chosen and brainstorm words to describe it. Remind them they can recycle the colors they studied in the previous unit. (Possible responses: Beautiful vase, crystal, Europe, handmade, antique.)
- Have pairs work with another pair and describe their partner's object. Tell them to ask one another questions about the objects they described. Refer students to the list of information words on the board to help them. (Possible questions: What is the vase made of? Where was it made? How was it made? When was it made? What color is it?)

EXTRAS (optional)

- Workbook: Exercises 8–10
- Copy & Go: Activity 30

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A Grammar practice Complete the questions in the interview. Use a question word and the passive voice.

We interviewed Brian Tardiff at the Sanford Gallery about the exhibit of modern Hmong cloth quilts.

Q Where are these quilts made ? (1 make)

A These beautiful quilts are made in Vietnam by women from the Hmong tribe.

Q What are they made of? (2 make)

A They're made of cloth dyed in natural colors from plants. The pieces of cloth are cut by hand and sewn together.

Q How is the cloth dyed ? (3 dye)

A The cloth is dyed in different colors, using the plants and beeswax. It takes a lot of time.

Q How are they sewn ? (4 sew)

A They are sewn by hand. Each is unique.

Q What are they used for? (5 use)

A Many people just use them for decoration. However, Hmong culture doesn't have a written tradition, so some are used to tell stories about the women's lives.

B Complete the conversations. Write information questions, using the passive voice.

1 A: How were they made ?
B: The glass cups? They were made by hand.

2 A: What is it used for ?
B: That silver bowl? It's used for serving sugar.

3 A: What is it made of ?
B: This beautiful figure? It's made of gold.

4 A: Where were they made ?
B: These wood chairs? They were made in Venezuela.

5 A: How was it made ?
B: That Chinese bag? It was made by machine.

6 A: What is it made of ?
B: This cup? It's made of ceramic.

NOW YOU CAN Ask about and describe objects

A Pair work Change the Conversation Model to ask about and describe one of the objects. Use the Vocabulary. Then change roles.

A: Excuse me. What ..... made of?
B: ..... .
A: ..... . Where ..... made?
B: ..... . What do you think of ..... ?
A: ..... .

Don't stop! Ask other passive voice questions.

a figure / Peru

a pot / China

a vase / Italy

dolls / Guatemala

cups / Poland

B Change partners Practice the conversation again about other objects.

C Discussion Describe an object in your own home. Ask your classmates questions about the objects they describe.

"In my living room, I have a small figure. It's made of wood. It's a piece of traditional art. I bought it on my vacation last year."

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LESSON 3

GOAL Talk about artistic talent

BEFORE YOU READ

Warm-up Do you do anything artistic, such as drawing, painting, or handicrafts? Why or why not?

"I paint sometimes. I find it relaxing."

"Actually, I'm not interested in art. I don't really think I have any ability."

READING

4:25

Is it talent or hard work?

When children are asked to draw or paint a picture, they are happy to oblige. And they are willing to talk about and show their creation to anyone they meet. But when adults are asked to do the same thing, they typically get nervous and refuse to even try, claiming that they have no talent.

Most adults see themselves as lacking the "artistic gene." However, when you look at drawings made by artists when they were children, their work doesn't differ much from the scribbles and stick figures all children draw when they are young. When Don Lipski, who makes a successful living as a professional artist, looks back at drawings that he made as a child, he doesn't find any early evidence of his own artistic talent. "I was always making things . . . doodling and putting things together. I didn't think of myself as a creative person. I was just doing what all kids do."

The general belief is that artistic talent is something one is born with: a person either has talent or does not. Clearly, great artists like Michelangelo or Picasso had natural talent and possessed more artistic ability than the average person. However, one factor that isn't often considered is the role that years of training, practice, and hard work have played in the creation of great pieces of art. In addition, most artists are successful because they are passionate about their art—they love what they do. Their passion motivates them to continue to create—and improve their ability—day after day. While natural talent may be an advantage, hard work appears to be a necessary part of the creative process.

All young children scribble, doodle, and draw stick figures.

In the classic *Drawing on the Right Side of the Brain*, author Betty Edwards argues that while few people are born with natural artistic talent, all of us have the potential to improve our artistic ability. We just have to be willing to keep working at it. She claims that anyone can learn to use the right side of the brain, the side that governs visual skills like drawing and painting. In other words, artistic ability can be learned.

Information source: www.emptyeasel.com

A Recognize the main idea Choose the main idea of the article.

(a) Artistic skill can be taught.
b Children are better artists than adults.
c To draw well, you have to be born with artistic talent.
d Few people are born with artistic talent.

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BEFORE YOU READ

Warm-up

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To introduce the topic, write on the board *artistic talent*. Ask *Who here is an artist?* Ask for a show of hands and write the number on the board.
- Read the questions and ask volunteers to read the sample replies in quotes. Now that they have thought about different kinds of artistic abilities, ask *Have you changed your mind? Are you an artist?*
- Ask students to talk about their artistic abilities with the class.

Option: [+10 minutes] To challenge students, write on the board *What is art?* Divide students into small groups and tell them to write a definition of *art*. Emphasize that there is no right or wrong answer. If groups cannot agree on a single definition, tell them to discuss and write two definitions. Have groups share their definitions with the class. (Possible response: Art is something you make, such as a painting, sculpture, or photograph, because you think it's beautiful or to express your feelings.) Then have a student look up *art* in a dictionary and read the definition. Ask *Do you agree with the definition?*

READING

Suggested teaching time:	15–17 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to look at the picture. Ask *What is the picture of? What age do you think the artist was?* (Possible responses: 1. A house, trees, flowers, the sun, a person; 2. Probably a child who is about three or four years old.) Then ask *Do you think this is art?*
- Ask a volunteer to read the caption. Explain that *scribble* and *doodle* have similar meanings: children *scribble*, which means to make meaningless marks on a paper; *doodle* means to draw without thinking. Adults often *doodle* while talking on the phone. Ask *Do you agree that this picture is "scribble and doodle"?*
- Read the title of the article. As students read the article, move around the room and explain vocabulary as needed.
- Once students have read the article, return to the title. Ask *According to the article, does art require talent or hard work?* (Hard work. Talent can give an advantage, but hard work is a necessary part of the creative process.) Ask individual students if they agree with the article.

Option: [+5 minutes] To challenge students, have them close their books and listen to the audio of the Reading after they have discussed the title. Once they have listened to the article, return to the title and have them discuss the main idea.

Language and culture

- Michelangelo Buonarroti (1475–1564), commonly known as Michelangelo, was an Italian Renaissance painter, sculptor, architect, poet, and engineer. He is best known for his paintings in the Sistine Chapel and his sculpture of David in Florence, Italy. (There is a picture of David on page 89.)
- Pablo Ruiz Picasso (1881–1973) was a Spanish artist famous for his paintings, drawings, pottery, and sculpture. (There is a reference to Picasso's work on page 88.)

- Extra Reading Comprehension Questions
- Learning Strategies

A Recognize the main idea

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Tell students to read the choices for the main idea. Tell them to make a checkmark next to each statement that is supported by the article (a, d). Then instruct them to choose the statement that summarizes the main idea of the article (a).
- Have pairs compare answers and discuss.

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B Identify supporting details

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students check the answers *True* or *False* first without referring to the article. Then, if needed, let them look back at the article.
- Instruct pairs to compare answers. Tell them to return to the article to look up any questions they don't agree on.
- Review answers with the class. Then tell pairs to rewrite the false statements so that they are true. Encourage students to first find the true information in the article to help them. (3. paragraph 2: However, when you look at drawings . . . ; 4. paragraph 3: Clearly . . . ; 5. paragraph 3: However, one factor . . .) Move around the room as students work. Help students as needed. (Possible responses: 3. It is difficult to tell which children are going to be artists because most children draw stick figures and scribbles. 4. Famous artists clearly possess more natural talent and artistic ability than the average person. 5. Years of training, practice, and hard work play an important role in the creation of great pieces of art.)

C Paraphrase

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Have students scan the Reading for the title of the book *Drawing on the Right Side of the Brain* (the last paragraph). Then invite a volunteer to read the paragraph.
- Tell students to paraphrase Edwards's theory. Stress that *to paraphrase* means to say something in your own words, so students should not copy anything from the article word for word. (Possible response: Betty Edwards argues that with hard work anyone can improve his or her artistic ability.)
- Have pairs share their paraphrases. Tell them to make sure the other person did not copy anything word for word from the article. Move around the room and check students' work.
- Ask individual students *Do you agree with Betty Edwards's theory? Why? Why not?*

NOW YOU CAN Talk about artistic talent

A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students skim the survey. Focus on question 5. Make sure students understand that all the listed items are considered art. Clarify that *handicrafts* are art pieces created by hand. Then instruct students to answer the questions.
- Invite pairs to compare surveys. Encourage them to discuss their talents in more detail.
- Have students share details from their surveys with the class. Invite them to share what they listed in the *other* category. (Possible responses: Digital art, filmmaking, collages.)
- Poll the class by asking *Do you think you have artistic ability?*

Option: [+10 minutes] If appropriate, have students bring something to the next class that they have created which demonstrates their artistic ability. These items could include such things as drawings, some photos, a song or dance, a video clip, a cake, etc. In the next class, have students form groups to present and discuss their creations.

B Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Text-mining: Focus students' attention on the box. Tell students to skim the article on page 92 and underline useful language; for example, *When you look at drawings . . . ; I didn't think of myself as . . . ; The general belief is . . . ; Clearly . . . ; One factor that isn't always considered. . .* Then write students' language on the board for them to refer to during the discussion.

- Divide the class into small groups to discuss the questions. Encourage students to use examples from the article, history, and their own lives. Tell them they can refer to real-life artists such as those mentioned in the unit.

EXTRAS (optional)

- Workbook: Exercises 12–15
- Copy & Go: Activity 31

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B Identify supporting details Read each statement. Check True or False, according to the article. Support your choice with details from the Reading.

	True	False
1 Young children generally don't worry if they are talented or not.	☑	☐
2 Most adults think they are not talented.	☑	☐
3 It's easy to see which children are going to be artists when you look at their drawings.	☐	☑
4 There isn't much difference between famous artists and other people.	☐	☑
5 Talent is all one needs to create great artistic work.	☐	☑
6 People who don't have natural talent can improve their artistic skill.	☑	☐

C Paraphrase Read the paragraph in the Reading about *Drawing on the Right Side of the Brain* again. In your own words, restate Betty Edwards's theory about artistic ability.

According to Betty Edwards, ...

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Talk about artistic talent

A Frame your ideas Complete the survey. Then compare responses with a partner.

Who's Got Talent?

1 a. Do any of your family members or friends have artistic ability? ◯ yes ◯ no

Relationship to you: _____

Which of the arts? _____

1 b. Where do you think this ability comes from?

_____

2 Do you think you have natural artistic talent?
◯ yes ◯ no ◯ not sure

3 Do other people think you're talented?
◯ yes ◯ no ◯ not sure

4 How would you rate your own artistic ability on a scale of 1 to 5?

1	2	3	4	5
POOR		AVERAGE		EXCELLENT

5 In which of the arts do you think you may have ability? Explain.

example ✓ music I sing and play several musical instruments.

◯ music _____

◯ drawing/painting _____

◯ handicrafts _____

◯ acting _____

◯ writing _____

◯ taking photographs _____

◯ other _____

B Discussion Do you think people are born with artistic talent? Or is it developed through years of training, practice, and hard work?

Text-mining (optional)
Underline language in the Reading on page 92 to use in the Discussion.
For example:
"Most adults see themselves as ___ ..."

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LESSON 4

GOAL Discuss your favorite artists

BEFORE YOU LISTEN

4:26

A **Vocabulary** • *Passive participial phrases* Read and listen. Then listen again and repeat.

be inspired by	He **is inspired by** nature. He tries to capture nature's beauty in his photographs.
be influenced by	She **was influenced by** Georgia O'Keeffe's work. You can see similarities between O'Keeffe's paintings and her own.
be fascinated by	He's always **been fascinated by** the life of Vincent van Gogh. He loves to read about how it influenced his paintings.
be moved by	You **will be moved by** Charlie Chaplin's films. Even though they are funny, their themes of life and love really touch your heart.

White Flower on Red Earth, #1
Georgia O'Keeffe

Vase with Fourteen Sunflowers
Vincent van Gogh

B **Pair work** Tell your partner what inspires, influences, interests, fascinates, and moves you. Use passive participial phrases.

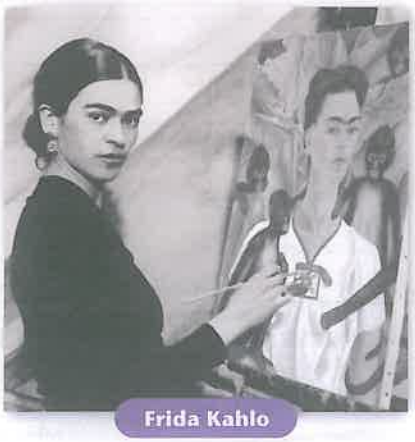
LISTENING COMPREHENSION

4:27

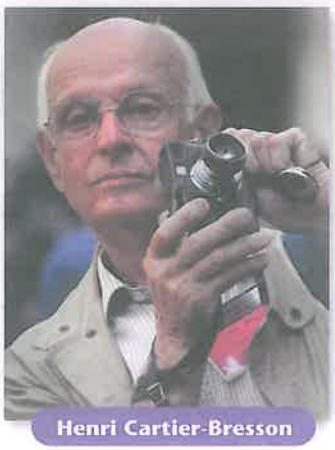
A **Understand from context** Listen to the interviews. Complete each statement with the name of the artist.

1 Burt Hildegard is fascinated by the work of Ang Lee.
2 Susan Wallach is influenced by the work of Henri Cartier-Bresson.
3 Katherine Wolf is inspired by the work of Valentino.
4 Nick Jenkins is moved by the work of Frida Kahlo.

Ang Lee



Frida Kahlo



Henri Cartier-Bresson

Valentino

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	3–7 minutes	Your actual teaching time:	

- After students listen and read, point out that the second sentence in each pair expands on the meaning of the expression. Have pairs create additional sentences to explain the meanings; for example, for *be fascinated by*: He has even traveled to cities where Van Gogh used to live.
- Ask *Are these expressions in the active or the passive voice?* (Passive.) Then have students look at the words in bold and say what tenses they are. (1. Simple present tense; 2. simple past tense; 3. present perfect; 4. future with *will*.)
- Have students listen and repeat again.

Language and culture

- Georgia O'Keeffe (1887–1986) O'Keeffe is recognized for her almost abstract pictures of flowers, painted as if seen close up, and for her paintings inspired by the desert scenery of the southwestern United States.
- Vincent Van Gogh (1853–1890) Van Gogh was a Dutch post-impressionist painter. He is best known for his numerous self-portraits, a series of sunflower paintings, and the painting titled *Starry Night*. He had little success during his lifetime and struggled with depression, which eventually led to his committing suicide. After his death, his fame grew quickly, and today he is one of the most popular artists in the world.

LEN **From the Longman Corpus:** Each of these verbs (*inspire, influence, fascinate, move*) is more commonly used in the passive voice than in the active voice.

ActiveTeach Multimedia Disc • Learning Strategies

B Pair work

Suggested teaching time:	4–8 minutes	Your actual teaching time:	

- Have students answer the questions individually. Tell them that their answers don't have to relate to art; for example, *I'm interested in old cars.*
- Have students work in pairs to compare answers.

LISTENING COMPREHENSION

A Understand from context

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- For a warm-up, ask students to skim the pictures and captions. Ask *What kinds of artists are these people?* (Ang Lee: film director; Frida Kahlo: painter; Valentino: fashion designer; Henri Cartier-Bresson: photographer.) *Which of these artists do you know about?*
- Before students listen, tell them to skim the exercise items with the names of the four people being interviewed. Tell students that each interview will focus on one of the artists.
- Have students listen once. If necessary, have them listen a second time. Review answers with the class.

AUDIOSCRIPT

INTERVIEW 1

M1: Welcome to *Focus on the Arts*. I'm Paul Green, and we're broadcasting today from beautiful downtown San Francisco, where we're asking people about their favorite artists. Excuse me, sir! Sir? Excuse me.
M2: Yes?
M1: I'm Paul Green from *Focus on the Arts*. I wonder if I could ask for one minute of your time to tell us if you have a favorite movie director.
M2: My favorite director? Sure. That would be Ang Lee, from Taiwan. I find his work really fascinating.
M1: In what way?
M2: Well, for one thing, all his films are really different from each other.
M1: How so?
M2: Some of his best movies are in Chinese, like *Eat Drink Man Woman* . . . *Crouching Tiger / Hidden Dragon* . . . And he also makes great movies in English that are set in England . . . or the U.S. . . . and they really explore the culture in those countries.
M1: Mm-hmm.
M2: Some of his movies are really artistic and others are very commercial. I think he's not afraid to try new things. I like that.
M1: Great. Thank you so much. And your name is?
M2: Burt. Burt Hildegard.
M1: Well, thank you so much for your time.

INTERVIEW 2

M1: Let's find someone else . . . Oh, there's a woman over here taking pictures. Ma'am? Excuse me, ma'am? Would you be willing to talk with us?
F1: Me? I'm in a little bit of a hurry, but . . . Well, OK. I guess.
M1: Great. Well, first of all, can I get your name?
F1: Susan. Susan Wallach.
M1: Hi Susan. I couldn't help but notice that you're a photographer.
F1: Well, not professionally.
M1: I'm wondering if you have a favorite photographer.
F1: A favorite photographer? That would definitely be Henri Cartier-Bresson, the French photographer. He was a real twentieth-century artist. I think he died a few years ago.
M1: What do you like about his work?
F1: Well for one thing his photographs are just beautiful to look at.
M1: Mmm.
F1: He traveled all over the world to take photos and he captured some of the most important historical images of the twentieth century.
M1: I see.
F1: You know, his work is all in black and white, but the images are unforgettable. He had this ability to photograph people at just the right moment. I read somewhere that often he would wait for hours for the right time to take a photo.
M1: I believe I've heard that, too.
F1: Believe it or not, his work has really influenced my own. As a matter of fact, when you came over to speak to me, I was waiting for the right moment to take a shot.
M1: I'm sorry I interrupted you!
F1: Oh, that's OK. It was fun talking with you.

AUDIOSCRIPT continued on page T95.

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B Listen to take notes

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to skim the chart in the book. Invite students to interpret the notes.
- Have students listen again to each interview and write down additional notes in the chart.
- Have students compare notes in pairs.

C Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into groups of three to discuss the artists. Remind students to refer to their notes in Exercise B to explain why they find the artist fascinating.
- To wrap up, invite students to offer names for these categories: Favorite movie director, Favorite photographer, Favorite fashion designer, Favorite painter or sculptor.

NOW YOU CAN Discuss your favorite artists

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Invite a volunteer to read the questionnaire. Explain vocabulary as needed.
- After students complete the questionnaire, have them compare answers in pairs.

B Notepadding

Suggested teaching time:	7 minutes	Your actual teaching time:	

- To prepare students for the activity, focus on the types of artists listed in the box. Write some types on the board.
- To help students come up with artists for the Notepadding exercise, tell them to work in pairs and brainstorm examples of each type of artist. Give them a few minutes.
- When students have finished, ask for their examples and write them on the board. Have students discuss what types of art the artists created, providing examples when possible.
- If students still have difficulty naming artists, have students help each other think of the names. If necessary, have students use the Internet to find a favorite artist.
- Tell students to work individually to complete the information on the notepad.

C Group work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Call on students to read the comments under the photos.
- Have students work in groups to discuss their favorite artists. Ask students to give examples of the artists' work and describe their style. Encourage students to follow the format of the comments under the photos.
- Review the comments with the class, and ask if any students in the groups named the same artists.

EXTRAS (optional)

- **Workbook: Exercises 16–18**
- **Copy & Go: Activity 32**

AUDIOSCRIPT Continued, for page T94 (Listening Comprehension)

INTERVIEW 3

M1: There's a very nicely dressed young woman over here . . . Excuse me. Would you mind talking to our listeners today? I'm with *Focus on the Arts*.
F2: Oh, I love that show! Are you Paul Green?
M1: I am. Nice to meet you, uh . . .
F2: Katherine. Katherine Wolf. Thank you!
M1: Hi, Katherine. Katherine, I wonder if you have a favorite fashion designer.
F2: A favorite fashion designer . . . Well, I really like the Italian designer Valentino. He doesn't design dresses anymore, but he's a classic.
M1: Wasn't there a film about him?
F2: Actually, I saw it. *Valentino, the Last Emperor*. I really loved the passion he has for his art.
M1: So what do you especially like about his work?
F2: Well I find his dresses really elegant and very original. In the movie, he says his greatest desire was to make women look beautiful. I think he was very successful at doing that. His designs are very flattering to women.
M1: I see.
F2: You know, seeing him in that movie made me want to have a creative job. He inspired me to take fashion design classes myself.
M1: Really? That's terrific! Thank you, Katherine.
F2: You're welcome.

INTERVIEW 4

M1: We have time for one more. Let's see . . . Excuse me! Sir! Could I take just a minute of your time?
M3: Sure. What's going on?
M1: Hi, I'm Paul Green from *Focus on the Arts*, and I'm asking people today about their favorite artists. What about you? Do you have a favorite painter or sculptor?
M3: Cool! Well, actually I'm very fond of the paintings of Frida Kahlo.
M1: Oh, the Mexican painter. I love her work, too. By the way, can you tell me your name please?
M3: Oh, sure. Nick Jenkins.
M1: So, Nick, what is it that you like so much about Kahlo's work?
M3: You know, Kahlo had a very hard life. She was very sick as a child, and as a young woman she was in a terrible accident. So she was always in pain, and she couldn't have any children.
M1: Really? I didn't know that.
M3: Yeah. Her work reflects her life experiences. And of course she was married to Diego Rivera, the great Mexican muralist. It wasn't always a happy marriage, so she had a lot of material for creating her art.
M1: What a life she had!
M3: You know, her self-portraits really touch my heart. They move me much more than Diego Rivera's work, actually. And he's great.
M1: Well, they were both great artists with natural talent. Thanks, Nick. It was nice talking with you.
M3: Hey, my pleasure.
M1: Well, that's all the time we have for today. And remember, keep focused on the arts!

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B 4:28 **Listen to take notes** Listen again to each interview and write some of the details you hear about each artist. Compare notes with a partner.

1 Ang Lee	2 Henri Cartier-Bresson	3 Valentino	4 Frida Kahlo
explores culture -films different from each other -not afraid to try new things -from Taiwan	black and white -images of 20th cent. -take at the right time -French	Italian -passion for his art -dresses: elegant and original -designs flattering to women	was sick as a child -couldn't have children -her life influenced her work -difficult marriage

C Discussion Which of the artists described in the Listening do you find the most fascinating? Use your notes to explain why.

NOW YOU CAN Discuss your favorite artists

A Frame your ideas Complete the questionnaire. Then compare answers with a partner.

Check which qualities attract you to an artist.

His or her work...

- ( ) is traditional.
- ( ) is abstract.
- ( ) is easy to understand.
- ( ) makes you think.
- ( ) touches your heart.
- ( ) makes you laugh.
- ( ) other: _____

He or she...

- ( ) is a rebel.
- ( ) is creative.
- ( ) tries new things.
- ( ) has his or her own style.
- ( ) inspires people.
- ( ) other: _____

Types of artists
painter
writer
sculptor
filmmaker / director
fashion designer
architect
photographer
actor
singer
director

B Notepadding On your notepad, write about some of your favorite artists.

	Artist's name	Type of artist	Why I like this artist
1			
2			
3			

Types of art
drawing
painting
sculpture
photography
jewelry
pottery
fashion

C Group work Discuss your favorite artists. Tell your class why you like them. Ask your classmates questions about the artists they describe.

"I'm a real fan of Frida Kahlo and Diego Rivera. I'm fascinated by their lives."

"Donatella Versace is my favorite designer. Her fashions are so creative!"

"One of my favorite artists is Naoki Urasawa. His drawings in the comic book *Yawara!* are really exciting."

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciatio

4:29

A **Listening comprehension** Listen and write the letter of the piece of art each person is talking about. Then listen again and circle the best way to complete each statement.

a
b
c
d
e

e 1 She thinks it's (beautiful / ugly / abstract)

c 2 He thinks it's (traditional / ugly / fascinating). She thinks it's (fantastic / OK / abstract).

d 3 She thinks it's (OK / awful / great). He thinks it's too (abstract / dark / traditional).

B Change each sentence from active to passive voice.

4:30/4:31
Top Notch Pop
"To Each His Own"

1 César Pelli designed the Petronas Twin Towers in Kuala Lumpur.
The Petronas Twin Towers in Kuala Lumpur were designed by César Pelli.

2 Guillermo del Toro directed *Pan's Labyrinth* in 2006.
Pan's Labyrinth was directed by Guillermo del Toro in 2006.

3 Henri Matisse made the print *Icarus* in 1947.
The print *Icarus* was made by Henri Matisse in 1947.

4 Annie Leibovitz took that photograph of John Lennon in 1980.
That photograph of John Lennon was taken by Annie Leibovitz in 1980.

5 Hokusai produced *The Great Wave of Kanagawa* in the early 1830s.
The Great Wave of Kanagawa was produced by Hokusai in the early 1830s.

C List materials under each category. Answers may vary.

Materials that are expensive	Materials that weigh a lot	Materials that break easily
gold		

D Complete the statements.

1 The art of designing clothes is called fashion.

2 One type of sculpture is a figure carved from wood or stone.

3 Two types of metal often used to make jewelry are gold and silver.

4 Art in a conservative style from the past is called traditional art.

5 A piece of art made with a pen or pencil is called a drawing.

E **Writing** Choose a favorite object that decorates your home. Describe it in a paragraph.

Ideas
- a painting or drawing
- a photo or poster
- a piece of furniture
- a figure or sculpture
- a dish or vase
- (your own idea) ___

WRITING BOOSTER • p. 146
• *Providing supporting details*
• *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Review vocabulary by asking students to identify the kind of art each illustration represents. (a. Painting; b. sculpture; c. sculpture; d. painting; e. figure.) Then have them listen to the conversations.
- Have students listen again and complete the exercise. Review answers with the class.

AUDIOSCRIPT

CONVERSATION 1 [M = Spanish]
M: What do you think of this one?
F: It's gorgeous. I really love it.
M: So you like gold figures?
F: I sure do. What do you think?
M: It's not bad.

CONVERSATION 2
M: Wow! That's an interesting piece.
F: You like stone sculpture?
M: Yeah, I do. It's a very handsome piece.
F: It's not too bad.

CONVERSATION 3
F: I really love this one!
M: Don't you find it a little dark?
F: That's the artist's style. I find his work very interesting.
M: Well, dark is not my style. I'd prefer a little more color.

Option: [+10 minutes] For a challenge, assign pairs the remaining items not included in the audio track (the colorful painting and the sculpture labeled "b") and have them role-play conversations about them. Tell them to use the conversations they heard as models. If necessary, have students listen to the audio again. Then invite pairs to present their role plays to the class.

B Change each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students underline the verb in each sentence. (1. designed; 2. directed; 3. made; 4. took; 5. produced.) Review the formation of the passive voice (a form of *be* + past participle) and have students make a note of the past participle of each verb.
- Remind students to use a *by* phrase to identify the artist who performed each action.
- Have students change the sentences to the passive voice and compare answers in pairs.

C List materials . . .

Suggested teaching time:	3–8 minutes	Your actual teaching time:	

- If students have difficulty thinking of materials, refer them to the Vocabulary on page 90 for help. Encourage students to think of additional materials. (Possible responses: Bronze, copper, crystal, silk.)
- Have students compare lists in pairs.
- Review answers with the class by compiling all the materials in a chart on the board.

D Complete the statements . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Tell students to complete the statements individually. If students have difficulty completing the statements, refer them to the Vocabulary on pages 86 and 90.
- Have students compare answers in small groups.

Option: [+10 minutes] To challenge students, turn the task into a competition. Give each group a time limit, for example, 2 minutes, to come up with as many items as they can for each category. Have teams share their answers with the class. The team that has the most items is the winner.

E Writing

Suggested teaching time:	15 minutes	Your actual teaching time:	

- To prepare students for the activity, tell them to skim the Ideas in the box. For review, also refer them to Vocabulary Exercise B on page 90, and Now You Can Exercise C on page 91, where students described objects that they like.
- Tell students to write two paragraphs. In the first paragraph, they should identify the kind of art their favorite object is. If possible, students should also name the piece of art and the artist and then describe what the object looks like. In the second paragraph, students should explain how it makes them feel and why it's important to them.
- After students complete the writing assignment, tell them to check their papers. Ask *Is the passive voice used correctly? Have you included* by *phrases when important?*
- Then have students exchange papers with a partner. Have them ask questions if something is not clear.

Option: WRITING BOOSTER (Teaching notes p. T146)

• Writing Process Worksheets

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ORAL REVIEW

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

Contest

Suggested teaching time:	3 minutes	Your actual teaching time:	

- With books closed, have students write sentences in the passive to describe the details on the page. Move around the room and determine which student has the most correct sentences.
- Write on the board *The vase is made of ___. The Mona Lisa is kept in the ___.* Call on volunteers to fill in the blanks of the model sentences. (glass, Louvre.) Then ask students to write their sentences on the board.

Possible responses . . .

The *Mona Lisa* was painted by Leonardo da Vinci. *Mustard on White* was painted by Lichtenstein. *Mustard on White* is kept at the Tate Modern. The figurine was made in Peru. It is made of gold. The statue was sculpted in Mexico. The clay figure was made in Japan.

Pair work 1

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Have pairs skim the information on the European museum pamphlet.
- To review language for making museum recommendations, refer students to the Conversation Model on page 89.

Possible responses . . .

A: Be sure not to miss Lichtenstein's *Mustard on White* while you're at the Tate Modern. **B:** Actually, I don't care for his work. I find it a little boring. **A:** Really? I'm fascinated by his work. **B:** Well, to each his own. I prefer classic paintings like the *Mona Lisa*.

Pair work 2

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Have students change partners and create a conversation for the two men at the bottom of the page. Encourage students to discuss what all the objects are made of and where they were made. Invite them to also guess when they were made.

Possible responses . . .

A: Excuse me. What's this bowl made of? **B:** Wood. It's handmade. **A:** Really? Where was it made? **B:** In Colombia. What do you think of it? **A:** It's interesting. I like it.

Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have pairs talk about the pieces they prefer and explain why. Refer students to the Now You Can on page 95 for ideas. Then have them share ideas with the class.

Possible responses . . .

I like *Mustard on White*. I love modern art, and the yellow in this piece is fantastic. I'm fascinated by the work of Roy Lichtenstein.

Option: Oral Progress Assessment

- Use the photographs and information on page 97. Encourage students to use the vocabulary, grammar, rhythm, and intonation practiced in this unit.
- Point to the different items in the illustrations and ask students what they are.
- Say *Ask me three questions in the passive voice for one of the objects; for example, "Where was the clay statue made?"*
- Invite a student to role-play a conversation with you between the man and the woman. Play the role of the woman and have the student play the man.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

ActiveTeach Multimedia Disc • Oral Progress Assessment Charts

Option: *Top Notch* Project

Have students research an artist and prepare a presentation and / or a class book about the artist.

Idea: Have students use the Internet or visit the library to research the life of an artist. Encourage students to include examples of the artist's work and include their sources (names and authors of books and / or websites) at the end of the biography.

EXTRAS (optional)

- Complete Assessment Package
- Weblinks for Teachers: pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:

- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides

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ORAL REVIEW

Contest Look at the page for one minute and close your books. Who can describe the most objects and art, using the passive voice?

The vase is made of ___ . The Mona Lisa is kept in the ___ .

Pair work

1 Create a conversation for the man and woman. Recommend a museum. Start like this:

Be sure not to miss the ___ while you're in ___ .

2 Create a conversation for the customer and the store clerk. Ask about the objects. Start like this:

Excuse me. What's this ___ made of?

Discussion Talk about the pieces of art in the photos. Say what you like or don't like about each one.

The Great Museums of EUROPE

The Louvre Museum (Paris, France)

The world's largest art museum—and some of the world's greatest art!

Mona Lisa, by Leonardo da Vinci (1519)

Tate Modern (London, U.K.)

Open since 2000, the best international modern art from 1900 to the present day

Mustard on White, by Roy Lichtenstein (1963)

Mexico

Japan

Peru

France

NOW I CAN...

- ☐ Recommend a museum.
- ☐ Ask about and describe objects.
- ☐ Talk about artistic talent.
- ☐ Discuss my favorite artists.

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UNIT 9

Living with Computers

Preview

GOALS After Unit 9, you will be able

1. Troubleshoot a problem.
2. Recommend a better deal.
3. Describe how you use computers.
4. Discuss the impact of the Internet.

http://www.troubleshooter.com

TROUBLESHOOTER.COM

Your online technical support specialists

Click below if your computer . . .

- won't start
- is slowing down
- freezes and won't do anything

Click below if you want to . . .

- recover lost files
- get rid of a virus

Customer support

- Speak with an expert by phone
- Send an e-mail
- Connect to an expert by instant message

Got a problem with . . .

a monitor?

a keyboard?

a mouse?

a touchpad?

Live Support: Hi, this is Ankush. How can I help you?

MParker: I'm having a problem. Can you tell me why my keyboard freezes when I try to install XP Pro? No matter how many times I hit the keys, nothing happens. Help!!!

Live Support: Sorry to hear that. I'm sure we can resolve this problem. Have you tried restarting your computer?

Send

Live Support

5:02

A Vocabulary • *Computer parts* Read and listen. Then listen again and repeat.

- a monitor
- a keyboard
- a mouse
- a touchpad

B Pair work Look at the technical support website. Have you ever had a problem with a computer part? Tell your partner.

C Discussion What do you think is the best way to get technical support: by instant message, by e-mail, by phone, or in person? Why?

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UNIT 9

Living with Computers

LESSON PLAN

Preview

Before Exercise A, give students a few minutes of silent time to examine the website.

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To introduce the topic, write on the board *Troubleshooter*. Ask *What is a troubleshooter?* Explain that a troubleshooter is a person who is skilled at discovering and resolving problems in machines and technical equipment like computers.
- After the students have had time to look through the website, ask *What does the website offer?* (Technical support.) *What kinds of computer problems can troubleshooter.com help you with?* (A computer that won't start, that is slowing down, that freezes and won't do anything; recovering lost files; and getting rid of a virus.)
- Explain key vocabulary as needed.

Language and culture

- The question *Got a problem with . . . a monitor? a mouse?* etc. is an informal shortened form of *Have you got a problem with . . . ?* This form is common in spoken English. It is also effective on a website like this one or in an advertisement. It is not used in formal writing.

A Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Before students read and listen, tell them to look at the words in the box. Then play the audio.
- If necessary, explain: A *keyboard* is used for typing words. A *mouse* (or a *touchpad*) is used for navigating your computer screen. A *monitor* is used for looking at computer data.
- Have students listen again and repeat. Make sure the first syllable is stressed in each word.

Option: [+2 minutes] For a challenge, have students ask questions about the Vocabulary; for example: *What do you use for typing words?* (A keyboard.) *What do you use for navigating your computer screen?* (A mouse or touchpad.) *What is used for looking at computer data?* (A monitor.)

Language and culture

- The plural form of [*computer*] *mouse* can be *mouses* OR *mice*.

Option: [+3 minutes] To extend the activity, ask students to brainstorm additional computer accessories. (Possible responses: A hard drive, a printer, a digital camera, a scanner, a flash drive, speakers.)

• Vocabulary Flash Cards

B Pair work

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- To prepare students, have them look at the live chat with the support technician. Ask:
  What kind of job does Ankush have? (He's a live support technician.)
  Do you think people like Ankush are helpful when you have a problem? How? (Answers will vary.)
  What's MParker's problem? (His keyboard freezes when he tries to install XP Pro.)
  What's XP Pro? (Possible answers: A software program, an operating system.)
- Model the activity by telling students about a problem you have had with a computer. Have a student ask you the question and then respond; for example, say *I have had problems with my mouse. Sometimes it doesn't work. No matter how many times I click, nothing happens.*
- Have students work in pairs to answer the question. Refer them to the Vocabulary for ideas. Move around the room and help students as needed.
- Invite pairs to share their answers with the class. Ask *How did you resolve the problem?*

C Discussion

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Divide students into small groups to discuss the question. Write on the board *by instant message, by e-mail, by phone, in person.* Explain that these are different ways to receive technical support.
- Ask *Which of these is the most effective way to get technical support?* Tell students to raise their hands. Ask individual students to explain the reasons for their answers.

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D Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To prepare students, tell them to look at the pictures for one minute and say as much as they can about them to a partner.
- After students listen and read, check comprehension by asking:
  What is the second woman doing? (Possible responses: She's using her computer; She's instant messaging.)
  What kind of problem does the first woman have? (She can't log on to her e-mail.)
  What is the first thing Dee asks Amy? (If she used the correct password.)
  What does Dee then recommend to Amy? (She recommends that Amy reboot.)
  What does reboot mean? (Shutting down and restarting.)
- Make sure students understand that in this context *at this hour* means *after closing time.*

E Focus on language

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to read the six underlined phrases in the Photo Story and think about what they mean before they do the matching. Then tell them to write the expressions next to the meanings.
- To support weaker students, suggest that they look at each phrase in the exercise one by one and then scan all the underlined phrases in the Photo Story until they find one with the same meaning. Then tell them to write a check mark next to it to indicate that it has been used.
- Have students compare answers in pairs.
- Review answers with the class. Point out that two of the items have the same meaning: *Takes care of it, does the trick.* Ask volunteers to read each sentence using the expression from the other sentence. Explain that both these items can be used interchangeably.

Option: [+10 minutes] To challenge students, have them create and role-play their own conversations using the underlined expressions.

F Pair work

Suggested teaching time:	9–13 minutes	Your actual teaching time:	

- After students check their answers, tell them to read the list of possible computer solutions. Invite them to write their own idea.
- Ask students to think of the last real computer problem they had and to discuss possible solutions in pairs.
- Move around the room and help as needed.
- Invite pairs to share their experiences with the class.

Language and culture

- Certain verbs always appear together with computer terms; for example, we *log on to the Internet, go online, run software, browse the Web,* and *visit a website.*

Option: [+5 minutes] To extend the activity, write students' solutions on the board and have the class vote on the best solution for each problem.

Option: [+8 minutes] To expand the activity, have students work in pairs and role-play a conversation or live chat between a person with a computer problem and a support technician.

EXTRAS (optional)

- **Workbook: Exercises 1–5**

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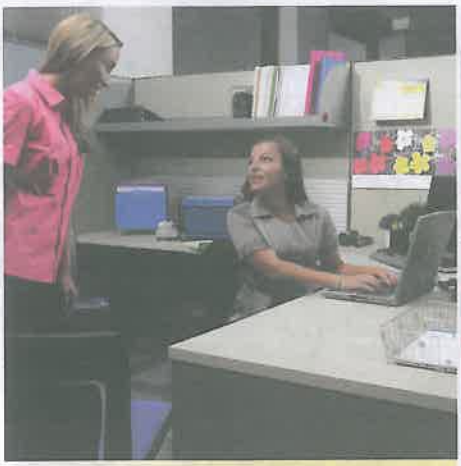
5:03

D Photo story Read and listen to a conversation about a computer problem.



Amy: What are you doing here at this hour?

Dee: Fooling around on my new laptop.

Amy: Am I interrupting you?

Dee: Not at all. Paul and I are just instant messaging. What's up?

Amy: Well, I was wondering if you could help me with something.

Dee: Of course.

Amy: When I try to log on to my e-mail, nothing happens.

Dee: Are you sure you used the right password?

Amy: Absolutely. And I've never had a problem before.

Dee: Maybe you should try rebooting. Sometimes that takes care of it.

Amy: You mean just shutting down and restarting?

Dee: Right.

Amy: You think that would do it?

Dee: It couldn't hurt. Listen, Paul's still there. Let me send a quick response, OK? I'll just be a second.

Amy: I'm sorry. I'll go and try rebooting to see if that does the trick.

E Focus on language

Look at the six underlined expressions in the Photo Story. Write each expression next to its meaning. (Two expressions have the same meaning.)

1 won't take a long time ..... I'll just be a second

2 not doing anything serious ..... fooling around

3 It doesn't work. ..... nothing happens

4 It's worth trying. ..... it couldn't hurt

5 fixes the problem ..... takes care of it

6 fixes the problem ..... does the trick

F Pair work

Do you know how to solve computer problems? Answer the questions by checking Yes, No, or Not sure. Then compare your answers and discuss some possible solutions.

Do you know what to do if...	Yes	No	Not sure
1 you get a virus?	☐	☐	☐
2 your printer won't print?	☐	☐	☐
3 you can't log on to a website?	☐	☐	☐
4 your computer is really slow?	☐	☐	☐

Computer solutions

- run anti-virus software
- try rebooting
- contact a technical support expert
- check if it's turned on
- buy a new computer
- (your own idea) ___

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LESSON 1

GOAL Troubleshoot a problem

CONVERSATION MODEL

5:04

A Read and listen to people troubleshoot a computer problem.

A: Eugene, could you take a look at this?

B: Sure. What's the problem?

A: Well, I clicked on the toolbar to save a file and the computer crashed.

B: Why don't you try restarting? That sometimes works.

A: OK. I'll give that a try.

5:05

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

5:06

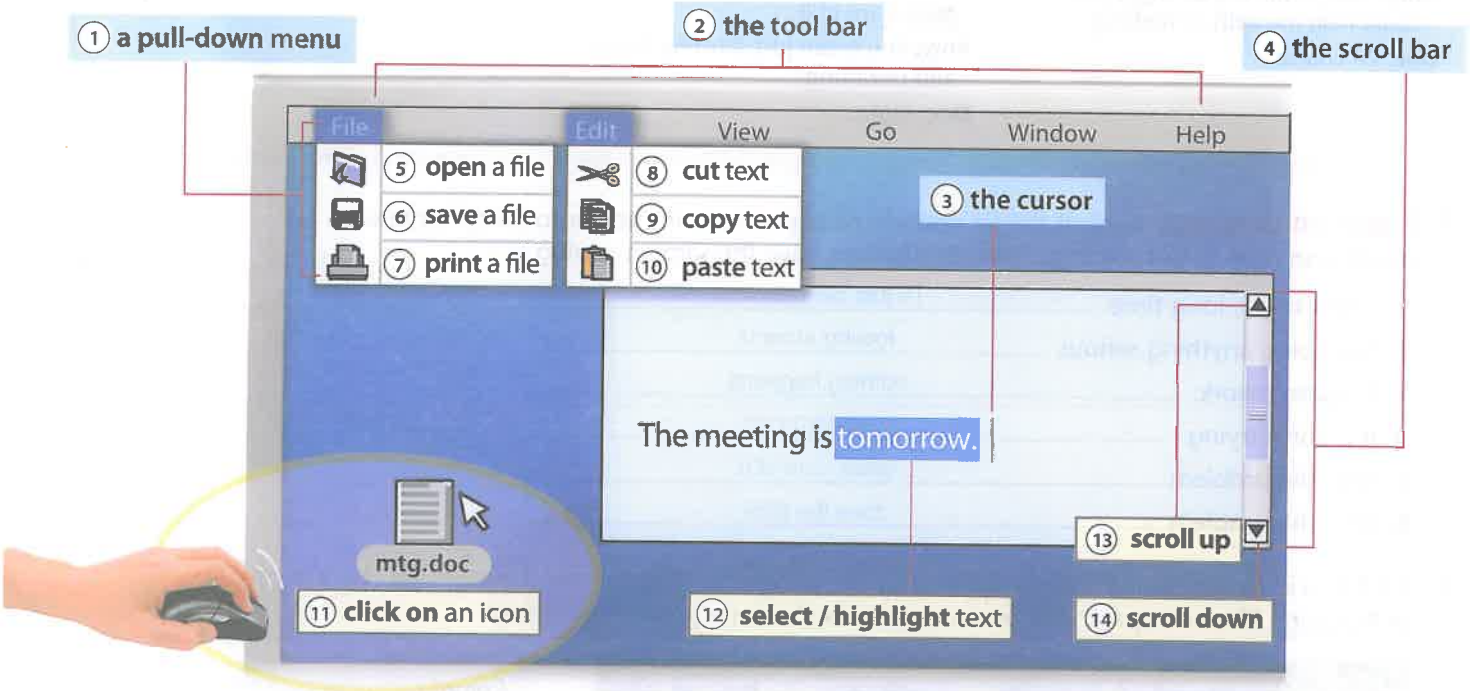
Ways to reassure someone

That sometimes works.
That might help.
That may do the trick.

VOCABULARY *Computer terms and commands*

5:07

A Read and listen. Then listen again and repeat.



5:08

B **Listening comprehension** Listen. Check the computer command each person needs.

1 He needs to click on ...	☐	☐	☐	☐	☑	☐	☐	☐
2 She needs to click on ...	☐	☐	☐	☐	☐	☐	☐	☑
3 He needs to click on ...	☐	☑	☐	☐	☐	☐	☐	☐
4 She needs to click on ...	☑	☐	☐	☐	☐	☐	☐	☐
5 He needs to click on ...	☐	☐	☐	☐	☐	☑	☐	☐
6 She needs to click on ...	☐	☐	☑	☐	☐	☐	☐	☐

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Ask for assistance with "Could you take a look at ___?"
- Introduce an explanation with "Well, . . ."
- Make a suggestion with "Why don't you try ___ing?"

- Play the audio as students read. Then ask *What's the woman's problem?* (Her computer crashed.) Point out that the word *crash* has the connotation of something catastrophic happening. *What's the man's suggestion?* (Try restarting the computer.)
- Write the phrases below on the board and encourage students to suggest other ways of saying them:
  the computer crashed (The computer stopped working.)
  try restarting (Try turning the computer off and then turning it on again.)
  I'll give that a try. (I'll try that.)
- Ask *What is another way of saying restart?* (Reboot.) If necessary, refer students to the Photo Story on page 99 to find the term.
- Have students read and listen again.

Language and culture
- *Give [something] a try* means basically the same as *try [something]* and is very commonly used in spoken English.

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Could you take a look at this?*
  - use falling intonation for *What's the problem?*
  - pause slightly after *Well.*

VOCABULARY

A Read and listen . . .

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Ask students to look at the toolbar and read the computer commands.
- Point out the arrow pictured next to the picture of the hand with a mouse. Explain that the arrow is called a *cursor.* Write on the board *Cursor.*

FYI: Note that the cursor changes into an arrow when it is moved outside of the document to another part of the screen.

- Play the audio and have students listen and read. Ask:
  How do you save a file? (Click on the pull-down menu and click on *save.*)
  How can you open a file? (Click on the pull-down menu and click on *open.*)
  How do you move up and down on a page? (Click on the arrows on the scroll bar on the right.)
- Have students listen and repeat.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Listening comprehension

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Play the audio once. Tell the students that they may hear more than one command mentioned, but they should check only the commands the person needs to use. Play the audio again as students complete the exercise.

AUDIOSCRIPT

CONVERSATION 1
M: Fran, can you give me a hand?
F: Sure. What's up?
M: Well, I just want to copy this text.
F: Oh, that's easy. Just select the text and click on this icon here.
M: Ah. Thanks.

CONVERSATION 2 [F = Portuguese]
F: Dave, I'm going to need some help here.
M: No problem. What do you need?
F: I just want to see what's on the next page.
M: Oh, that's easy. Put your cursor on the scroll bar and scroll down.
F: Thanks a lot.

CONVERSATION 3
M: OK, Beth. I'm finished.
F: Great! Did you remember to save?
M: Yikes! I always forget! Thanks.
F: No problem.

CONVERSATION 4 [M = Eastern European]
F: Rick, can you help me out here?
M: Of course. What are you trying to do?
F: Well, I just want to open a new file.
M: OK. Just click on this icon here.
F: Oh, that's right.

CONVERSATION 5 [F = Japanese]
M: Uh-oh.
F: What's the matter?
M: I just selected some text and clicked on this icon. It's gone.
F: No problem. That was the *cut* command. You just need to click on the *paste* icon.
M: Ah, there it is. Thanks!

CONVERSATION 6
F: OK, I'm done.
M: So you're ready to print?
F: Uh-huh. What do I click on?
M: Right here.
F: Got it. Thanks.

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GRAMMAR

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Ask a student to read the first point and the example sentences in the Grammar box.
- Write on the board two additional examples:
  1. *I clicked on the tool bar to save a file.*
  2. *Press this key to print the document.*
- Ask *How else can you say each sentence?* (1. I clicked on the toolbar because I wanted to save a file. 2. Press this key if you want to print the document.) Make sure students understand the contrast: The clause which follows *because* and *if* must contain a subject and verb; the infinitive is followed by a noun.
- Have a student read the second point and the example sentences.
- Then ask individual students *Why are you taking this class?* Tell them to use a short answer with an infinitive. (Possible responses: To improve my English, to get a better job, to meet new people.)

Option: GRAMMAR BOOSTER (Teaching notes p. T135)

• **Inductive Grammar Charts**

A Find the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	

- When students have identified the sentence, write it on the board. (*I clicked on the tool bar to save a file.*)
- After students rewrite the sentence with *because*, ask pairs to write another sentence with an infinitive of purpose and then rewrite it with *because*.

B Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- For a warm-up, ask *Do you make to-do lists? Do you have a smart phone or a PDA (Personal Digital Assistant)? If you don't, how do you remember to do things?*
- To model the activity, ask two volunteers to read the sample question and answer in quotes. Then ask a volunteer to read the list of tasks on the smart phone. Have students work in pairs to ask and answer questions about the to-do list.
- When students have completed the task, ask a few pairs to share their answers.

C Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Tell students to work individually to complete each statement. After students complete the exercise, have them compare answers in pairs.
- Ask several students the questions below. Have students answer with short answers and infinitives of purpose.
  Why did you buy a new scanner?
  Why did you e-mail your friend?
  Why did you log on to the Internet?

Option: **[+5 minutes]** To expand the activity, dictate the questions above to your students. Be sure to repeat each question and to allow enough time for writing.

NOW YOU CAN Troubleshoot a problem

A Pair work

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Begin by asking students to read the computer problems and write a check mark next to the ones they've experienced. Ask *Which computer problems have you had?* Invite students to complete the last item with a different problem and share that problem with the class.

Don't stop! Extend the conversation. Encourage students to use the ideas in the box to continue their conversations. Refer students to the Conversation Model on page 100.

- Model the activity by role-playing the conversation with a more confident student. Play the role of Student A.
- Have pairs choose one or two computer problems for their role play. Refer them to the Vocabulary on page 100 as necessary. Remind students to change roles when they have finished.
- Move around the room and help students as needed.

• **Conversation Pair Work Cards**

B Change partners

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Assign new partners and have pairs role-play conversations using the other problems on the list. Encourage students to use appropriate facial expressions and body language.
- Move around the room and listen for correct intonation. Help students as needed.
- Have selected pairs role-play their conversations for the class. After each conversation, check comprehension. Ask *What is Student A's computer problem? What suggestion does Student B make?*

Option: **[+5 minutes]** As an alternative approach, tell students to write out their conversations on a separate sheet of paper. Encourage students to memorize their conversations and then perform them for the class from memory.

EXTRAS (optional)

- **Workbook: Exercises 6–9**
- **Copy & Go: Activity 33**

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GRAMMAR *The infinitive of purpose*

GRAMMAR BOOSTER ▸ p. 135
- *Expressing purpose with in order to*
- *Expressing purpose with for, common errors*

An infinitive can be used to express a purpose.

I scrolled down **to read** the text. (= because I wanted to read the text)
Put the cursor on the toolbar **to choose** a file. (= if you want to choose a file)

Answering a Why question with an infinitive of purpose is similar to answering with Because.

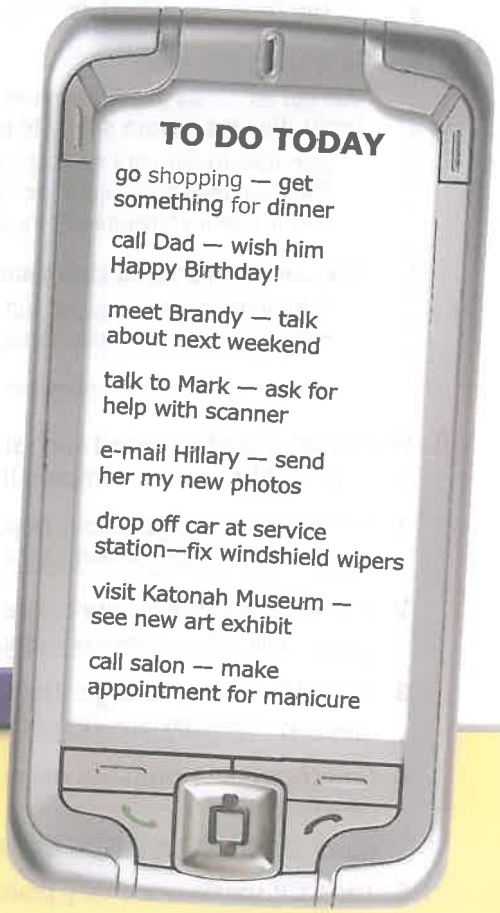
Why did you click on that icon? **To save** the file before I close it. (= Because I want to save it.)
Why did you highlight that word? **To select** it so I can copy it. (= Because I want to copy it.)

A Find the grammar Look at the Conversation Model on page 100. Find an infinitive of purpose. Restate the sentence, using because.

B Pair work Look at Cathy's to-do list. Ask and answer questions, using infinitives of purpose.

"Why is Cathy going to go shopping?"

"To get something for ..."



C Grammar practice Complete each sentence in your own way. Use infinitives of purpose.

1 Don't forget to click on the save icon *to save your document* .
2 You can click on the print icon ..... .
3 Put the cursor on the pull-down menu ..... .
4 I bought a new scanner ..... .
5 I e-mailed my friend ..... .
6 I connected to the Internet ..... .

NOW YOU CAN Troubleshoot a problem

A Pair work Change the Conversation Model to create a conversation in which you ask for help with a computer problem. Use the computer terms and commands vocabulary and an infinitive of purpose. Then change roles.

A: ....., could you take a look at this?
B: Sure. .....?
A: Well, I clicked on ..... to ..... and ..... .
B: Why don't you try .....? ..... .
A: ..... . I'll give that a try.

Computer problems
- The computer crashed.
- The screen froze.
- The printer won't print.
- The file won't open.
- The scanner didn't work.
- Nothing happened.
- (your own idea) ___

Don't stop!
Discuss other problems.
Offer other suggestions.

B Change partners Practice the conversation again with other problems.

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LESSON 2

GOAL Recommend a better deal

GRAMMAR Comparisons with as . . . as

To express similarity

Use as . . . as to indicate how two things are equal or the same. Use the adverb just for emphasis.

The new speakers are **as good as** the old ones.
The iFriend has **just as many new features as** the F40.

Use the adverbs almost or nearly to indicate that two things are very similar but not exactly the same.

The ZetaB has **almost as much memory as** the Panasox, but it's a lot cheaper.

To express difference

Use not as . . . as to indicate how two things are different. Use the adverb quite when the difference is very small. Use the adverb nearly to indicate that there's a big difference.

Our new printer **isn't as noisy as** the old one.
The G4 doesn't cost **quite as much as** the Z90.
And it doesn't have **nearly as many problems as** the Z90.

You can use shortened statements with as when the meaning is clear.

The old monitor was great. But the new one is **just as good**. (= as the old one)
Have you seen Carl's new laptop? Mine isn't **nearly as nice**. (= as his laptop)

GRAMMAR BOOSTER ▸ p. 136
- *As . . . as to compare adverbs*
- *Comparatives and superlatives: review*
- *Comparison with adverbs*

A Grammar practice Read each statement about a product. Write a sentence with as . . . as and the cue to compare the products.

1 The new Shine keyboard is popular. The one from Digitek is popular too.
(just) The new Shine keyboard is just as popular as the one from Digitek.

2 The XCue joystick is easy to use. The JRock joystick is also easy to use.
(just) The XCue joystick is just as easy to use as the JRock joystick.

3 The C50 monitor is large. The C30 monitor is a little larger than the C50.
(almost) The C50 monitor is almost as large as the C30 monitor.

4 Comtec's new laptop has many new features. Wyle's new laptop also has many new features.
(just) Comtec's new laptop has just as many new features as Wyle's new laptop.

5 The CCV speakers are very powerful. The Roaring Mouse speakers are much more powerful.
(not / nearly) The CCV speakers are not nearly as powerful as the R.M. speakers.

6 The Icon digital cameras cost less than US $300. The Sentinel digital cameras cost a little more than US $300.
(not / quite) The Icon digital cameras are not quite as expensive as the Sentinel digital cameras.

a joystick

B On a separate sheet of paper, write six statements comparing things you are familiar with. Use as . . . as.

In my opinion, the Mardino sports car isn't nearly as good as the Strega.

Ideas for comparisons
- cars
- electronic products
- stores
- restaurants
- (your own idea) ____

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GRAMMAR

Suggested teaching time:	12–18 minutes	Your actual teaching time:	

- Write on the board *My smart phone is as good as your laptop.* Ask *Is my smart phone better than your laptop?* (No, they're the same quality.)
- Review the first two points and their examples in the Grammar box. Ask:
  Which speakers are better—the new ones or the old ones? (They are equally good.)
  Which has more new features—the iFriend or the F40? (They have the same number of new features.)
  Emphasize that *as . . . as* is used to say that two things are equal or the same.
- Ask *What is the difference between the ZetaB and the Panasox?* (The ZetaB has a little less memory than the Panasox. The ZetaB is a lot cheaper than the Panasox.)
- Tell the class to think of pairs of sentences using *as . . . as* and *almost / nearly as . . . as*, comparing students' hair length, height, age, and other characteristics. For example, *My hair is as long as yours. I am almost as tall as you. But you're a little taller.*
- Review the last two points and examples in the Grammar box. Ask:
  Which printer is noisier: the old one or the new one? (The old one.) *Which is more expensive: the G4 or the Z90?* (The Z90.) *Is the Z90 a lot more expensive?* (No.) *Does the Z90 have many more problems than the G4?* (Yes.)
  Emphasize that *not as . . . as* is used to say that two things are different.
- To further illustrate the difference between *quite* and *nearly*, write these sentences on the board:
  1. *My computer isn't quite as fast as your computer.*
  2. *My computer isn't nearly as fast as your computer.*
  Ask:
  Which sentence says that your computer is only a little bit faster than mine? (1.) *Which sentence says that your computer is much faster than mine?* (2.)
  Which words mean that the difference between the computers is very small? (Not quite as . . . as.)
  Which words mean that there's a big difference between the computers? (Not nearly as . . . as.)
- Ask a volunteer to read the last point in the Grammar box. Ask the class to think of additional examples.

Language and culture

- *Just* and *quite* add emphasis to a comparison. *Just as . . . as* emphasizes the similarity in a comparison. *Not quite as . . . as* emphasizes that the difference is very small.
- Comparisons with *as . . . as* can focus on an adjective (as good as), an adverb (not cost quite as much as), or a noun (as many new features as . . .).
- In British English, *quite* usually means *not very*; the stress is on *quite*. For example, the sentence *He was quite good* means *He was not very good*. However, in American English, the stress falls on the adjective. *He was quite good* means *He was very good*.

FYI: Although adverbs often end in *-ly*, there are four adverbs that are the same as their adjective forms: *hard, fast, early,* and *late*. *Hardly* and *lately* are adverbs, but they have very different meanings from *hard* and *late*.

Option: GRAMMAR BOOSTER (Teaching notes p. T136)

• Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	7–12 minutes	Your actual teaching time:	

- Have pairs underline the point of comparison. (1. Is popular; 2. is easy to use; 3. is large; 4. has many new features; 5. are powerful; 6. cost.)
- Have students write the sentences individually.
- Review answers by asking students to write the sentences on the board. Discuss any difficulties.

Option: **[+5–10 minutes]** For a challenge, have partners create pairs of sentences about themselves. For example, *My cell phone has many games. Daniela's cell phone also has many games.* Then have students exchange sentences with another pair to determine if the sentences show similarity or difference. Write a new sentence using *as . . . as*; for example, *My cell phone has just as many games as Daniela's cell phone.*

B On a separate sheet of paper . . .

Suggested teaching time:	0 minutes	Your actual teaching time:	

- Read the list of ideas for comparisons. Write the list on the board. Ask *What can you compare in each category?* (Cars: speed, safety; Electronic products: cost; Stores: popularity, selection; Restaurants: good food, atmosphere, prices.)
- Tell students to suggest ideas for other things to compare. Write these on the board. Have students suggest examples of points of comparison.
- Encourage students to use various forms introduced in the Grammar box when writing their comparisons. For example, *Mel Air isn't quite as safe as Tempo. And the food on Mel Air isn't nearly as good as on Tempo. The service, however, is just as good.*

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PRONUNCIATION

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Ask students to read and listen to the sentences, paying attention to the stress in *as . . . as* phrases.
- Have students listen again and repeat in the pauses.
- Tell students to practice reading the sentences to a partner. Move around the room and listen for correct stress.

ActiveTeach Multimedia Disc • Pronunciation Activity

B Read the statements you wrote . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students practice stress with *as . . . as* by reading four of the sentences they wrote in Exercise B on page 102. Help them distribute stress appropriately.

CONVERSATION MODEL

A Listen to someone . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Express interest informally with "Oh, yeah?"
- Use "Everyone says . . ." to introduce a popular opinion.
- Say "Well, I've heard ___" to support a point of view.

- To prepare students, tell them to look at the picture. Ask *Do these two people know each other?* (Yes.) *Where do you think they are?* (At work.) *Why do you think so?* (There's a water cooler.)
- Play the audio while students read and listen. Check comprehension by asking:
  What are the people talking about? (Buying a new monitor.)
  What kind of monitor is the man thinking about getting? (A Macro.)
  According to the woman, which is better—a Panatel or a Macro? (Both are equally good.)
  According to the woman, which is more expensive—a Panatel or a Macro? (A Macro.)
- Allow students to read and listen again. Then ask:
  Which monitor does the woman recommend? (A Panatel.)
  Why does she recommend this brand? (It's as good as a Macro and it's cheaper.)
  Will the man buy a Panatel? (Maybe. He'll check it out first.)

Language and culture
- In this instance, *everyone* means a lot of people, not necessarily every single person. This type of exaggeration is common in informal English.
- *I'll check it out* means I'll investigate and get more information about it.

LCN From the Longman Corpus: *Yeah* is a commonly used way of saying *yes* or *I agree* in informal spoken English. *Oh, yeah?* can mean *Really?*

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Oh, yeah?* and *Really?*
  - use falling intonation for *What kind?*
  - stress *good* in *as good as.*

NOW YOU CAN Recommend a better deal

A Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Ask students to skim the two lists of electronic products from the magazines.

Don't stop! Extend the conversation. Encourage students to use all of the language in the Recycle box. Tell them to ask about other features of the products to continue the conversation. Have them place a check mark next to the language in the Recycle box as they use it.

- Be sure to reinforce the use of the conversation strategies. For example, make sure students show interest by using rising intonation and appropriate facial expressions with *Oh, yeah?* and *Really?*
- Refer students to the Conversation Model to review recommending a better deal. Point out the use of *as . . . as.*
- Model the activity by role-playing the conversation with a more confident student.
- As pairs practice their conversations, move around the room and help students as needed. Encourage them to use their own ideas to keep the conversation going.
- Remind students to change roles once they have finished.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards • Learning Strategies

B Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students find new partners and role-play conversations about other products and features.
- After pairs practice their role plays, invite pairs to present their conversations to the class. After each conversation, check comprehension. Ask *What does Student A want to buy? What does Student B recommend? Why?*

EXTRAS (optional)

- Workbook: Exercises 10–12
- Copy & Go: Activity 34

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PRONUNCIATION *Stress in as … as phrases*

5:09

A Read and listen. Then listen again and repeat.

1 The new printer is as slow as the old one.

2 My old smart phone is just as small as the new one.

3 The X12 mouse isn't nearly as nice as the X30.

4 My keyboard didn't cost quite as much as the Z6.

B Read the statements you wrote in Exercise B on page 102 aloud, paying attention to stress.

CONVERSATION MODEL

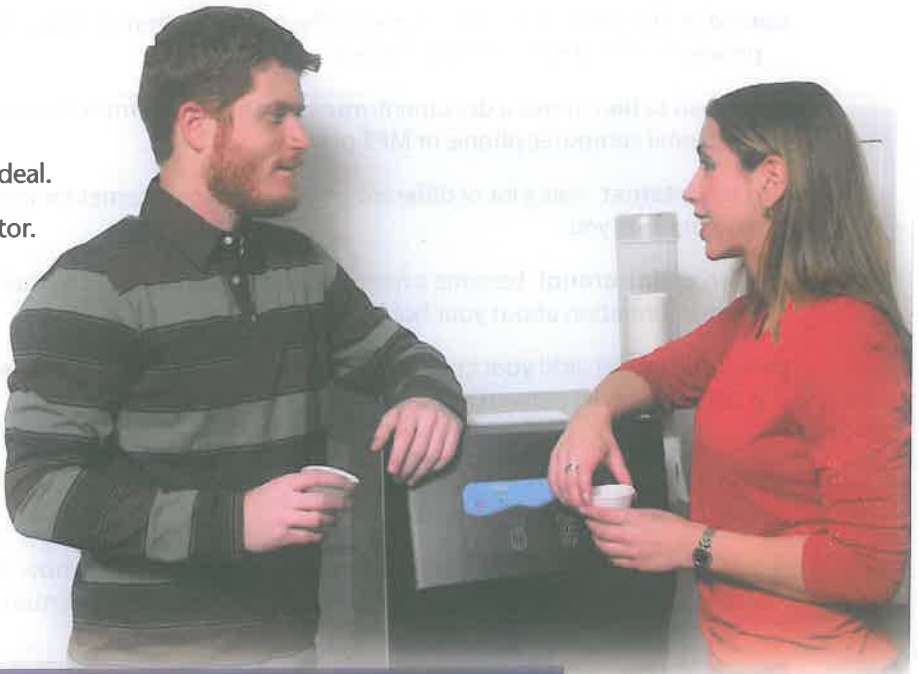
5:10

A Listen to someone recommend a better deal.

A: I'm thinking about getting a new monitor.
B: Oh, yeah? What kind?
A: Everyone says I should get a Macro.
B: Well, I've heard that the Panatel is as good as the Macro, but it costs a lot less.
A: Really? I'll check it out.

5:11

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Recommend a better deal

A **Pair work** Change the Conversation Model, using the magazine ratings to compare and recommend products. Use as … as. Then change roles.

A: I'm thinking about getting a new ..... .
B: ..... ? What kind?
A: Everyone says I should get ..... .
B: Well, I've heard that ..... .
A: Really? ..... .

Don't stop! Ask about other features.

Be sure to recycle this language.

Which …

is more popular?	is newer?
is easier / harder to use?	is quieter / noisier?
is lighter / heavier?	is slower / faster?
is larger / smaller?	has more features?
is less / more expensive?	looks nicer?
costs less / more?	got better reviews?

BUYER'S FRIEND *Magazine*

Our recommendations!

☐ eMax Optical Mouse	very good	US $25
☐ eMax X15 Keyboard	very comfortable	US $30
☐ eMax Y80 Web Camera	easy to use	US $260
☐ eMax Z40 Monitor	15 inches / 38 centimeters	US $250

The Electronics GUIDE YOUR BEST BUYS!

Klick Optical Mouse	very good	US $20
Klick P40 Keyboard	very comfortable	US $25
Klick Ultra Web Camera	easy to use	US $220
Klick P20 Monitor	19 inches / 48.3 centimeters	US $250

B **Change partners** Now practice the conversation again, using other products and features.

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LESSON 3

GOAL Describe how you use computers

BEFORE YOU LISTEN

5:12 **Vocabulary** • ***Internet activities*** Read and listen. Then listen again and repeat.

attach (a file) place a document or photo into an e-mail

upload (a file) move a document, music file, or picture from a personal computer, phone, or MP3 player onto the Internet

download (a file) move a document, music file, or picture from the Internet onto a personal computer, phone, or MP3 player

surf the Internet visit a lot of different websites on the Internet for information that interests you

join (an online group) become a member of an Internet group to meet friends and share information about your hobbies and interests

post (a message) add your comments to an online discussion on a message board, a blog, or a social networking site

LISTENING COMPREHENSION

5:13 **A Listen for the main idea** Listen to people describing how they use the Internet. Write a check in the box next to the person who seems to enjoy the Internet the least. Explain your answer.

☐ 1 George Thomas

☐ 2 Sonia Castro

☑ 3 Robert Kuan

☐ 4 Nadia Montasser

5:14 **B Listen for details** Listen again and check the activities each person does.

	George Thomas	Sonia Castro	Robert Kuan	Nadia Montasser
buys products	☐	☐	☐	☑
downloads music	☐	☐	☐	☑
keeps up with the news	☑	☐	☐	☐
participates in online groups	☑	☑	☐	☐
plays online games	☐	☐	☐	☐
sends instant messages	☑	☐	☐	☐
surfs the Internet	☑	☐	☐	☐
uploads photos	☐	☑	☐	☐
uses a computer at work	☑	☐	☑	☐

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BEFORE YOU LISTEN

A Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Before students read and listen, tell them to skim the Internet activities in boldface type.
- Have students listen and repeat. Then ask *Which of these things do you do once a month? Once a week? Every day?*
- Have students listen and practice again with their books closed.

Option: **[+3–7 minutes]** For additional practice with the Vocabulary, have students form teams and play a game. Read the definitions but not the words. Teams compete to be the first to raise their hands and give the correct matching words. Each student can answer only once until all of the team members have answered. The team with the most correct answers is the winner. To challenge students, replay the game in reverse. Read the words and ask students to supply the correct definitions.

ActiveTeach Multimedia Disc
- Vocabulary Flash Cards
- Learning Strategies

LISTENING COMPREHENSION

A Listen for the main idea

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- For a warm-up, ask the class *Who enjoys spending time on the Internet? Who does not?* Have students make a statement comparing the numbers of students who answered *Yes* and *No*.
- Tell students they will listen to four people describe how they use the Internet.
- Play the audio once and review the answer with the class.
- Ask *Is anyone here like Robert Kuan?*

AUDIOSCRIPT

1 George Thomas
M: I think I probably spend at least ten hours a day online. I know that's hard to believe, but . . . I'm pretty much what you'd call a computer addict . . . no doubt about it. I'm always surfing the Internet to see what's new. I'm a news junkie, so I visit CNN.com several times a day to see what's in the news. And I belong to a bunch of online groups. There are usually new messages posted every day, but I'm not that interested in responding. I just like to read. My friend Nick usually sends me instant messages throughout the day, so of course I have to respond to those . . . I end up fooling around most of the day . . . a lot more than I'm working, I'm afraid. It's a good thing no one knows . . . well, OK, you know.

2 Sonia Castro [F = Spanish]
F: I joined Facebook a few months ago, and I'm, like, totally into it now. People are constantly inviting me to be their friend, so I've got more than a hundred friends on my Facebook page now. I check it a lot each day to see what's new . . . and there always is something new. And I love that you can upload into the photo section. I've been wasting a lot of time scanning tons of photos . . . photos of my family, photos of my friends, photos of my cat . . . I used to spend a lot of time surfing the Net, but now I spend most of my time on Facebook.

3 Robert Kuan [M = Chinese]
M: I really don't have a lot of time for fooling around on the Internet. I'm the kind of guy who sends a few e-mails to his friends and family once in a while . . . and when I need to use the Internet, I'm in and I'm out. I don't like surfing around . . . to me it's just a total waste of time. Mainly, I just use my computer for work. There are a few programs I have to use . . . you know, Word, Excel . . . And of course people in the office communicate a lot more by e-mail than they do in person . . . or even by phone.

4 Nadia Montasser [F = Arabic]
F: I find the Internet really convenient. When you want to buy something, you can do some quick research and find out which product is the most popular or if there are any problems with it. There are a lot of things I used to do by mail or in person, but now I just do them online. I generally buy most of my music online now—it's easy to pay online and download the files onto my MP3 player. And there are a lot of things you can buy at a lower price if you do a little research. You can compare prices really easily.

B Listen for details

Suggested teaching time:	8–11 minutes	Your actual teaching time:	

- Before students listen for details, ask them to read the computer activities on the chart and circle the ones they do. Invite students to share what they circled with the class.
- Tell students to listen once without checking the activities. Then have them listen again and complete the exercise.
- Have students compare answers in pairs. Then have pairs compare the activities they circled with the activities of the four people from the listening. Ask *Which person do you share the most computer activities with? What do you spend the most time doing on the computer?*

Option: **[+5 minutes]** Write on the board *Do you think social sites like Facebook are safe places to keep in touch with friends? Why?* Have groups discuss the questions and give examples to support their opinions. Bring the class together and have groups share their opinions.

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NOW YOU CAN Describe how you use computers

A Frame your ideas

Suggested teaching time:	12–17 minutes	Your actual teaching time:	

- Have students complete the surveys individually while you move around the room and help as needed.
- To review, refer students to the Vocabulary on page 104.
- After students complete the surveys, have them compare answers in pairs.
- Review responses with the class. Ask several students *What other things do you use a computer for? Can you imagine your life without a computer? Can you imagine your life without the Internet?*

Language and culture

- The word *way* is used informally to add emphasis. For example, *way too much time.*

B Group work

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

- Review the information in the chart with the class. Remind students that *avoid* means *keep away from.*
- Ask pairs to form questions from the information and select students to write the questions on the board. (1. Are you a computer expert? 2. Are you a computer addict? 3. Are you afraid of computers? 4. Do you use the Internet to meet people? 5. Do you use the Internet to avoid people?)
- Then have students move around the room to complete the exercise by asking their classmates the questions. Encourage them to ask follow-up questions to get more information.

C Discussion

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Draw a chart on the board like the one below.

Computer experts	Computer addicts	Afraid of computers	Use Internet to meet people	Use Internet to avoid people

- To model the activity, ask a volunteer to read the sample answer in quotes. Ask individual students to tell the class about someone they spoke to. Write students' names in the chart. Invite the person being talked about to tell the class more by answering the question that applies to him or her. For example, ask:
  1. *Why do you call yourself a computer expert? How much do you know about computers?* (Possible response: I can fix any computer problem.)
  2. *Why do you call yourself a computer addict? How many hours a day do you spend on the computer?* (Possible response: I spend twelve hours a day on the computer.)
  3. *Why are you afraid of computers? What happened?* (Possible response: I don't know anything about machines.)
  4. *How do you use the Internet to meet people? Where do you go to meet people face to face?* (Possible response: I use social sites. I meet people through friends.)
  5. *How do you use the Internet to avoid people?* (Possible response: I never go anywhere. I do all my shopping online.)

Option: **[+10 minutes]** To extend the activity, write this situation on the board: *Imagine that your computer has broken down, and you have no computer or Internet access for a week. How does this affect your life?* Have groups discuss their week without computers. Bring the class together and ask students to share. As a challenge, follow up the discussion by having students write two to three paragraphs describing the week without computers. For more advanced groups, have students write without discussing.

• Graphic Organizers

EXTRAS (optional)

- Workbook: Exercises 13–14
- Copy & Go: Activity 35

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NOW YOU CAN Describe how you use computers

A Frame your ideas Complete the survey about your own computer use.

Computer User Survey

1. I use a computer ...

☐ for work ☐ for study ☐ for fun ☐ I never use a computer.

2. I usually spend ___ hours a week on a computer.

☐ 0 – 10 ☐ 11 – 20 ☐ 21 – 30
☐ 31 – 40 ☐ 41 – 50 ☐ over 50

3. I use the computer ...

☐ to surf the Internet ☐ to send instant messages ☐ to download music
☐ to download pictures ☐ to keep in touch with people ☐ to download videos
☐ to design websites ☐ to send e-mail ☐ to write reports
☐ to write stories ☐ to watch movies ☐ to play games
☐ to create art ☐ to look at my bank accounts ☐ to pay bills
☐ to shop for things ☐ to sell things ☐ to read the news
☐ to take classes ☐ to practice English ☐ to just fool around
☐ other:_____

4. Check the statements that are true about you.

☐ I'm actually a little afraid of computers. I never use them.
☐ I don't spend nearly as much time on a computer as most people.
☐ I spend just as much time on a computer as most people.
☐ Compared to most people, I spend WAY too much time on a computer.
☐ You could say I'm a computer addict.
☐ People consider me to be a computer expert. They come to me for help.

B Group work Walk around your classroom and ask your classmates about their computer use. Ask questions to get more information and take notes.

Ideas for questions
Why... When...
Where... How...

Find someone who...	Name	Notes
is a computer expert.		
is a computer addict.		
is afraid of computers.		
uses the Internet to meet people.		
uses the Internet to avoid people.		

C Discussion Tell your class what you found out about your classmates and how they use computers.

> "May spends a lot of time on her computer. She uses it to meet new people and keep in touch with friends. But she doesn't use her computer as much as Paul does. He ..."

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LESSON 4

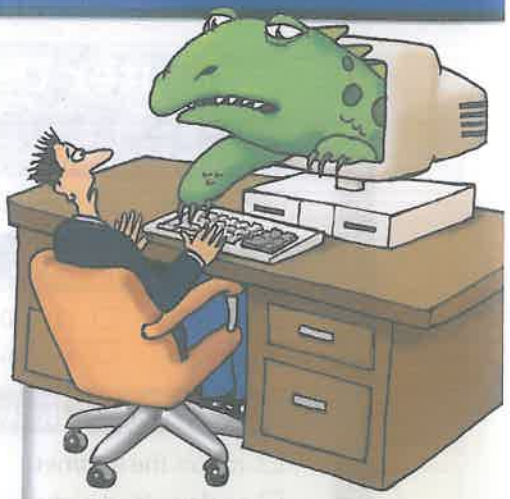
GOAL Discuss the impact of the Internet

BEFORE YOU READ

Warm-up What kinds of problems have you had with the Internet? What kinds of Internet problems have you heard about on the news?

READING

5:15



Hackers Steal 40 Million Credit Card Numbers

Eleven hackers around the world were accused of stealing more than 40 million credit card numbers on the Internet. They included three people from the U.S. who are accused of hacking into the wireless networks of popular online stores.

Once inside these networks, they installed "sniffer" programs that search for customers' credit card numbers, passwords, and personal information. Credit card numbers were then sold on the Internet, allowing criminals to withdraw thousands of dollars at a time from ATMs.

Cyberbullying Leads to Teenager's Death

Ryan Halligan, age 13, was a gentle and sensitive boy that had speech and physical difficulties in his early school years.
Over time, a group of students at school began to bully him daily-criticizing his learning disorder and telling him what a bad person he was. According to his father, he spent so much time on instant messaging websites.
He didn't tell his parents that his classmates were cyberbullying him and called him a "loser" in their communications.
He told one of his friends online that he was thinking about suicide. A short time later, Ryan committed suicide by hanging himself in the bathroom.
After his death, Ryan's father discovered all the messages exchanged between Ryan and his classmates. The police couldn't do anything because there was no law against such crimes. But he decided to let the whole world know about Ryan's story.

Computer Virus Attacks Get Worse

"We're losing the battle against computer viruses," says David Farber, professor of computer science at Carnegie Mellon University. These viruses, which can enter computer systems through junk e-mail, have reached epidemic proportions, slowing down and sometimes shutting down computers in both large and small companies. In one year alone, they were reported to have caused $13 billion in damage.

Companies have been trying for years to protect themselves with anti-virus programs, but criminals are creating newer, improved viruses faster than these programs can keep up.

Information sources: disinfo.com, en.wikipedia.org, businessweek.com

A Understand from context Use the context of the articles to help you to complete each definition.

c 1 A hacker is . . .	a	a software program that causes problems in computers.
a 2 A computer virus is . . .	b	a software program that tries to stop the spread of viruses.
f 3 A criminal is . . .	c	a person who enters computer systems without an invitation.
e 4 Junk e-mail is . . .	d	a person who sends cruel and negative messages to another person online.
b 5 An anti-virus program is . . .	e	an unwanted message that tries to sell you something.
d 6 A cyberbully is . . .	f	a person who breaks the law; for example, by stealing money.

B Relate to personal experience What news stories have you heard about the Internet? Do you ever worry about using the Internet? Why or why not?

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

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BEFORE YOU READ

Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After pairs discuss the questions, ask students to share their answers with the class. Write student responses on the board in two columns:

Problems students have had	*Problems students have heard about*

- Discuss ways to resolve these problems with the class.

ActiveTeach Multimedia Disc • Learning Strategies

READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Before students read, have volunteers read the titles of the articles. Ask *What problems will these articles talk about?* (Hackers, computer viruses, and cyberbullying.) If necessary, explain *cyberbullying* by dividing the word into its parts: *cyber* refers to messages and information on the Internet; *to bully* means to scare someone by showing power or threatening violence. Write the problems on the board.
- Tell students to keep their books closed and work in pairs to discuss what they know about these problems. Then have students open their books and read the articles.
- Check comprehension by asking *What are "sniffer" programs?* (Programs that search for customers' credit card numbers, passwords, and personal information.) *How can viruses enter computer systems?* (Through junk e-mail.) *Who was cyberbullying Ryan?* (A group of students at school.)
- As a class, discuss which problem students think is the most serious. Have students keep their books open so they can refer to specific information in the articles.

Option: [+5 minutes] To challenge students, have them close their books and listen to the audio of each article before reading. After each article, ask students what they remember about it. When students have finished, have them open their books and check their ideas in the Reading.

Option: [+5–10 minutes] To extend the activity, have students discuss the following questions in groups: *Has your computer ever had a virus? If yes, what happened?*

Option: [+10 minutes] As an alternative approach, do a jigsaw reading. Divide the class into four groups. Assign each group one article and have them summarize the problem and discuss ways to prevent it. When they've finished, have each group give a short presentation to the class, including a summary of the article and suggestions for handling the problem.

Option: [+15 minutes] For a challenge, have students write a "letter to the editor" to respond to one of the three articles. Tell students to give advice on what people can do to avoid the problems discussed. Have students exchange letters and give each other feedback.

ActiveTeach Multimedia Disc • Extra Reading Comprehension Questions

A Understand from context

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Begin by having students match each of the terms in the exercise to the article in which it appeared. (First article: hacker, criminal; second article: computer virus, junk e-mail, anti-virus program; third article: cyberbully.)
- Encourage students to try to complete the exercise without looking back at the articles. If necessary, tell them to look up any words they didn't know.
- Have students compare answers in pairs.

ActiveTeach Multimedia Disc • Vocabulary Flash Cards

B Relate to personal experience

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Divide the class into small groups to discuss the questions. Assign one student in each group the role of recorder.
- After groups discuss the questions, have each recorder share the group's conclusions with the class.
- To follow up, ask:
  Do you post pictures or videos on the Internet?
  Do you belong to any social networks?
  Why do you think some people might be uncomfortable on the Internet?

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NOW YOU CAN Discuss the impact of the Internet

A Notepadding

Suggested teaching time:	8–11 minutes	Your actual teaching time:	

- Have students close their books. Write on the board *The Internet has changed the way people . . .* Invite students to share some ideas to complete the sentence. (Possible responses: Communicate, find information, pay bills, relax, shop.)
- Have students open their books and read aloud the four statements about how the Internet has impacted people's lives. Ask students to suggest examples for the first statement. (Possible responses: Good changes: You can find information about almost anything very quickly simply by typing a few words into a search engine online. Bad changes: The information people find isn't always reliable or true.)
- As students work in pairs to discuss and list ideas, encourage them to think of more than one example of a good and bad impact for each statement.
- If necessary, refer students to the articles on page 106 for additional problems.

B Discussion

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

Text-mining: Focus students' attention on the box. Tell students to scan the articles on page 106 and underline useful language. Then write students' examples on the board for them to refer to during the discussion.

- Divide the class into groups, making sure that the pairs from the previous activity are not in the same group.
- As students compare notes, encourage them to write on their notepads any additional items that they hear about or think of.
- Bring the class together and draw the chart below on the board. Note that the answers in parentheses in this chart are merely possible responses. As you review answers with the class, complete the chart with students' responses. Then add up the answers in each column.

Benefits	Problems
(Banking online saves trips to the bank.)	(Your private information can be stolen.)
(Social networks allow you to reconnect with old friends.)	(You have to be careful what you write because other people can read things you post.)

• Graphic Organizers

EXTRAS (optional)

- Workbook: Exercises 15–18
- Copy & Go: Activity 36

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NOW YOU CAN Discuss the impact of the Internet

A Notepadding With a partner, discuss each statement. Write at least one good change and one bad change for each.

1 **The Internet has** changed **the way people find information.**

Good changes:

Bad changes:

2 **The Internet has changed the way people work in offices.**

Good changes:

Bad changes:

3 **The Internet has** changed **the way people shop.**

Good changes:

Bad changes:

4 **The Internet has changed** the **way people communicate.**

Good changes:

Bad changes:

B Discussion Do you think that computers and the Internet have brought more benefits or more problems? Support your opinions with examples.

Text mining (optional)
Underline language in the Reading on page 106 to use in the Discussion. For example: "We're losing the battle against ____."

"In my opinion, there are more benefits than problems. The Internet has really changed the way we do things ..."

"I think the Internet is good, but there are really too many problems. First of all, ..."

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Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciatic

5:16

A **Listening comprehension** Listen to the conversations. Check the box if the person recommends the product. Then listen again and infer how to complete each statement.

Recommended?
☐ the C40 computer
☑ the Hip web camera
☐ the new Mundite CD drive
☐ the Play Zone 3 game

1 The C40's monitor is ..... the X8's.
(a) the same size as b larger than c smaller than

2 The Hip web camera is ..... the Pentac web camera.
a the same price as (b) cheaper than c more expensive than

3 Mundite's new CD drive is ..... Mundite's old CD drive.
a the same as b faster than (c) slower than

4 Play Zone 3 is ..... Play Zones 1 and 2.
a the same as (b) less fun than c more fun than

B Answer each question in your own words, using infinitives of purpose.

1 Why do people join social networking sites? .....
2 Why do people send instant messages? .....
3 Why do people surf the Internet? .....
4 Why do people shop online? .....
5 Why are you studying English? .....

C Complete each statement.

1 If you want to print a document, click on the print icon on the ....tool bar.... .
2 To read more text on your screen, use the scroll ....bar.... to scroll down.
3 Click on File on the toolbar so you can see the ....pull-down.... menu.
4 When you're finished working on a document, don't forget to ....save.... it before you close the file.

5:17/5:18
Top Notch Pop
"Life in Cyberspace"

D Unscramble the letters of the words in the box to complete each sentence.

chatated	clorls	doalwond	esmou	rekcha	rusvi

1 Last year, a ....hacker.... got into the company's computer systems and stole important information.
2 Use the ....mouse.... to click on a file and open it.
3 It isn't difficult to ....download.... songs from the Internet.
4 Use the ....scroll.... bar to see more text on the screen.
5 Her computer isn't working now because she downloaded a ....virus.... from a piece of junk e-mail.
6 I ....attached.... the photos to the e-mail I sent this morning.

E **Writing** On a separate sheet of paper, write two paragraphs about the benefits and the problems of the Internet. Use your notepads from page 107.

WRITING BOOSTER ▸ p. 147
• *Organizing ideas*
• *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time:	6–10 minutes	Your actual teaching time:	

- Tell students to listen to the conversations with their books closed. After each conversation, ask *What are the people talking about?* (1. Monitors; 2. web cameras; 3. CD drives; 4. computer games.)
- Have students listen to the conversations again with their books open and complete the exercise. Tell them to listen carefully to the *as . . . as* comparisons. Remind students that the adverb *just* emphasizes similarity. The adverb *almost* indicates that two things are similar but not exactly the same. Negatives with *not as . . . as* suggest difference.
- Allow students to listen again to check their answers.
- Review answers with the class. If necessary, write on the board any lines from the conversations that students had trouble with.

AUDIOSCRIPT

CONVERSATION 1 [F = Spanish]
F: You know, I was planning to buy a new C40 computer, but I changed my mind.
M: Why? the C40 is a good model.
F: I know, but I've heard that the X8 computer comes with a better monitor.
M: Really? The C40 monitor is just as large as the one that comes with the X8. They're both 21 inches.
F: True. But the X8 monitor has a brighter screen.

CONVERSATION 2 [M = Japanese]
M: I'm thinking of getting the Hip Web Camera. What do you think?
F: Well, I've heard the Hip isn't quite as expensive as the Pentac Web Camera, but it's just as good.
M: Really? Are you sure?
F: That's what I've heard. Check it out for yourself.

CONVERSATION 3
F: Didn't you get a new Mundite CD drive?
M: Yeah. I replaced my old one.
F: Are you satisfied?
M: Well, to tell the truth, Mundite's new CD drive is not as fast as the old one.
F: Really!

CONVERSATION 4
M: I'm thinking of getting the new Play Zone 3 computer game for my kids. Is it any good?
F: My son really likes it. Actually, so do I! I think it's almost as much fun as Play Zone 1 and 2.
M: Almost as much fun? That doesn't sound so good.

B Answer each question in your own words . . .

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- After students answer the questions, have them compare answers in pairs.
- Ask several students the last question and compare their responses.

C Complete each statement.

Suggested teaching time:	2 minutes	Your actual teaching time:	

- If students have difficulty completing the sentences, refer them to the Vocabulary on page 100. To support weaker students, write on the board *save, bar, icon, pull-down.*
- After students complete each statement, have them compare answers in pairs.

D Unscramble the letters of the words . . .

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Give pairs a few minutes to unscramble any words that they can. Then have them look at the sentences for context and unscramble any remaining words. Move around the room and help students as needed.
- Review answers with the class.

E Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Ask students to look at their notes on page 107 and organize their ideas. Tell students that they can organize their ideas as they wish. For example, they can focus on one topic like communication on the Internet and discuss benefits and problems. Or they can just focus on benefits or just problems of the Internet.
- Move around the room and help students organize their ideas. Encourage them to use the infinitive of purpose and comparisons with *as . . . as* in their writing.
- After students complete the writing assignment, tell them to check their papers. Ask *Are your comparisons clear? Are the spelling and punctuation correct?*
- Then have students exchange papers with a partner. Tell them to ask questions if something is not clear.

Option: WRITING BOOSTER (Teaching notes p. T147)

- Writing Process Worksheets

LESSON PLAN

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ORAL REVIEW

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

Contest

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Ask students to write down all the computer parts and activities they can remember. The student with the most words wins the contest.

Possible responses . . .

Uploading, downloading, troubleshooting, scanning, printing, computer, monitor, keyboard, mouse, touchpad, printer, laptop, scanner.

Pair work 1

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Tell students to look at the photo of the man and the woman and suggest possible conversations. Encourage students to use details from the picture. Have them look at the Vocabulary on pages 98 and 100 for ideas.

Possible responses . . .

A: Could you take a look at this? I think I lost my essay. **B:** What happened? **A:** I selected the text and now it's gone. **B:** Click on the paste icon. **A:** Ah, here it is. Thanks. **B:** Make sure you save it now. **A:** Uh-huh. I'll print it, too.

Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the photo of the two men. Ask *What's the man on the left holding? What's on the computer screen?* Suggest possible conversations. To review, refer students to the Conversation Model on page 103.

Possible responses . . .

A: I'm thinking about getting a new printer. **B:** Did you see the sale on computer appliances at Computerland? **A:** Yes, I'm looking at their ad in the newspaper now. Is that their website? **B:** Yes. You should get an Amplex. **A:** Really? I heard it's not as good as the Zimtel. **B:** The Amplex is just as good and not as expensive. **A:** Thanks. I'll check that out.

Pair work 3

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students look at the photos of the two women on the phone and suggest possible conversations. Refer students to the Conversation Model on page 100 for ideas.

Possible responses . . .

A: Hi, Mona, am I interrupting you? **B:** No, Sue. I'm just downloading music and scanning some photos. **A:** That's cool. How are the photos? **B:** They're great. They look just as good as a professional print. I'll send you one. **A:** Yes, please do. You know I only use my computer for e-mail, but I'm thinking about buying a digital camera so I can send photos by e-mail. **B:** Oh, yeah? What kind? **A:** Well, the thing is, I don't know much about them, so I'm not sure what kind to get. **B:** Why don't you go online and visit some camera store websites to get some ideas? **A:** Great idea. I'll give that a try.

Option: Oral Progress Assessment

- Use the photos on page 109. Encourage students to use the vocabulary, grammar, rhythm, and intonation practiced in this unit.
- Point to the different items in the photos and ask students what they are. (Possible responses: Computer, keyboard, mouse, monitor, laptop, printer, mobile phone.)
- Ask information questions:
  Why do you think the man in the first picture looks worried?
  What is the woman in the first picture doing?
  What are the people in the middle picture doing?
  Why are the women in the bottom pictures talking on the phone?
- Ask a student to role-play a conversation about the first picture with you. Play the role of the woman, and have the student play the role of the man.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

• Oral Progress Assessment Charts

Option: *Top Notch* Project

Have students prepare summaries of articles about computer benefits or problems.

Idea: Bring articles about computers to class or help students look up articles on the Internet.

- Ask students to read and summarize the articles. Tell them to make sure the summary clearly describes the benefit or problem.

EXTRAS (optional)

- Complete **Assessment Package**
- Weblinks **for Teachers:** pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:

Just for Fun
Top Notch Pop Song Activities
Top Notch TV Video Program and Activity Worksheets
Supplementary Pronunciation Lessons
Audioscripts
Unit Study Guides

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ORAL REVIEW

Contest Look at the photos for one minute. Then close your books. Who can name all the computer parts and activities in the photos? For example:

There's a printer and ... OR
He's trying to print photos ...

Pair work

1 Create a conversation for the man and the woman. They are troubleshooting a problem. Start like this:

Could you take a look at this?

2 Create a conversation for the two men. One is asking for a product recommendation. Start like this:

I'm thinking about getting a new ...

3 Create a conversation for the two women on the phone. One is asking the other about what she is doing on the computer. Start like this:

Am I interrupting you?

NOW I CAN...

- ☐ Troubleshoot a problem.
- ☐ Recommend a better deal.
- ☐ Describe how I use computers.
- ☐ Discuss the impact of the Internet.

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UNIT 10

Ethics and Values

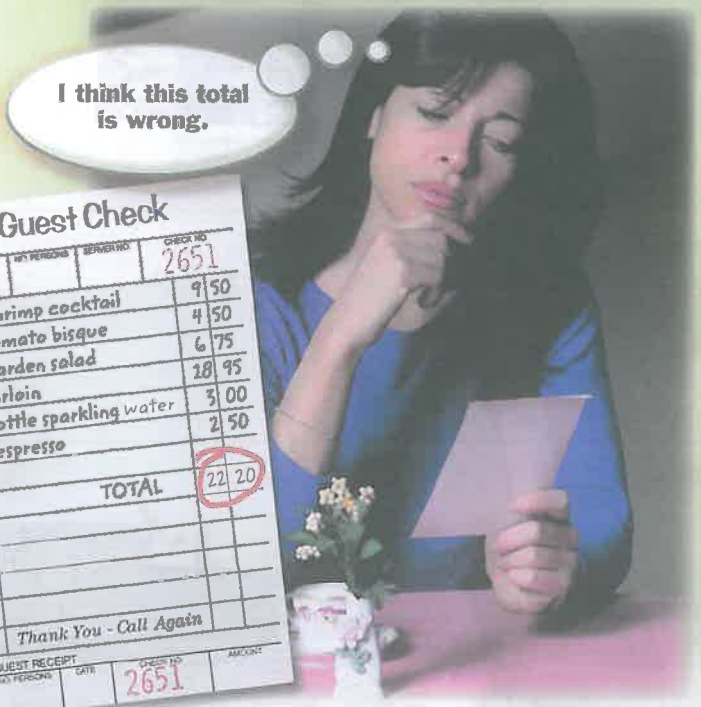
Preview

GOALS After Unit 10, you will be ab

1. Discuss ethical choices.
2. Return someone else's property.
3. Express personal values.
4. Discuss acts of kindness and honesty.

MORAL DILEMMAS

What should they do?



A Group work Have you ever been faced with a moral dilemma similar to the ones in the pictures? Tell your classmates what happened.

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UNIT 10

Ethics and Values

Preview

Before Exercise A, give students a few minutes of silent time to examine the dilemmas.

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Write on the board *moral dilemma*. Explain that a *dilemma* is a problem. When we must make a difficult choice, we say that we are *faced with* a problem or dilemma. Ask students to infer the meaning of moral dilemma from the context. Ask *What moral dilemma is each person facing?* (Whether to take the box with the cheaper price; what to do with the watch someone forgot; whether to say something about the wrong total; whether to keep two windbreakers even though only one was ordered.)
- Model the activity by asking the class about the first photo. Ask *What do you think he should do?*
- Have students work in pairs and discuss what the people should do in the three other situations.
- If necessary, explain these items on the guest check: *Shrimp cocktail* is a small dish of cold, cooked shrimp and a sauce eaten at the beginning of the meal; *tomato bisque* is a thick, creamy tomato soup; *sirloin* is a steak; *sparkling water* is a carbonated spring or mineral water.
- Ask the class:
  What's the correct total on the guest check? ($45.20.)
  Who do you think will have to pay the balance if the customer doesn't correct the mistake? (Possibly the waiter / server.)
  What do you think will happen to the windbreaker company if the man keeps two windbreakers? (Probably nothing.)
  Will the man have to pay to mail the second windbreaker back?
  Do you think that makes it OK to keep two windbreakers?
- Ask individual students for their opinion on what the people should do.

Language and culture

- *Uh-oh* is an informal exclamation that indicates that someone has made a mistake. It has a rising then falling intonation.
- In British English, the list you are given in a restaurant that shows what you must pay is called the *bill*. In American English it is called the *check*.

A Group work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	

- Divide the class into small groups to discuss the question. If any students don't feel comfortable discussing their own moral dilemmas, ask them to talk about those of people they know or moral dilemmas from TV shows.
- Review responses with the class. Then ask the class *Were you surprised by some of your classmates' moral dilemmas? Were you surprised by their actions?*

Option: **[+10 minutes]** To extend the activity, dictate the questions below to students or write them on the board. Then have students ask and answer the questions in pairs. Encourage them to elaborate on their answers with details.

How honest are you?

1. *Have you ever driven faster than the speed limit?*
2. *Have you ever traveled on a bus or train without paying the fare?*
3. *Have you ever charged your phone or MP3 player at work or school?*
4. *Have you ever copied someone's answers on a test?*

LESSON PLAN

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B Photo story

Suggested teaching time:	12–16 minutes	Your actual teaching time:	

- To prepare students for the activity, have them look at the photos. Ask:
  Where are the two people? (In a department store.)
  What is the man holding in the first photo? (A broken plate.)
  What do you think the man with the plate is saying in the second photo?
  What do you think his friend is saying in the last photo?
- Tell students to close their books and listen to the conversation.
- To check comprehension, ask:
  How did the plate break? (It broke when he picked it up.)
  Is the dish expensive? (Yes.)
  What does the man's friend want to do? (Put the plate back on the shelf and leave.)
- Have students open their books. Play the audio again as students read and listen to the conversation.
- Ask pairs to study the pictures and then read the conversation again. As students work, write on the board *Are you more like Matt or Noah?* Call on students to answer the question.
- Ask students *What do you think will happen next?*

C Focus on language

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- Tell students to read the five underlined phrases in the Photo Story and think about their meanings.
- Ask volunteers to read aloud the sentences in Exercise C. Then tell students to complete the exercise.
- To support weaker students, suggest that they scan all the underlined phrases in the Photo Story until they find one with the same meaning. Then tell them to cross it out to indicate that it has been used.
- Have students compare answers in pairs. Move around the room and help students as needed.
- Review answers with the class.

D Think and explain

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Tell students to scan the Photo Story and underline parts of the conversation that answer the questions. Have them write the number of the question next to the text that supports it.
- Ask volunteers to answer the questions. Make sure students support their answers with quotations from the story.

E Class survey

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Before students complete the survey, ask volunteers to read the questions aloud. Then ask for a show of hands and write in the numbers.
- Ask *Who chose Other? What would you do?* If no one chose *Other*, have students think of what else a person could do in this situation; for example, offer to pay for the damage or offer to replace the plate.

Option: **[+10 minutes]** As an alternative approach, conduct the survey as a mingle activity. Have students move around the room and speak to their classmates individually. When students have finished, review answers with the class to make sure that everyone has the same number of answers for each item. Then discuss other possible courses of action for Matt.

Option: **[+5 minutes]** To extend the activity, ask pairs to continue the conversation for a couple of more exchanges to determine what Matt actually decides to do. For example:
Noah: *You're too honest. It's just a plate. Just forget it.*
Matt: *I don't know. Maybe you're right. Let's just leave.*
Invite pairs to share their conversations with the class.

EXTRAS (optional)

- **Workbook: Exercises 1–2**

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5:19

B Photo story Read and listen to a conversation about a moral dilemma.

Matt: I can't believe it! I just picked this up to look at it and the thing broke in two. And with these ridiculous prices, it's going to cost me an arm and a leg.

Noah: Oh, forget it. I'll bet it was already broken.

Matt: You're probably right.

Noah: Just put it back on the shelf. The place is empty. No one saw. Let's just split.

Matt: I couldn't do that.

Noah: Why not? You said it yourself. The prices are ridiculous.

Matt: Well, put yourself in the owner's shoes. Suppose the plate were yours? How would you feel if someone broke it and didn't tell you?

Noah: Well I'm *not* the owner. And, anyway, for him it would be just a drop in the bucket. To *you* it's a lot of money.

Matt: Maybe so. But if I ran out without telling him, I couldn't face myself.

C Focus on language Replace the underlined part of each sentence by substituting an underlined word or expression from the Photo Story.

1. I know this painting is a little expensive, but we have a lot of other expenses. Compared with the rest, the painting is only a small amount of money. ..... a drop in the bucket
2. It's really getting late and I'm tired. Let's leave. ..... split
3. I would feel bad about it. ..... couldn't face myself
4. These boots were so expensive! They cost me a lot of money. ..... an arm and a leg
5. Imagine how you would feel if this were your store. ..... Put yourself in the owner's shoes

D Think and explain Answer the following questions. Support your answers with quotations from the Photo Story.

1. Was it Matt's fault that the plate broke? No, he just picked it up, and it broke in two.
2. Why does Noah think they can leave without saying anything? It was already broken / No one saw
3. What opinion does Matt have about the prices in the store? That they are ridiculous.
4. Why does Noah think the broken plate won't be a problem for the owner? For him it would be a drop in the bucket.
5. What reason does Matt have for telling the owner? He couldn't face himself otherwise.

E Class survey Poll the class and complete the chart. Then discuss and explain your reasons. (Students who choose "other" should present their solution.)

How many classmates think . . .	
Matt should put the plate back and leave?	
Matt should tell the owner what happened and offer to pay for the plate?	
Matt should tell the owner but say it wasn't his fault?	
Other:	

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LESSON 1

GOAL Discuss ethical choices

GRAMMAR The real and unreal conditional

GRAMMAR BOOSTER ▸ p. 137

- *Present factual conditionals: usage*
- *Future factual conditionals: usage and common errors*
- *Order of clauses: punctuation*

Remember: Conditional sentences express the results of actions or conditions.

if-clause (the condition) **result clause**
If I don't use English in class, I won't learn to speak it.

Real conditional sentences express factual or future results.
If I do the right thing, I can sleep at night. (factual: a result that always occurs if "I do the right thing")
If they don't make a reservation, they won't get a table. (future: a result that will occur if "they don't make a reservation")

The unreal conditional
Unreal conditional sentences describe what happens if a condition that doesn't exist actually does occur.

unreal action or condition **result (if it were true)**
If I found a wallet in the street, I'd look for the name of the owner. (unreal: I haven't found a wallet.)

In the if-clause, use the simple past tense. For the verb be, always use were.
In the result clause, use would and a base form.

unreal action or condition	result (if it were true)
If I **had** to make a hard decision,	I **would try** to do the right thing.
If she **knew** how to speak French,	she **would help** them.
If you **broke** something in a store,	**would** you **pay** for it?
If you **were** Matt,	what **would** you **do**?
If I **were** there,	I'**d know** what to do.
If you **weren't** my friend,	I **wouldn't tell** you what happened.

Be careful! Don't use would in the if- clause.
If I knew his name, I would tell you.
NOT If I ~~would know~~ his name...

Note: In real and unreal conditional sentences the clauses can occur in either order.
If I knew, I would tell you. OR I would tell you if I knew.

A Understand the grammar

Check the sentences that describe an unreal condition or action and its results.

- ☑ 1 If we ate in a restaurant, I would pay the bill.
- ☐ 2 I'll pay the bill if we eat in a restaurant.
- ☐ 3 If we eat in a restaurant, I pay the bill.
- ☐ 4 If you get a haircut, you can charge it to your room.
- ☑ 5 His wife would worry if he came home really late.
- ☑ 6 If I were you, I'd tell him the truth.
- ☐ 7 If someone leaves a coat in her restaurant, the manager always tries to locate the owner of the coat.
- ☑ 8 If they sent me the wrong pants, I would return them.

B Grammar practice

Complete each unreal conditional sentence with the correct forms of the verbs.

1 If they ...put... (put) the wrong price on the coat, ...would... (would) you ...buy... (buy) it without telling the clerk?

2 I'm sure you ...would say... (say) something if the restaurant check ...were... (be) wrong.

3 If I ...found... (find) an expensive piece of jewelry in a public bathroom and ...couldn't... (can not) find the owner, I ...would keep... (keep) it.

4 If you ...were... (be) friends with someone who did something wrong, ...would... (would) you ...say... (say) something to him or her?

5 If you ...had... (have) two tickets, ...would... (would) you ...give... (give) one to a friend?

6 What ...would happen... (happen) if it ...snowed... (snow) here tomorrow?

7 They ...would go... (go) to India if they ...had... (have) the money.

8 If they ...sent... (send) you two jackets instead of the one you ordered, ...would... (would) you ...call... (call) the company and ...send... (send) one jacket back?

9 If they ...were... (be) here, I ...would tell... (tell) them what happened.

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GRAMMAR

Suggested teaching time:	12–17 minutes	Your actual teaching time:	

- On the board, write *conditional sentences*. Read the first grammar point and the example sentence. Be sure students note that a conditional sentence has an *if*-clause, which introduces the condition, and a result clause.
- Ask students to suggest other results for the condition *If I don't use English in class.* (Possible response: My teacher will give me a bad grade.)
- On the board, write *The real conditional*. Ask a volunteer to read the next grammar point. Have students underline the verbs in the *if*-clause and the result clause in the first sentence. (Do; can sleep.)
- Have students underline the verbs in the *if*-clause and the result clause in the second sentence. (Don't make; won't get.) Point out that a future conditional sentence has the present tense in the *if*-clause and the future in the result clause. Ask students to restate the sentence, using the affirmative. (If they make a reservation, they will get a table.) To test understanding of real conditional, ask *Can this situation really happen?* (Yes.)
- On the board, write *The unreal conditional*. Explain that, unlike the real conditional, the unreal conditional describes an imaginary situation and its result. Write on the board *If I were you, I would study harder.* Ask *Is it possible for me to be you?* (No.)
- Ask a student to read the explanation under *The unreal conditional* and the example sentence. Write it on the board. Have students circle the verbs in each clause. (Found; 'd look.)
- Read the next grammar point. Call on students to read the example sentences. After each one, ask if the person actually has to do what is proposed in the *if*-clause:
  Do I have to make a hard decision? (No.)
  Does she know how to speak French? (No.)
  Did you break something in a store? (No.)
  Are you Matt? (No.)
  Am I there? (No.)
  Are you my friend? (Yes.)
- Read the note and then ask students to change the order of the clauses in the example sentences.
- Draw students' attention to the Be Careful! box. Make sure they understand not to use *would* in the *if*-clause.

Option: GRAMMAR BOOSTER (Teaching notes p. T137)

• Inductive Grammar Charts

A Understand the grammar

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- To review, ask *What's an unreal condition?* (A condition that doesn't exist.)
- Have a volunteer read item 6. Then ask *Am I you?* (No, therefore the condition is unreal.) Point out that the form provides another hint that the condition is unreal. Ask *What is the verb form in the* if-*clause?* (Simple past tense: were.) *What is the form in the result clause?* (Would + base form, tell.)
- Have students complete the rest of the exercise in pairs. Then review answers with the class.

Option: [+5 minutes] To expand the exercise, have pairs write two questions for each sentence. For example, *1. Would you pay the bill if we ate in the restaurant? Who would pay if we ate in a restaurant?* Move around the room and help as needed. Then ask pairs to read their questions to the class. Call on volunteers to answer the questions.

B Grammar practice

Suggested teaching time:	6–9 minutes	Your actual teaching time:	

- Write on the board *If I found money on the street, I would probably keep it.* Ask *What is the verb in the* if-*clause of this unreal conditional sentence?* (Found.) *What is the verb in the result clause?* (Would give.)
- Reverse the order of clauses and write on the board *I would probably keep money if I found it on the street.* Ask *Does this sentence have the same meaning?* (Yes.) Then ask students to change the sentence into a question. (Would you keep the money if you found it on the street?)
- Tell students to complete the exercise and watch the order of clauses. Remind them that the simple past is in the *if*-clause and *would* + base form appears in the result clause.
- Review answers with the class.

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

These conversation strategies are implicit in the model:
- Say "You think so?" to reconfirm someone's opinion.
- Provide an emphatic response with "Absolutely."

- Tell students to look at the photo. Ask *Where are they?* (In a restaurant / café.)
- After students read and listen to the conversation, read aloud the woman's first line and have students suggest another way of saying *They didn't charge us for the desserts.* (The restaurant didn't include the cost of the desserts in the check.)
- Have students read and listen again. Ask a student to read the confirming responses that can replace *Absolutely,* and then play the accompanying audio.
- Have students work in pairs to practice the last two lines of the Conversation Model, trying out the different confirming responses. Move around the room as students work.

B Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Really?* and *You think so?*
  - put extra stress on the third syllable in *Absolutely.*
- Point out that the second syllable of *didn't* is greatly reduced in spoken English.

Option: [+4 minutes] For additional practice with fluency, have students use the version of the Conversation Model without pauses. Tell them to try to speak in unison with the audio. Repeat this exercise at least twice and have students change roles.

PRONUNCIATION

A Notice how the /d/ . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- As students read and listen to the questions, tell them to notice how /d/ + /y/ becomes /dʒ/. Point out that these are information questions and use falling intonation.
- Have students listen again and repeat in the pauses.
- Ask students to practice reading the sentences in pairs. Move around the room and listen for correct assimilation of sounds and correct intonation.

ActiveTeach Multimedia Disc • Pronunciation Activities

B Complete the following questions . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Give students a few minutes to fill in the questions. Move around the room and help as needed. Make sure students use the correct verb forms.
- Then have pairs ask each other the questions and answer them. Listen for the assimilation of *would you.*

NOW YOU CAN Discuss ethical choices

A Pair work

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Begin by having students look at the pictures in order to understand the different moral dilemmas. Explain as needed.
- Ask *Have you ever had experiences like these?* Have students explain.
- Model the activity by role-playing the conversation with a more confident student, and demonstrate ways of continuing the conversation. Play the role of Student A.
- Ask pairs to choose a situation and role-play a conversation about an ethical choice. Remind students to change roles when they have finished.
- When pairs are finished, have them perform their role plays for the class. Listen for the correct use of the conditional. After each conversation, check comprehension. Ask:
  What situation did the pair discuss?
  What are they going to do? Why?
  Did they use the real or unreal conditional?

ActiveTeach Multimedia Disc
- Conversation Pair Work Cards
- Learning Strategies
- Vocabulary Flash Cards

B Discussion

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Ask students to work with a new partner to discuss ethical choices. If students are reluctant to talk about their own choices, tell them to talk about someone they know. Remind students to use the simple past.
- Make a list on the board of ethical situations. Ask students to share how they would act in the different situations. Listen for the correct use of the unreal conditional: *If there were extra money in my paycheck, I wouldn't say anything.*

EXTRAS (optional)

- Workbook: Exercises 3–7
- Copy & Go: Activity 37

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CONVERSATION MODEL

5:20

A Read and listen to people discussing an ethical choice.

A: Look at this. They didn't charge us for the desserts.

B: Really? I think we'd better tell the waiter.

A: You think so?

B: Absolutely. If we didn't tell him, it would be wrong.

5:21

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

5:22

Confirming responses

Absolutely.
Definitely.
Of course.
Sure.

PRONUNCIATION

Assimilation of d + y in would you

5:23

A Notice how the /d/ and /y/ sounds assimilate to /dʒ/ in questions with "would you." Read and listen. Then listen again and repeat.

1 What would you do if the waiter didn't charge you for the dessert?
2 What would you do if you found a wallet on the street?
3 Who would you call if you were sick?
4 Where would you go if you wanted a great meal?

B Complete the following questions. Ask a partner the questions, using assimilation with would you. Then answer your partner's questions.

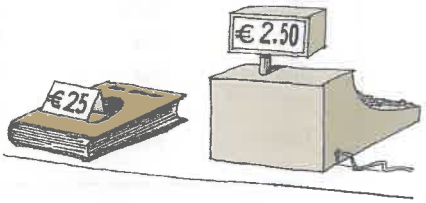
1 What would you do if .....?
2 Where would you go if .....?
3 When would you eat if .....?

NOW YOU CAN Discuss ethical choices

A **Pair work** Change the Conversation Model. Use the pictures to discuss ethical choices. Then change roles.

A: Look ..... . They ..... .
B: ..... ? I think ..... 'd better ..... .
A: You think so?
B: ..... . If ....., ...

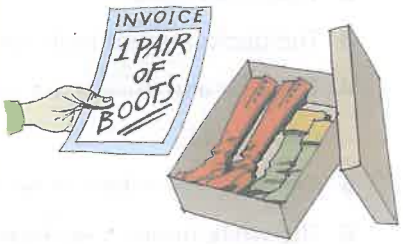
They didn't charge us for the cake.



They undercharged me.

B **Discussion** Tell your classmates about an ethical choice you had to make in the past.

They gave me too much change.



They gave me more than I ordered.

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LESSON 2

GOAL Return someone else's property

CONVERSATION MODEL

A 5:24 Read and listen to a conversation about returning property.

A: Excuse me. I think you forgot something.
B: I did?
A: Isn't this jacket hers?
B: Oh, you're right. It is. That's nice of you.
A: Don't mention it.

5:26 **Acknowledging thanks**
Don't mention it.
My pleasure.
You're welcome.
Not at all.

B 5:25 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Possessive pronouns / Whose*

Possessive pronouns can replace nouns and noun phrases. They answer questions with Whose and clarify answers to questions with Which.

A: **Whose** coat is that? B: It's **mine**. (=It's my coat.)
A: **Which** is her cup? B: This one is **hers**.

subject pronouns	possessive adjectives	possessive pronouns	
I	my	**mine**	That's my jacket. / It's **mine**.
you	your	**yours**	Your dinner was great. / **Yours** was great.
he	his	**his**	Are these his keys? / Are these **his**?
she	her	**hers**	She drives her car to work. / She drives **hers** to work.
we	our	**ours**	These are our shoes. / These are **ours**.
they	their	**theirs**	They finished their assignment. / They finished **theirs**.

Be careful!
- Don't use a possessive adjective in place of a possessive pronoun.
  Is this yours? NOT Is this ~~your~~?
- Don't use a noun after a possessive pronoun.
  These shoes are mine. NOT ~~They're mine shoes~~.

GRAMMAR BOOSTER ▸ p. 138
- *Possessive nouns: review and expansion*
- *Pronouns: summary*

A Grammar practice Replace the noun phrases with possessive pronouns.

1 Those gloves are ~~my gloves~~. mine
2 That is ~~her coat~~. hers
3 The books on that table are ~~Mr. Davison's~~. his
4 Their car and ~~our car~~ are parked on the same street. ours
5 Are those my tickets or ~~her tickets~~? hers
6 The white house is ~~my mother's house~~. hers
7 Is this painting ~~your painting~~ or ~~her brother's painting~~? yours his
8 The newspaper under the chair is ~~his daughter's paper~~. hers
9 Is this DVD ~~your DVD~~ or ~~your friends'~~? yours theirs
10 Are these ~~your son's shoes~~? his

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CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

This conversation strategy is implicit in the model:
- Acknowledge thanks with "Don't mention it."

- Before students read and listen to the conversation, give them a minute to study the picture. Then tell them to close their books. Ask *Where are the people in the picture?* (In a restaurant / café.) *What do you think the woman is saying to the man?* (Here's your daughter's jacket.)
- Have students read and listen to the conversation.
- Check comprehension by asking:
  Whose jacket is the woman holding? (The girl's.)
  How do you know? (She says, "Isn't this jacket hers?")
  Why does the man say "I did?"? (Because he doesn't realize he forgot something.)
  What do you think the woman means when she says "Don't mention it."? (You're welcome.)
- Point out the phrases for acknowledging thanks and play the accompanying audio.
- Ask pairs of students to read the last two lines in the conversation, replacing *Don't mention it* with the different expressions.

Language and culture

- The most common way of acknowledging thanks is *You're welcome.* The expressions *My pleasure, Don't mention it,* and *Not at all* are considered more formal. *No problem* is less formal, and *Sure* is very informal.

Option: [+5 minutes] For a challenge, have pairs thank each other and respond with the different expressions for acknowledging thanks. For example:
A: *Thank you for helping me with the computer.*
B: *No problem.*

A: *Thanks for going with me to the art museum.*
B: *Sure.*

B Rhythm and Intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students repeat each line. Make sure they:
  - use rising intonation for *I did?* and *Isn't this jacket hers?*
  - pause after *Oh.*
  - stress *right* in *You're right.*
  - use equal stress on all words in *Don't mention it.*

GRAMMAR

Suggested teaching time:	6–11 minutes	Your actual teaching time:	

- Have students read the three lines in the Grammar box and the examples. Ask *What words does mine replace?* (My coat.) *What words does hers replace?* (Her cup.)
- Hold up a book and say *This is my book. This book is mine.* Give the book to Student A and say *This is John's book. This book is his.* Have Student A give the book to Student B and answer the question *Whose book is this?* Have students continue passing the book and answering the question.
- To practice clarifying answers to questions with *which,* show students your pen and then borrow a pen from a student. Ask *Which pen is his / hers? Which pen is mine?*
- Ask volunteers to read the sentence pairs.
- Read the Be careful! note to differentiate possessive adjectives and possessive pronouns. Write on the board *That's my jacket. It's my.* Ask *Why is that incorrect?* (*My* is a possessive adjective.) Then write *It's mine jacket.* Ask *Why is that incorrect?* (We don't use a noun after a possessive pronoun.)

Language and culture

LCN **From the Longman Corpus:** A common error of English learners is confusing possessive pronouns and possessive adjectives, such as using *yours, hers, ours,* and *theirs* to modify plural nouns. Possessive pronouns are *never* used as possessive adjectives.

Option: [+5–10 minutes] To extend the activity, read the first sentence in each of the following pairs and have students complete the second sentence. *1. These aren't your keys. These keys are ___.* (Possible responses: mine, his, hers, ours, theirs. [Any logical possessive pronoun is correct.]) *2. The green house is Mary's. This house is ___. 3. My phone number is 555-3430. What's ___? 4. Here's Edwin's car. Where's ___? 5. Do you have your book? I have ___. 6. I showed you my license. Now show me ___.*

Option: GRAMMAR BOOSTER (Teaching notes p. T138)

• Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- To model the task, focus on item 6. Draw students' attention to the words that are crossed out. Ask *What possessive pronoun will replace* my mother's house? (Hers, NOT mine.) Tell students to pay particular attention to numbers 6–10 and not be deceived by the possessive adjectives that precede the nouns.
- Have students complete the task in pairs. Move around the room and help students as needed.
- Review answers with the class by asking students to read the corrected sentences aloud.

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B Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	

- Begin by reminding students that a possessive *adjective* is followed by a noun, and a possessive *pronoun* is not followed by a noun. Have students find the items that require a possessive adjective. (2B parents; 3A suitcase; 3B suitcase; 4B necklace; 5A car; 6A house; 6B office.)
- After students complete the statements and questions, tell them to compare answers with a partner.
- Review answers by calling on pairs to read the conversations.

Option: [+5 minutes] To challenge students, assign a conversation to each pair. Have students continue the conversation for two more exchanges and use at least one more possessive pronoun or possessive adjective + noun.

C Listening comprehension

Suggested teaching time:	4–6 minutes	Your actual teaching time:	

- Before students listen, have them skim the statements. Ask *Which item can you answer before the listening?* (Second blank in 2.) *Why?* (Because we know we need a possessive pronoun to replace "Brad's wife," a woman, hers.)
- As students prepare to listen, tell them to pay attention if a male or female is speaking and if the person speaking refers to one or two people.
- Play the audio. Have students compare answers in pairs, and then discuss any questions with the class.

AUDIOSCRIPT

CONVERSATION 1

F: Hey! Look what I found under the table!
M: What?
F: A shopping bag from the Emporium. It's full of clothes.
M: No kidding. I wonder whose it is?
F: Maybe it belongs to that woman paying at the cashier.
M: You're right . . . Excuse me! Is this bag yours? It was under our table.
F2: Yes, it is. Thanks so much. That's so kind of you!
M: No problem.

AUDIOSCRIPT continues on page T117.

NOW YOU CAN Return someone else's property

A Pair work

Suggested teaching time:	8 minutes	Your actual teaching time:	

- Ask students to name the personal items on the page. (Wallet, glove, jacket, cell phone, suitcase, umbrella, books, glasses.) Explain that these are items people often lose or forget. Ask *What other items do people often forget?* (Possible responses: Scarves, notebooks, pens.)
- Refer students to the Conversation Model on page 114 to review returning someone else's property. Have students also review the ways of acknowledging thanks.
- Be sure to reinforce the use of the conversation strategy. For example, to reinforce the meaning of "Don't mention it" and "Not at all," do a quick wave of your hand downward to demonstrate that a *Thank you* is not necessary. For acknowledging thanks with "My pleasure" and "You're welcome," smile and demonstrate direct eye contact with the person you are speaking to.
- Model the activity by role-playing the conversation with a more confident student and demonstrate ways of continuing the conversation.
- Remind students to change roles after they have finished their conversations.
- After pairs have completed the activity, have students role-play their conversations for the class.

ActiveTeach Multimedia Disc • Conversation Pair Work Cards

B Group work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- To prepare students, explain that they will now role-play returning someone else's property.
- Have all students contribute one or two items to make a lost property pile on a desk or table. Tell students to pick up one item (not their own) from the table and then mingle, asking questions to find the owner. Once they find the owner, they role-play a conversation.
- Model the activity with a few students. Approach them with a pencil in your hand and say *Excuse me. I think you forgot something. Is this yours?* Write on the board *No it's not mine.*
- Encourage students to follow the model in the book. Explain that the activity is not finished until they find the chosen object's owner and their own object has been returned to them.

C Extension

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Divide the class into two groups and have each student in each group place two completely different items on a table or desk. Read the instructions and the examples in quotes. Encourage students to use *whose* and *which* in their questions.
- Move around the room and monitor language. Correct students as needed, or take notes of mistakes as students speak and review this feedback with the class once the activity has been completed.

EXTRAS (optional)

- **Workbook: Exercises 8–10**
- **Copy & Go: Activity 38**

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B Grammar practice Complete the conversations. Circle the correct answers.

1 A: Whose umbrella is this, (he / his) or (her / hers)?
B: I'm not sure. Ask them if it's (their / theirs).

2 A: Who is more conservative? Your parents or Jerome's?
B: (He / His), I think. (My / Mine) parents are pretty liberal.

3 A: Is this (ours / our) suitcase?
B: No, I already got (our / ours) suitcase, so this one can't be (our / ours).

4 A: I found this necklace near Carrie's desk. Is it (her / hers)?
B: No, it's (my / mine) necklace. I'm so happy someone found it!

5 A: Is that (their / theirs) car?
B: No, (their / theirs) is the black one over there.

6 A: Where should we meet? At (your / yours) house or (my / mine)?
B: Neither. Let's meet at (my / mine) office.

5:27

C Listening comprehension Listen to the conversations and complete each statement with a possessive pronoun.

1 The bag is ....hers.... .
2 The phone is ....his...., but the keys belong to Brad's wife. They're ....hers.... .
3 The coat isn't ....his.... .
4 The concert tickets aren't ....theirs.... .

NOW YOU CAN Return someone else's property

A Pair work Change the Conversation Model to role-play returning the items in the pictures. Then change roles.

A: Excuse me. I think you forgot something.
B: I did?
A: ..... yours?
B: Oh, you're right. ..... . That's nice of you.
A: ..... .

B Group work First, collect personal items from your classmates. Then, role-play returning someone else's property. Walk around the room to find the owners. Use possessive pronouns.

C Extension Place all your classmates' personal items on a table. Ask about each item. Identify the owner, using possessive pronouns.

"Whose cell phone is this?"
"It's his."

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LESSON 3

GOAL Express personal values

BEFORE YOU LISTEN

Explore your ideas Which actions would be OK, and which wouldn't be OK for the following people: you? your parents? your grandparents? your own teenaged child?

> "It wouldn't be OK if my grandmother wears a leather wristband. Leather wristbands ars for young people. she's too old."

wearing a leather wristband

wearing a scarf

wearing a hat

LISTENING COMPREHENSION

5:28

A Listen for the main ideas Listen to each conversation. Then circle the correct word or phrase to complete each statement.

1 a Beth thinks it's (OK / (not OK)) to wear an earring to the office.
  b Beth (convinces / (doesn't convince)) Luke that it's OK.

2 a Celia's husband thinks it's (OK / (wrong)) for a woman to wear a hat.
  b Celia's husband thinks it's ((OK) / wrong) for a man to wear a hat.

3 a The first man is (happy / (not happy)) that his daughter is going to law school.
  b He wants his daughter to ((stay home) / go to work).

4 a Kate's dad is ((worried) / not worried) about what people think of Kate.
  b Kate is (worried / (not worried)) about what people think of her.

B Understand vocabulary from context Read the following quotations from the conversations. Then choose the correct definition for each underlined word or phrase. Listen again if necessary.

1 "But lots of people are <u>old-fashioned</u> and they don't think men should wear earrings."
  (a) prefer the way things were in the past
  b prefer the way things are now

2 "What <u>a double standard</u>!"
  a the same rules for everyone
  (b) different rules for different people

3 "That's a little <u>sexist</u>, if you ask me!"
  (a) You don't treat men and women equally.
  b You treat men and women equally.

4 "But <u>modesty</u> is very important for girls."
  (a) wearing clothes that cover one's body
  b wearing clothes that show one's body

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BEFORE YOU LISTEN

Explore your ideas

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Begin by reviewing the pictures and their captions with the class. Provide vocabulary as needed.
- Ask a volunteer to read the questions. Then draw the chart below on the board.

	You	Your parents	Your grandparents	Your teenaged child
Wear a leather wristband				
Wear a scarf				
Wear a hat				

- To model the activity, ask volunteers to share their opinions while you write them in the chart. Invite students to give examples of themselves or people they know who have tattoos, body piercings, or wild-colored hair.

ActiveTeach Multimedia Disc • Graphic Organizers

LISTENING COMPREHENSION

A Listen for the main ideas

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- After students listen with their books closed, ask them to summarize each conversation. (1. Should a man wear an earring to the office on his first day at a new job? 2. A man has a tattoo but doesn't like his wife having a tattoo. 3. A father wants his daughter to stay home and have children rather than be a lawyer. 4. A father wants his daughter to dress modestly.)
- Before listening again, ask students to open their books and try to complete as many statements as they can.
- If necessary, have students listen again to complete the exercise. Have them compare answers in pairs.
- Review answers with the class and explain any unknown terms; for example, *That's crazy* is a very informal but strong way to disagree. Tell students to use it carefully as it could be interpreted as insulting in more formal situations. The phrase *You got it* is an informal way of saying *Yes, that's right* or *Yes, you understood.*

  You got it can also be used as an informal affirmative response to a request. For example:
  A: *Could you finish the report by 2:00?*
  B: *You got it.*
- Tell pairs to correct all of the false statements. If necessary, allow students to listen once more to check their answers.

AUDIOSCRIPT

CONVERSATION 1
F: Luke! Tomorrow's your first day in your new job. You're not going to wear that earring, are you?
M: I was going to. Why not?
F: Well, if I were you, I wouldn't wear it. It may not be appropriate in the office.
M: That's crazy. What's wrong with an earring, Beth?
F: Nothing. But lots of people are old-fashioned, and they don't think men should wear earrings . . . at least at the office.
M: You're only twenty-eight and you sound like my grandmother. This is the twenty-first century. In any case, I need to be who I am. I'm an individualist.

CONVERSATION 2
F1: Celia, what a great hat! When did you get it?
F2: Just last week. But my husband thinks it's awful.
F1: Doesn't he have one, too?
F2: Yes. But he says it's not the same thing.
F1: You mean he thinks it's OK for men but not for women?
F2: You got it.
F1: What a double standard!

CONVERSATION 3
M1: Mark, I'm really unhappy. My daughter wants to go to law school.
M2: That's great! What's the problem?
M1: Well, I was hoping she'd marry a lawyer, not be one!
M2: Why's that?
M1: Well, it's just that I think men should be lawyers and women should stay home and have children.
M2: That's a little sexist, if you ask me!

CONVERSATION 4
M: Kate! You can't go out in those clothes. I can see your tummy!
F: So? That's the style. Don't you watch TV? Read magazines?
M: I don't care. Girls should be modest. People will think you're a bad girl.
F: But, Dad. You know I'm a good person. I follow all the rules. Everyone knows that!
M: That's true. But modesty is very important for girls. If you're modest, people will know you're a good girl.

ActiveTeach Multimedia Disc • Learning Strategies

B Understand vocabulary from context

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After reading the directions, have students work in pairs to choose the correct definitions, and then review answers with the class.
- To check comprehension, ask *What's the double standard referred to in the conversation between Celia and her friend?* (Celia's husband has a hat but doesn't think it's OK for a woman to have one.) *What sexist ideas does the man in the third conversation have?* (His daughter should not go to law school and become a lawyer but should get married, stay home, and have children.)

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ActiveTeach Multimedia Disc • Vocabulary Flash Cards

C Apply new vocabulary

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Ask students to complete the task individually. Move around the room as students work. If they have difficulty with the vocabulary, refer them to Exercise B.
- After students write their examples, tell them to compare examples in pairs.
- Invite students to share their examples with the class without mentioning the word or phrase it illustrates. Have the class guess if the example illustrates *old-fashioned, a double standard, sexist,* or *modesty.*
- After each example, ask the class *Do you agree that this is a [double standard]? Why? Why not?*

D Pair work

Suggested teaching time:	4–7 minutes	Your actual teaching time:	

- Ask the class to look at the photo. Have a student read the caption. Ask *Would you see something like this today?* (Not in most places in the U.S.)
- Have pairs look at the sample answer in quotes and discuss the picture in more detail using the words as indicated.
- Move around the room and help as needed.

Option: [+5–10 minutes] To challenge students, tell them to imagine they are one of the people in the photograph. Have them write a paragraph describing what they were thinking and feeling when the photograph was taken. Then group students together who imagined they were the same person and have them compare reactions. Finally have groups share their reactions with the class.

NOW YOU CAN Express personal values

A Idea framing

Suggested teaching time:	5–8 minutes	Your actual teaching time:	

- Ask a student to read the title of the self-test. Ask *What are values?* (They are a person's beliefs about what is right and what is wrong.)
- Have volunteers read the sentences in the test. Make sure students understand them. Explain that *an attitude* is an opinion or point of view.
- Tell students to work individually to complete the self-test and then compare responses in pairs.
- Ask students to share their answers and examples with the class.

B Notepadding

Suggested teaching time:	6–8 minutes	Your actual teaching time:	

- Read the questions aloud. Make sure students understand the questions and the task.
- Move around the room as students work individually. Help with examples as needed.

C Group work

Suggested teaching time:	10–13 minutes	Your actual teaching time:	

- Draw students' attention to the language in the Recycle box. Ask volunteers to read the ways to express agreement and disagreement as well as likes and dislikes.
- Divide the class into small groups to discuss their opinions on the various topics. Encourage students to use all the language in the Recycle box at the bottom of the page. Ask them to number the language in the order they use it. Remind students that they should give examples for their reasons.

EXTRAS (optional)

- **Workbook: Exercises 12–13**
- **Copy & Go: Activity 39**

AUDIOSCRIPT continued for page T115 (C Listening comprehension)

CONVERSATION 2 [F = Korean]

F: Brad! I think you might have dropped your keys and cell phone.
M: What? I don't think so. My phone's right here in my pocket . . . Hey! No, it isn't. Let me have a look at that phone.
F: Here you go.
M: Wow. You're right! That is mine. Where did you find it?
F: Here. Right next to these keys. I suppose these are yours, too.
M: Well, actually, the keys are my wife's. She's going to be so happy I didn't lose them.

CONVERSATION 3 [M = U.S. regional]

M: I don't believe it! This coat isn't mine.
F: What do you mean it isn't yours?
M: It isn't mine. Remember when we got to the restaurant? I hung up my coat with all the others. You know how it is. All these raincoats look the same.
F: What are you going to do?
M: I'll drive back to the restaurant and see if my coat's still there.
F: And what if it isn't?
M: I don't know. Maybe the person who took my coat will call. I have my name and address in the vest pocket. Anyway, I'll cross that bridge when I come to it.

CONVERSATION 4

F: What is going on here? These aren't the right tickets!
M: What are you talking about?
F: They're for tomorrow, not tonight.
M: How could that have happened?
F: Uh-oh.
M: What?
F: Did you get these from the kitchen counter or the dining room table?
M: The dining room.
F: Oh, no. Those were the tickets I got for Julie and Glenn! I told you to take the ones from the kitchen.
M: Oops.

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C Apply new vocabulary Write an example for each word or phrase from your own experience. Compare examples with a partner.

old-fashioned	
a double standard	
sexist	
modesty	

D Pair work Discuss the picture. Use the following words and phrases in your discussion: old-fashioned, sexist, double standard, modesty.

Personal appearance has changed with time.

NOW YOU CAN Express personal values

A Idea framing Complete the Values Self-Test. Then compare answers with a partner. Do you have the same values?

B Notepadding Answer each question and explain your opinion, using examples.

Is it sometimes OK to have a double standard for men and women?

Can people be sexist when they talk about men, or only about women?

Are old-fashioned ideas usually better or worse than modern ideas?

C Group work Now discuss each question, expressing your personal values. Expect people to disagree with you!

Be sure to recycle this language.

Agreement and disagreement	Likes and dislikes	Adjectives
I agree.	I like ___.	liberal
I disagree.	I dislike ___.	conservative
It depends.	I hate ___.	strict
	I can't stand ___.	modest
	I don't mind ___.	
	___ drives me crazy!	

Values Self-Test

Check the boxes that best describe your values. Include a specific example.

1. ☐ I'm modern in my attitudes about modesty.
   ☐ I'm old-fashioned in my attitudes about modesty.
   Explain _____
2. ☐ I think wearing leather wristbands are OK for men.
   ☐ I think wearing leather wristbands are OK for women.
   Explain _____
3. ☐ I think it's OK to have a double standard for different people.
   ☐ I think the rules should be the same for everyone.
   Explain _____
4. ☐ Some people might say I'm sexist.
   ☐ Nobody would say I'm sexist.
   Explain _____

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LESSON 4

GOAL Discuss acts of kindness and honesty

BEFORE YOU READ

Predict Look at the headlines of the three news stories. In what way do you think the stories will be similar?

READING

5:29

Homeless Man Returns Wallet with $900

Posted on: Monday, 17 April

SANTA ANA, Calif. - A homeless man searching through trash bins for recyclable cans found a missing wallet and returned it to its owner. Kim Bogue, who works in the city, realized that her wallet was missing last week and doubted she'd ever get back the $900 and credit cards inside. "I prayed that night and asked God to help me," said Bogue, who was saving the money for a trip to her native Thailand.

Days later, a homeless man found the wallet wrapped in a plastic bag in the trash, where Bogue had accidentally thrown it away with her lunch. He gave it to Sherry Wesley, who works in a nearby building. "He came to me with the wad of money and said, 'This probably belongs to someone that you work with. Can you return it?'" Wesley said.

"He has a very good heart," said Bogue, who gave the man a $100 reward. "If someone else had found it, the money would have been gone."

Man Risks Life to Save Another

Many people who ride a busy urban subway wonder, "What would happen if I fell off the platform and onto the tracks? What would I do?" Others wonder, "What would I do if someone else fell?"

That question was answered in a split-second decision made by "subway hero" Wesley Autrey, a fifty-year-old New York City construction worker on his way to work. Autrey jumped onto the tracks to save a fellow passenger from an oncoming New York City subway train.

The passenger, Cameron Hollopeter, 20, a film student at the New York Film Academy, had fallen between the tracks after suffering a seizure. Autrey rolled Hollopeter into a gap between the rails and covered him with his own body just as the train entered the station. Both men survived.

"I don't feel like I did something spectacular; I just saw someone who needed help," Mr. Autrey said. "I did what I felt was right."

An act of honesty by airport screener

NEW DELHI: In a display of honesty, a security agent at the Indira Gandhi International Airport handed over a small plastic bag with US $3,000 in cash to a passenger who had completely forgotten the bag after it passed through the airport screening machine.

Noticing that the bag had been left behind, Dalbir Singh made an announcement asking passengers to come forward to claim it. However, when no one claimed it, Singh inspected the baggage tag and guessed it probably belonged to a passenger en route to Mumbai. An announcement was made on the next flight to Mumbai and the owner of the bag came forward to collect it.

Singh was given a cash reward for his honesty.

Information sources: cbs.com, hinduonnet.com, ap.org

A Summarize Summarize one of the articles. Close your book and tell the story in your own words.

B Interpret information Discuss each person's motives for his or her actions.

1. Why did Kim Bogue give the homeless man a reward? Because he had a good heart.
2. Why did Wesley Autrey risk his life to save a stranger? Because he saw someone who needed help.
3. Why do you think Dalbir Singh returned the money to the passenger? Answers will vary.

C Relate to personal experience Think of a story you have heard about someone who helped a stranger in need. Tell it to the class.

On your *ActiveBook* Self-Study Disc: **Extra Reading Comprehension Questions**

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BEFORE YOU READ

Predict

Suggested teaching time:	2 minutes	Your actual teaching time:	

- To introduce the topic, ask a student to read the headlines of the articles. Then read the question aloud. Write on the board *kindness and honesty*. Ask students to give examples of kindness and then of honesty. Write them on the board under the appropriate heading. (Possible responses: Helping an older person carry something heavy; reporting finding a lost credit card.)

READING

Suggested teaching time:	12–15 minutes	Your actual teaching time:	

- As students read the articles, write on the board:
  Which two articles are about money? ("Homeless man . . ." and "An act of honesty . . .")
  In which article could a person have died? ("Man risks life . . .")
  Which act of kindness / honesty could you imagine performing?
- Check comprehension by having students answer the questions in pairs and then reviewing answers with the class.

FYI: If students are having problems with the names in the reading, have them read along a second time while playing the audio. Hearing the names will help students sound them out the next time they read the articles.

ActiveTeach Multimedia Disc
- Extra Reading Compehension Activities
- Learning Strategies

A Summarize

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- To help students with their summaries, ask *What are five information questions words?* Write on the board *What? When? Where? Why? How?* Explain that students will need to use these words to help them choose important facts about the article.
- Tell students to work individually. Give them a few minutes to choose an article and take notes.
- With their books closed, have students work in pairs and summarize their articles for each other. Encourage students, while they are listening to their partner, to ask questions about anything they don't understand.
- Have students open their books and make sure their summaries are correct.
- Invite volunteers to share their summaries with the class. If appropriate, prompt students by asking questions such as *What happened? Where did it happen? How . . .*

Option: [+8 minutes] As an alternative approach, do this exercise as a jigsaw. Have students form groups of three and count off *1, 2, 3*. Assign each number a different article and tell them to read it individually. Once students have had time to read the article and make notes, tell them to work in their groups and listen to one another's summaries and take notes.

Option: [+8 minutes] Alternatively, have students listen to the audio of the articles and take notes of the main points. Have students prepare their summaries based on their notes.

B Interpret information

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Model pronunciation of the names by reading the questions about the articles aloud (Bogue = /boʊg/; Autrey = /ˈa tri/). Tell students to discuss the questions in pairs.
- After pairs discuss the questions, have students share answers with the class.

C Relate to personal experience

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity by focusing on one article and telling the students a similar story that you have heard. Then ask students to think of stories they've heard or experienced themselves.
- Give students a few minutes to think and make notes. Then ask volunteers to share stories. Encourage students to ask more questions about the stories. After each one, ask *If you were that person, would you act the same way?*

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NOW YOU CAN Discuss acts of kindness and honesty

A Notepadding

Suggested teaching time:	12–20 minutes	Your actual teaching time:	

- Ask students to skim the pictures and situations. Ask *Have any of these situations happened to you?*
- Call on a student to read the first situation and the four questions. Review the meaning of *could*, *should*, and *would*: *Could* + base form expresses possibility; *should* + base form expresses obligation; *would* indicates an unreal condition. To remind students what an unreal conditional is, ask *Did you find my cell phone? What would you do if you found my cell phone?*
- Give the students a few minutes to write their answers. After students answer the questions for each situation, have them compare answers with a partner.

Language and culture

- An ATM is called a *cashpoint* in British English and a *bank machine* in Canadian English.

B Group work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	

- Ask a student to read the example response in quotes. Then have students read the language in the Recycle box. Encourage them to use all the language in the Recycle box by placing a check mark next to the language they use.
- Divide the class into groups of three or four students. Remind students to: use the unreal conditional, pronounce the /d/ of *would* and the /y/ of *you* as /ʤ/, and use correct rhythm and intonation.
- While students are discussing their responses, move around the room and listen for the correct use of *could* + base form, *should* + base form, and *would* + base form in the result clause of the unreal conditional sentences.
- To review the answers, draw the graphic organizer below on the board or print it out from the ActiveTeach Multimedia Disc and distribute to students. Note that the answers in the chart are merely possible responses. Tell students to fill in the first two columns, then discuss. Write students' answers in the last two columns.

Could do	Should do	Would do (you)	Would do (most people)
• accept the coffee • refuse the coffee and order a new one • say Thank you	• refuse it	• accept it from a friend • refuse it from a stranger ✓✓✓✓	• accept it

- For each situation, ask each student *What would you do [if you found a wallet full of cash]?* Write the responses in the third column. For every repeated answer, add a check mark next to the response.
- Count the responses to see what most people in the class would do. Ask *Do you think this class is an honest group of people?*

• Graphic Organizers

EXTRAS (optional)

- Workbook: Exercises 14–16
- Copy & Go: Activity 40

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NOW YOU CAN Discuss acts of kindness and honesty

A Notepadding Answer the questions about each situation.

Situation: Someone ahead of you at a coffee bar has paid for your coffee.

What could you do?

What should you do?

What would you do?

What would most people do?

Situation: A blind man is crossing a street in front of you and a car is coming.

What could you do?

What should you do?

What would you do?

What would most people do?

Situation: You find a wallet full of cash in a restaurant.

What could you do?

What should you do?

What would you do?

What would most people do?

Situation: You find cash at an ATM.

What could you do?

What should you do?

What would you do?

What would most people do?

Situation: The cashier undercharges you.

What could you do?

What should you do?

What would you do?

What would most people do?

Situation: You find a gold watch in a department store dressing room.

What could you do?

What should you do?

What would you do?

What would most people do?

B Group work Compare your notes. Would you all do the same things in these situations?

> "If I found cash near an ATM, I would keep it. There would be no way to find the owner."

Be sure to recycle this language.

If ___, I would ___.
If I were ___, I would ___.
It would be wrong if ___.
(I'd) have a hard time facing myself.
It would be a drop in the bucket.

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Review

More Practice
ActiveBook Self-Study Disc
grammar • vocabulary • listening
reading • speaking • pronunciatio

5:31 / 5:32
Top Notch Pop
"What Would You Do?"

A 5:30 **Listening comprehension** Listen to the conversations. Check Yes or No to answer each question and explain your answers. Answers will vary but may include:

	Yes	No
1 Do you think John has a double standard?	☑	☐
Explain your answer: He thinks it's OK for young people to get tattoos, but not old people.		
2 Do you think Jessica's mom is sexist?	☑	☐
Explain your answer: She has different rules for her son's curfew than her daughter's.		
3 Do you think Alex's dad is old-fashioned?	☑	☐
Explain your answer: He wants his son to open the car door for his date.		

B Complete the questions with Whose. Then answer each question, using possessive pronouns. Follow the example.

1 Those shoes belong to my daughter. Whose are they? They're hers.
2 That coat belongs to my son. Whose is it? It's his.
3 The house across the street is my parents' house. Whose is it? It's theirs.
4 These coins are my husband's and mine. Whose are they? They're ours.
5 The table over there is your table. Whose is it? It's mine.

C Complete each conditional sentence in your own words.

1 If the weather were good, ...
2 If ....., I'd go out to eat tonight.
3 If I found your wallet, ...
4 If ....., I'd call home.
5 I'd be angry with my children if ..... .
6 If I had a new car, ...
7 I would choose a new career if ..... .

D What would you do? Complete each unreal conditional sentence.

1 You eat two sandwiches for lunch, but they only charge you for one.
YOU "If the restaurant undercharged me, I ..... ."
2 You pay for a newspaper that costs one dollar with a five-dollar bill. The merchant gives you nine dollars change.
YOU "If the merchant gave me too much change, I ..... ."
3 You buy a smart phone from a website. When the package arrives, you see that the company has sent you two MP3 players and the smart phone.
YOU "If the company sent me more items than I paid for, I ..... ."

E Writing On a separate sheet of paper, write three paragraphs about Matt's dilemma in the Photo Story on page 111. In the first paragraph, summarize the situation. In the second paragraph write about what Matt could or should do. In the third paragraph, write what you would do if you were Matt. Explain your reasons, using the unreal conditional.

WRITING BOOSTER ▸ p. 148
- *Introducing conflicting ideas On the one hand; On the other hand*
- *Guidance for Exercise E*

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Review

A Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen to the conversations with their books closed. After each conversation, ask *What are the people talking about?* (1. A grandmother getting a tattoo; 2. A girl having to be home earlier than a boy; 3. A boy opening the door for a girl.)
- Have students open their books and answer the questions *Yes* or *No*.
- Have students listen to the conversations again and then write explanations for their answers.
- Have students compare answers with a partner. Call on volunteers to share their explanations with the class.

Language and culture

- The expression *You've got to be kidding* is common in spoken English. It indicates that a speaker thinks that what someone is saying is silly or ridiculous.

AUDIOSCRIPT

CONVERSATION 1

M: Grandma! You're going to get a leather wristband? You've got to be kidding!
F: Why? What's wrong with a leather wristband?
M: You're too old. Leather wristband?are for young people.
F: So, John, you think there should be different rules for young people and old people?

CONVERSATION 2

F1: Jessica, please be home by ten.
F2: Ten? Mom, that's ridiculous.
F1: I don't think so.
F2: But Mark doesn't have to be home until midnight.
F1: Mark is a boy.
F2: Mom! Why should boys and girls have different rules?

CONVERSATION 3

M1: Alex, let me give you some fatherly advice.
M2: Sure, Dad. What is it?
M1: When you take your fiance out tomorrow, be sure to open the car door for her when she gets into your car.
M2: You're not serious.
M1: I am. That kind of thing really impresses a young woman.
M2: No offense, Dad. But that's pretty old-fashioned. Allison is my age. Save that stuff for Mom, OK?

B Complete the questions . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students fill in the first blanks with *Whose are* or *Whose is*, replacing the singular or plural subjects. Then have them answer the questions replacing the possessive phrases with possessive pronouns.
- Go over the answers with the class.

C Complete each conditional sentence . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	

- Before students complete the sentences, have them look at the verbs in the clauses and identify what type of conditional is used in the sentences. (All are unreal conditionals.) Review the formation of the unreal conditional. (If-clause: simple past tense; result clause: would + base form.)
- Then have students compare sentences with a partner. Tell pairs to check for correct formation of the conditional sentences. Refer them to the Grammar box on page 112 if necessary.
- Ask students to share their sentences with the class.

D What would you do?

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students look at the illustrations on page 113 and identify the situation that applies to each sentence. (1. They undercharged me. 2. The merchant gave me too much change. 3. They gave me more than I ordered.)
- As a class, brainstorm possibilities for the first situation. Ask *What would you do if they undercharged you?* (Possible response: I would tell the waiter.)
- After students decide what they would do in each situation, have them write unreal conditional sentences, using the situations from the Vocabulary for the *if*-clauses.
- After students compare completed sentences with a partner, call on students to read their sentences to the class.

E Writing

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Write on the board the outline below:
  1. Summary of Matt's dilemma 2. What could / should Matt do? 3. If I were Matt, I would . . .
- Tell students they will write three paragraphs in response to the points on the board. For the first paragraph, remind students that a summary should consist of a few sentences describing the dilemma Matt finds himself in. For the second paragraph, have students think of different things Matt could do in the situation. For the final paragraph, tell students to imagine they were Matt (unreal conditional) and explain what they would do in the situation.
- Have pairs exchange papers. Ask them to discuss their responses in the last paragraphs.
- Ask the class *Did you and your partner agree on what Matt should do?*
- Collect student work and give feedback.

Option: WRITING BOOSTER (Teaching notes p. T148)

• Writing Process Worksheets

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ORAL REVIEW

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

Contest

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into teams of three or four students. Have teams study the pictures and then tell them to close their books and make notes about as many details as they can. Encourage students to cooperate with one another.
- Have students put their pencils down. Ask teams to present the details they wrote down. Make sure students don't write down more details as another team works. The team with the most details is the winner.

Possible responses . . .

Details in the pictures include people, a phone, an airplane, an airport, a gate, a terminal, a clock. The plane has just landed. People are leaving the plane. A woman notices that someone forgot a phone on the seat. She picks up the phone and runs after a man and a woman to see if it's theirs.

Pair work 1

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Have pairs look at the two pictures together and suggest different situations to talk about. Encourage students to look at the unit for vocabulary and ideas.
- Ask students to write down what they would do in this situation. Tell them to use the unreal conditional. For example, *If I found a phone, I would . . .*

Possible responses . . .

If I found a phone on the plane, I would try to find the owner. If I couldn't find the owner, I would give the phone to a flight attendant. If I lost my phone, I would be very upset. If someone returned my phone, I would be very happy.

Pair work 2

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Divide the class into groups of three and focus on the second picture. Have them create a conversation for the three people. Encourage students to use possessive pronouns.

Possible responses . . .

A: Excuse me. I think you forgot something. **B:** I did? **A:** Isn't this phone yours? **B:** Oh, the phone isn't mine. It's hers. **C:** Oh! Where did you find it? **A:** You left it on your seat. **C:** Thanks so much. **A:** Don't mention it. I'm glad I found you. **C:** You're so honest. **A:** Well, if I didn't tell you, it would be wrong.

Option: Oral Progress Assessment

- Use the illustrations on page 121. Encourage students to use the vocabulary, grammar, rhythm, and intonation practiced in this unit.
- Point to the different items in the illustrations and ask students what they are. (Possible responses: Man, woman, phone, airplane, airport, gate, terminal, clock.)
- Ask:
  In the first picture, what does the woman on the plane see?
  Whose phone is it?
  What does she do with the phone?
  Does she keep the phone?
  Does the woman find the owner of the phone?
  What does the man say?
  What does the woman say?
- Ask a student to role-play a conversation about the second picture with you. Play the role of the woman and have the student play the man.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

Option: *Top Notch* Project

Have students research magazines to create an appearance *Do's and Don'ts* list to present to classmates.

Idea: Have pairs find examples of clothing and accessories. Tell students to create a *Do's* page and a *Don'ts* page and paste the examples on it.

- Have pairs exchange pages with another pair. Tell them to comment on the clothing choices.

EXTRAS (optional)

- Complete Assessment Package
- Weblinks for Teachers: pearsonlongman.com/topnotch/

And on your ActiveTeach Multimedia Disc:
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides

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ORAL REVIEW

Contest Form teams. With your team, look at the two pictures for one minute. Then close your books and tell the story you saw in the pictures. The team that remembers more details wins.

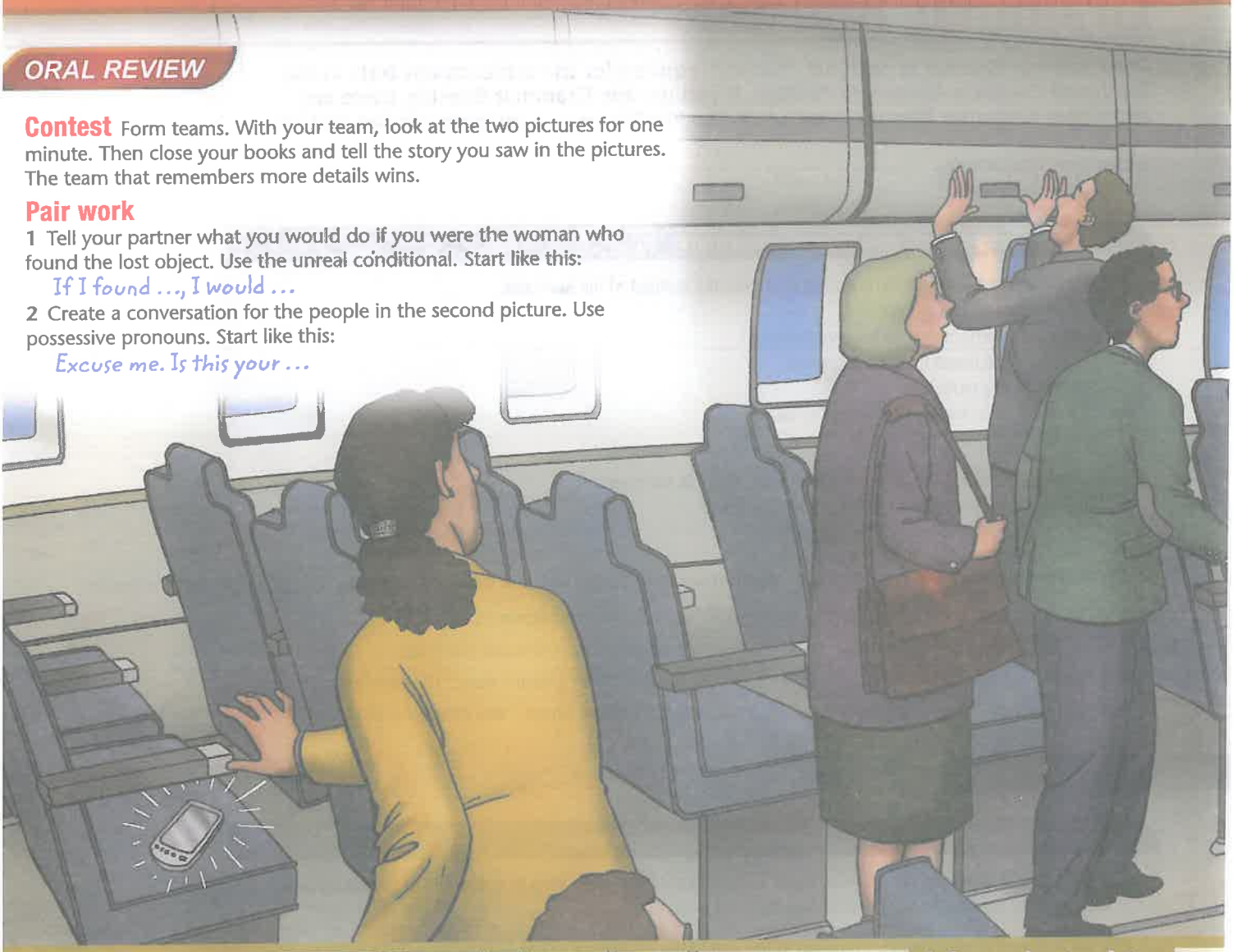
Pair work

1 Tell your partner what you would do if you were the woman who found the lost object. Use the unreal conditional. Start like this:

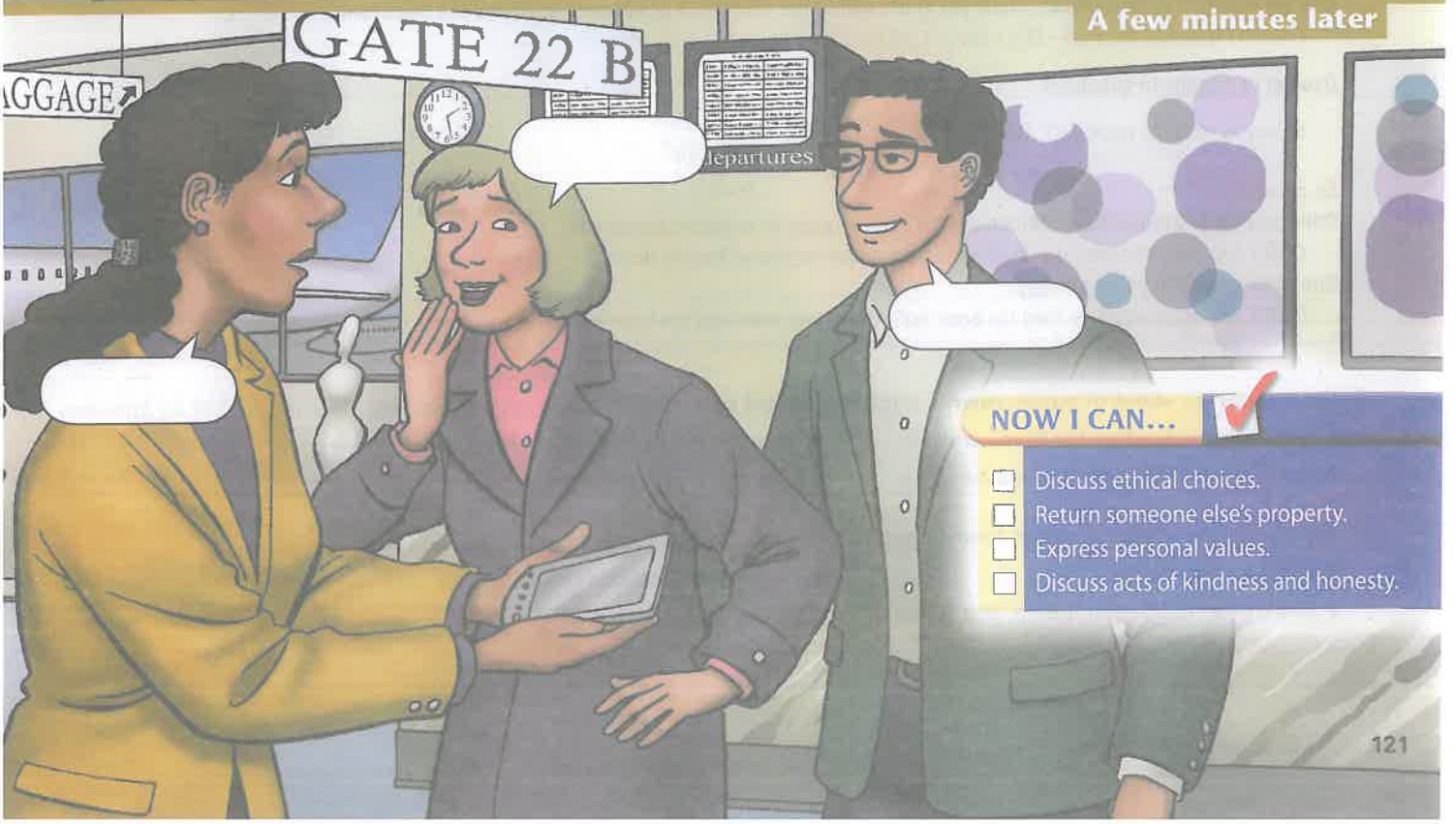
If I found ..., I would ...

2 Create a conversation for the people in the second picture. Use possessive pronouns. Start like this:

Excuse me. Is this your ...



A few minutes later



NOW I CAN...

- ☐ Discuss ethical choices.
- ☐ Return someone else's property.
- ☐ Express personal values.
- ☐ Discuss acts of kindness and honesty.

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Grammar Booster

The Grammar Booster is optional. It is not required for the achievement tests in the *Top Notch Complete Assessment Package*. If you use the Grammar Booster, there are additional Grammar Booster exercises in the Workbook in a separate labeled section.

UNIT 1 *Lesson 1*

The present perfect: information questions

Form information questions by inverting have and the subject of the sentence.

What **have** you **seen** in Paris?
What (OR Which) countries **have** you **visited**?
Where **has** she **found** the best souvenirs?
How **have** your parents **been**?
How many cities **have** you **visited** this week?
Who **have** you **traveled** with?

Note: When Who is the subject of the sentence, there is no inversion.
Who **has traveled** to Miami in the last two months?

On a separate sheet of paper, write information questions. Use the present perfect. See page T122 for answers.

1 what dishes / she / try / in Mérida
2 who / you / invite / to the party
3 where / he / work / before
4 which movies / they / see
5 how / your children / be
6 who / climb / Grouse Mountain
7 what / they / hear / about the new school
8 how many times / she / take / that class

UNIT 1 *Lesson 2*

The present perfect: use and placement of yet and already

Use already in affirmative statements. Place already before the main verb or at the end of the statement.
I've **already** read the book. OR I've read the book **already**.

Use yet in negative statements. Place yet at the end of the statement or between have and the base form.
I haven't read the book **yet**. OR I haven't **yet** read the book.

Use yet or already in questions.
Have you read the book **yet**? OR { Have you **already** read the book? / Have you read the book **already**? }

Be careful!
Don't use yet in affirmative statements. Don't use already in negative statements.
DON'T SAY Yes, I've read the book ~~yet~~. / No, I haven't ~~already~~ read the book.
Don't use ever with yet or already.
DON'T SAY Have you ~~ever~~ read the book ~~yet~~? / Have you ~~ever~~ read the book ~~already~~?

A On a separate sheet of paper, rewrite each statement or question, using already or yet. See page T122 for answers.

1 (yet) Has she finished the homework?
2 (yet) They haven't seen the movie.
3 (already) We've tried fried clams several times.
4 (already) Has your father left?

B On a separate sheet of paper, rewrite each sentence, using already or yet. See page T122 for answers.

1 I haven't had dinner.
2 She's been to London, Berlin, and Rome.
3 They haven't called home.
4 We've finished our class.

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Grammar Booster

Note about the Grammar Booster

Many will elect to do the Grammar Booster as self-study. However, if you choose to use the Grammar Booster with the classroom activity instead, teaching notes are included here.

UNIT 1 *Lesson 1*

The present perfect: information questions

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the first rule in the Grammar box aloud. Make sure students know that *invert* means to *change*. To check understanding, write on the board *You have seen the Eiffel Tower in Paris.* Ask which *Wh-* word could replace the information Eiffel Tower? (What.) Write *What* under the sentence on the board. Then ask *What is the subject of the sentence?* (You.) Ask a volunteer to invert *have* and *you* and write out the rest of the sentence.
- Call on volunteers to read the remainder of the information questions. Point out the inversion in each one.
- Read the note aloud. Write the example sentence on the board. Underline *Who* and restate that it is the subject of the sentence. Explain that with *who*, there is no inversion.

On a separate sheet of paper . . .

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Move around the room as students write sentences. Refer them to the example sentences to help them. Remind them that the *Wh-* words begin the sentence.
- Review the answers with the class. Write out on the board any sentences that give students difficulty.

Answers to Unit 1, Lesson 1

1. What dishes has she tried in Mérida?
2. Who have you invited to the party?
3. Where has he worked before?
4. Which movies have they seen?
5. How have your children been?
6. Who has climbed Grouse Mountain?
7. What have they heard about the new school?
8. How many times has she taken that class?

UNIT 1 *Lesson 2*

The present perfect: use and placement . . .

Suggested teaching time:	8 minutes	Your actual teaching time:	

- Ask volunteers to read the rules and the example sentences. Focus on the placement of the words in blue. Write on the board *1 I've eaten dinner. 2 I haven't eaten dinner. 3 Have you eaten dinner?*
- Have a volunteer place *already* or *yet* into the sentence. (1. I've already eaten dinner. I've eaten dinner already. 2. I haven't eaten dinner yet. I haven't yet eaten dinner. 3. Have you eaten dinner yet? Have you already eaten dinner? Have you eaten dinner already?)
- Read the Be careful! notes to the class, and write the following sentences on the board for students to correct: *1 I haven't eaten dinner already.* (Replace *already* with *yet.*) *2 Yes, I've eaten dinner yet.* (Replace *yet* with *already.*) *3 Have you ever eaten sushi yet?* (Cross out *yet.*)

A On a separate sheet of paper . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Review answers with the class.

Answers to Unit 1, Lesson 2—Exercise A

1. Has she finished the homework yet?
2. They haven't seen the movie yet. / They haven't yet seen the movie.
3. We've tried fried clams several times already. / We've already tried fried clams several times.
4. Has your father already left? / Has your father left already?

B On a separate sheet of paper . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Ask *Which sentences are affirmative?* (2 and 4.) *Negative?* (1 and 3.) Say, *Use <u>already</u> or <u>yet</u> correctly in each sentence.*
- Move around the room and help students. Ask *Can you use <u>yet</u> in the affirmative statements?* (No.) *Can you use <u>already</u> in the negative statements?* (No.)
- Review answers with the class.

Answers to Unit 1, Lesson 2—Exercise B

1. I haven't had dinner yet. / I haven't yet had dinner.
2. She's already been to London, Berlin, and Rome. / She's been to London, Berlin, and Rome already.
3. They haven't called home yet. / They haven't yet called home.
4. We've already finished our class. / We've finished our class already.

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The present perfect: ever, never, and before

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Call on volunteers to read the first rule and the example question and answers. Write additional questions for students to answer; for example, *Have you ever traveled on a ship? Have you ever gone sky diving? Have you ever driven a tractor?*
- Have a student read the second rule. Invite students to share things they have never done before. Then ask students if anyone in class has done any of these things.
- Tell students to read the last rule silently. Then call on volunteers to tell the class about something they have *never ever* done.

C On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- For a warm-up, poll the class with several questions from the exercise.
- Have students write the answers. Remind them to use *ever, never,* and *before* in their answers.
- Move around the room and help students as they write. For the second part of the exercise, remind students to use the simple past tense to describe when something happened.
- Have pairs compare their answers and experiences.

UNIT 2 Lesson 1

The present perfect and the present . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the introductory information to the class.
- Then ask a volunteer to read the first way to talk about unfinished actions. Write the example on the board and underline 2001. Ask *What other start time could we use in this sentence?* (Possible answers: January, Monday, Last week, I was born.)
- Ask students to suggest additional present perfect statements using *since;* for example, say *We have been in class since [2:00]. Are we still in class?* (Yes.)
- Ask a student to read the second way to talk about unfinished actions. Write the example on the board, and underline *five years.* Ask *What other start time could we use in this sentence?* (Possible answers: Six months, three weeks, a long time.)
- Have a student read the third way to talk about unfinished actions.
- Read the final note to the class aloud. Write on the board *I have been reading since this morning. I have been reading for three hours.* Ask:
  Did the action begin in the past?
  When did the action begin?
  Am I still reading?
  May I continue to read into the future?
- Ask students to suggest additional present perfect continuous statements to describe unfinished actions. Have them create statements using both *since* and *for.*

A Read the sentences . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- To review, ask *What words indicate unfinished action in sentences in the present perfect (continuous)?* (For / since.)
- Have students complete the exercise. If they need help, hint to them to look for sentences that use *for* or *since.*
- Review answers with the class. Point out that items 3, 6, and 8 are all finished actions.

B Complete each statement . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students complete the exercise, invite volunteers to read each sentence aloud. Focus students' attention on the verb in each sentence and how it emphasizes continuity of the action.

Option: **[+3 minutes]** Have students underline the *for* and *since* phrases in the exercise. Then have them replace the *for* phrases with *since* phrases.

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The present perfect: ever, never, and before

Use ever in questions. Use never in negative statements and short answers. Do not use ever in affirmative statements.

Have you **ever** made sushi?
- Yes, I have. OR Yes, I've made sushi. NOT Yes, I've ever made sushi.
- No, I **never** have. OR No, I've **never** made sushi.

You can also use before in negative statements with never.

I've **never** been to Thailand **before**.

In very informal speech, ever is sometimes used to strongly emphasize never. This meaning of ever is similar to "in my whole life."

I've **never ever** been to Thailand.

C **On a separate sheet of paper, answer each question, using real information. If the answer is yes, write when this happened.** Answers will vary

1 Have you ever gone on a cruise?
2 Have you ever tried Indian food?
3 Have you ever been to Hawaii?
4 Have you ever met a famous person?
5 Have you ever fallen in love?
6 Have you ever played golf?

UNIT 2 Lesson 1

The present perfect and the present perfect continuous: unfinished actions

Unfinished (or continuous) actions are those that began in the past, continue in the present, and may possibly continue into the future. Here are three ways to talk about unfinished actions:

1 **the present perfect with since: Use since with a stated start time in the past.**
I've lived here **since** 2001. (2001 is the stated start time. I still live here, so the action "continues.")

2 **the present perfect with for: Use for to describe the period of time from its start until the present.**
I've lived here **for** five years. (Emphasis is on the five-year period. I still live here, so the action "continues.")

3 **the present perfect continuous with for or since. (Form the present perfect continuous with the present perfect of be and a present participle.)**
I've **been living here** since 2001. OR I've **been living here** for five years. (In both cases, the action "continues.")

When describing continuing and unfinished actions with for and since, the present perfect and the present perfect continuous are both correct. Some people feel the present perfect continuous emphasizes the continuing time a bit more.

A Read **the sentences with the present perfect. Check each sentence that describes an unfinished (or continuing) action.**

- ☑ 1 The Grants have lived in Buenos Aires since the late seventies.
- ☑ 2 Carmen has been living in Buenos Aires since last year.
- ☐ 3 I've visited Paris three times.
- ☑ 4 Ted has been visiting Paris since the 1980's.
- ☑ 5 We have eaten in that great Indian restaurant for years.
- ☐ 6 They've eaten in that Indian restaurant before.
- ☑ 7 My brother has been playing tennis for many years.
- ☐ 8 Min-ji has played tennis twice.

B Complete **each statement with the present perfect continuous.**

1 *Wall-E* ___has been playing___ (play) at the Children's Classics Cinema every Saturday since 2009.
2 Robert ___has been waiting___ (wait) in the ticket holders' line for a pretty long time.
3 People ___have been worrying about___ (worry about) violence in movies since the sixties.
4 I'___ve been talking about___ (talk about) that movie for weeks.
5 We'___ve been coming___ (come) to this classics movie theater for two years.

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Spelling rules for the present participle: review

Add –ing to the base form of the verb
speak → speaking

If the base form ends in a silent –e, drop the –e and add –ing.
have → having

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant (C-V-C) series, double the last consonant and then add –ing.
C V C
s i t → sitting

Be careful! Don't double the last consonant in words that end in –w, –x, or –y.
flow → flowing
fix → fixing
pay → paying

In verbs of more than one syllable that end in a consonant-vowel-consonant series, double the last consonant only if the stress is on the last syllable.

control → controlling BUT order → ordering

C On a separate sheet of paper, write the present participle for the following base forms.

1 find	finding	8 go	going	15 come	coming	22 forget	forgetting	29 begin	beginning
2 be	being	9 make	making	16 leave	leaving	23 eat	eating	30 tell	telling
3 lose	losing	10 fix	fixing	17 drive	driving	24 pay	paying	31 bring	bringing
4 put	putting	11 know	knowing	18 meet	meeting	25 stand	standing	32 take	taking
5 get	getting	12 speak	speaking	19 blow	blowing	26 think	thinking		
6 say	saying	13 hear	hearing	20 give	giving	27 buy	buying		
7 write	writing	14 let	letting	21 run	running	28 see	seeing		

UNIT 2 Lesson 2

Ways to express preferences: review

Use like, prefer, or would rather with a direct object to indicate preferences. The direct object can be a noun or noun phrase, a base form, or an infinitive, depending on the structure you use.

Nouns or noun phrases

She'd like **tea**.
We'd like **an early breakfast** tomorrow.
Sarah prefers **coffee**.
Would they prefer **a horror film**?

Base forms

They'd rather **see** a comedy.
Would you rather **have** coffee or tea?
I'd rather **not go out** tonight.

Infinitives

I'd like **to go** to the movies tonight.
I prefer (OR I'd prefer) **to see** something less bloody.
She'd prefer **not to show** her children that film.

A On a separate sheet of paper, write sentences and questions using the following words and phrases.
See page T124 for answers.

1 They / prefer / see / the Woody Allen film.
2 What time / you / would rather / meet?
3 Who / would like / order / eggs for breakfast?
4 they / would rather / watch TV or go out?
5 Jason / would like / have / a large container of popcorn.
6 I'd prefer / rent / a sci-fi film tonight.
7 Her parents / would rather not / watch / anything too violent.
8 Who'd prefer / not see / that silly animated film?

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Spelling rules for the present participle: review

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To review, write the words *vowel* and *consonant* on the board. Ask students to provide examples of each (Vowels = *a, e, i, o, u,* and sometimes *y*; consonants are all the other letters of the alphabet.)
- Give students a few minutes to read the spelling rules. As students read, write the following words on the board *think, make, run, mix, wonder*. Ask *Which of these words are examples of C-V-C?* (*Run* and *mix*.) For which word do you double the consonant? (run = running) Then elicit the present participle for the other words. (thinking, making, mixing, wondering)

C On a separate sheet of paper . . .

Suggested teaching time:	8 minutes	Your actual teaching time:	

- Have students work in pairs to complete the exercise.
- To review the answers, have students write the words on the board for easy correction.
- If time permits, divide the class into two teams and hold a spelling bee to practice spelling of the present participle form.

UNIT 2 *Lesson 2*

Ways to express preferences: review

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the information. If necessary, quickly review the definitions of *noun* (a word that names a person, place, or thing) and *noun phrase* (a phrase which contains a noun or pronoun that can be the subject or object of a verb). Point out that the bolded words in blue are examples of nouns and noun phrases.
- Explain that *would like* can take a noun / noun phrase OR infinitive; *would prefer* can take a noun / noun phrase OR infinitive; *would rather* can only take base form.

A On a separate sheet of paper . . .

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Move around the room as students work, providing help as necessary. Tell students to refer to the Grammar box for help as well. Make sure that students invert *would* + the pronoun in the question form in 2 and 4.
- Review the answers with the class. Ask *Are there any noun phrases in any of the sentences or questions?* (No.)

Answers to Unit 2, Lesson 2—Exercise A

1. They'd prefer to see the Woody Allen film.
2. What time would you rather meet?
3. Who would like to order eggs for breakfast?
4. Would they rather watch TV or go out?
5. Jason would like to have a large container of popcorn.
6. I'd prefer to rent a sci-fi film tonight.
7. Her parents would rather not watch anything too violent.
8. Who'd prefer not to see that silly animated film?

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B On a separate sheet of paper . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students answer the questions, have them interview a partner and share their answers.
- If time permits, compare preferences among students in the entire class.

UNIT 3 Lesson 1

Expressing obligation with have to and must

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on a volunteer to read the title of the Grammar box. Ask *What does* obligation *mean?* (The responsibility to do something.)
- Give students a few minutes to read the first rule and the note. Write the following on the board:
  1 *I must finish this report by 4:00 P.M.*
  2 *I have to finish this report by 4:00 P.M.*
  3 *I have got to finish this report by 4:00 P.M.*
  Ask: *Is there a difference in meaning between these sentences?* (No.) *Which sentence sounds the most formal?* (The one with *must.*) *Which sentence sounds the least formal?* (The one with *have got to.*)
- Invite students to share things they have to do this week. Tell them they can use any of the forms on the board.
- Read the rules in the Be careful! note. Ask *What does* prohibition *mean?* (You are not allowed or are forbidden to do something.) Write on the board *You must not touch the paintings. / You don't have to touch the paintings.* Ask *Is the meaning the same?* (No. *Must not* means the action is forbidden. *Don't have to* means you're not obliged to, but you can.)

A On a separate sheet of paper . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students write the sentences, invite pairs to read them, calling attention to the varying formality. Invite students to speculate who might say the different sentences. For example, a hotel manager might say to her employees, "Hotel guests must leave their luggage at the front desk." A hotel desk clerk may say to another clerk, "Hotel guests have to leave their luggage at the front desk."

Answers for Unit 3, Lesson 1—Exercise A

1. Hotel guests must leave their luggage at the front desk. / Hotel guests have to leave their luggage at the front desk.
2. Hotel employees must arrive before 9:00 A.M. / Hotel employees have to arrive before 9:00 A.M.
3. Hotel maids must close the door while cleaning a room. / Hotel maids have to close the door while cleaning a room.
4. Hotel guests must park their cars in front of the hotel. / Hotel guests have to park their cars in front of the hotel.

B On a separate sheet of paper . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Move around the room to make sure that students change the sentences so they make sense. Help students as needed.
- Have students compare their answers with a partner. If time permits, invite volunteers to write their sentences on the board.

Answers to Unit 3, Lesson 1—Exercise B

1. Hotel guests must not leave their luggage at the front desk.
2. Hotel employees must not arrive before 9:00 A.M.
3. Hotel maids must not close the door while cleaning a room.
4. Hotel guests must not park their cars in front of the hotel.

C On a separate sheet of paper . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- After students write the sentences, call on volunteers to read the answers. After each one, ask questions; for example, *Do hotel employees have to arrive before 9:00 A.M.?* (No.) *Can they arrive before 9:00 A.M. if they want to?* (Yes.)

Answers to Unit 3, Lesson 1—Exercise C

1. Hotel guests don't have to leave their luggage at the front desk.
2. Hotel employees don't have to arrive before 9:00 A.M.
3. Hotel maids don't have to close the door while cleaning a room.
4. Hotel guests don't have to park their cars in front of the hotel.

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B **On a separate sheet of paper, answer each question in a complete sentence, expressing your own preference.** Answers will vary.

1 What genre of movie do you usually prefer?
2 What would you like to have for dinner tonight?
3 Would you rather see a comedy or a horror film?
4 Would you prefer popcorn or potato chips from the refreshment stand?
5 Would you like to rent a DVD or go out to the movies?

UNIT 3 *Lesson 1*

Expressing obligation with have to and must

Use have to and must plus a base form to express obligation when there is no other choice of action available.

Students **must take** this exam.
You **have to take** the 6:00 train if you want to arrive on time.
She **has to make** a reservation before July 15th.

Be careful!

The negative form must not expresses prohibition, not obligation.

You **must not smoke** in your room. = Don't smoke there.

The negative forms don't have to and doesn't have to express a lack of obligation.

You **don't have to show** your passport. = It isn't necessary.

Note: Must is very formal and not very common in speaking. It is generally used by a person in authority (e.g. a teacher or boss) to state policy or law. Have to is much more common in both speaking and writing. The more informal have got to* is also common in spoken English.

Sorry. I'**ve got to hurry**. I'm going to be late.

*There is no negative form of have got to in American English. Use don't have to or doesn't have to.

A **On a separate sheet of paper, write each of the following sentences two ways: with must and with have to.** See page T125 for answers.

1 Hotel guests / leave / their luggage at the front desk.
2 Hotel employees / arrive / before 9:00 A.M.
3 Hotel maids / close / the door / while cleaning a room.
4 Hotel guests / park / their cars in front of the hotel.

B **On a separate sheet of paper, write each of the sentences in Exercise A again, using must not to express a prohibition. Make changes so the sentence makes sense.** See page T125 for answers.

Hotel guests must not leave their luggage at the front desk.

C **On a separate sheet of paper, write each of the sentences in Exercise A again, using don't or doesn't have to to express a lack of obligation. Make changes so the sentence makes sense.** See page T125 for answers.

Hotel employees don't have to arrive before 9:00 A.M.

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Suggestions and advice: could, should, ought to, and had better

Use could plus a base form to suggest or ask about an alternative. There is no negative form.
They **could stay** at the Fiesta Hotel if the Milton is full.
Could they **stay** at the Fiesta Hotel if the Milton is full?

Use should or ought to plus a base form to state an opinion or give advice.
You **should** (or **ought to**) stay at the Milton. It's close to town and very cheap.
You **shouldn't stay** at the Fairway Inn. It's too expensive.

Use had better to state an opinion or give advice. The meaning is similar to should and ought to, but had better expresses the idea that there is a consequence for not doing something.
You'd **better stay** at the Milton. The other hotels are too far from town.
You'd **better not stay** at the Fairway Inn if you want to save money.

Note: In American English it's very uncommon to use ought to in the negative. It's unusual to say: You ~~ought not stay~~ at the Fairway Inn.
Ought to has the same meaning as should, but should is slightly less formal.
Don't use ought to in questions or negative statements. Use should or shouldn't instead.

D **On a separate sheet of paper, write five suggestions to a visitor to your city or country, using could, should, shouldn't, had better, and had better not.** Answers will vary.

You should stay at a hotel on the beach. The beaches are really beautiful, and the location is convenient.

Expectation: be supposed to

Use be supposed to to mean that someone expects an action from another person.
We're **supposed to check out** of our room by twelve.
(The hotel expects guests to check out at that time.)

The negative form is be not supposed to.
Hotel guests **are not supposed to take** anything from their rooms.

E **On a separate sheet of paper, write five sentences that describe actions your school expects from its students. Use be supposed to.** Answers will vary.

Students are supposed to come on time to class. They're not supposed to be late.

F **Choose the sentence closer in meaning to each numbered statement or question.**

1 Do you think the Milton Hotel is a good place to stay?
(a) Do you think I should stay at the Milton Hotel?
b Do you think I have to stay at the Milton Hotel?

2 If you don't have your luggage ticket, the bellman won't give you your luggage.
a You could give the bellman the ticket.
(b) You must give the bellman the ticket.

3 They don't accept credit cards in this hotel. They only accept cash.
(a) You have to pay with cash.
b You'd better pay with cash.

4 When I made the reservation, I asked for a suite.
a They could give me a suite.
(b) They're supposed to give me a suite.

5 Don't wear shorts in the restaurant.
(a) You must not wear shorts in the restaurant.
b You don't have to wear shorts in the restaurant.

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Suggestions and advice: could, should . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Call on students to read the first rule and the example sentences. Point out that these examples indicate there is a possible alternative.
- Ask a volunteer to read the second and third rules and their example sentences. To check comprehension, write the following sentences on the board:
  1 *You could send me an e-mail if I don't pick up the phone.*
  2 *You should send me an e-mail.*
  3 *You had better send me an e-mail or I will forget.*
- Ask *What is the difference in meaning in these sentences?* Have students discuss the differences in pairs. (1. Suggests an alternative; 2. Gives advice; 3. Gives strong advice with a warning.) Move around the room, helping students as needed.
- Read the Note aloud as students follow along in their books. Point out that *ought to* is used less frequently than *should*.

D On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Move around the room as students write their sentences. Make sure they are using the appropriate words for each situation.
- Review students' answers with the class.

Expectation: be supposed to

Suggested teaching time:	4 minutes	Your actual teaching time:	

- After calling on volunteers to read aloud the rules and example sentences, write on the board *We're supposed to be in class at 9:00. We're not supposed to eat in class.* Call on volunteers to say these sentences in a different way. (The teacher expects us to be in class at 9:00. The teacher does not allow us to eat in class.)

E On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- When students have finished, call on volunteers to write their sentences on the board.

F Choose the sentence closer in meaning . . .

Suggested teaching time:	7 minutes	Your actual teaching time:	

- After students complete the exercise, have them compare their answers in pairs and discuss any disagreement. Move around the room, helping students as needed.
- Discuss with the class why the incorrect answer in each item does not work (1. *Do you think I have to stay at the Milton Hotel?* doesn't ask for advice, it asks about obligation; 2. *You could give the bellman the ticket* suggests you have a choice; 3. *You'd better pay with cash* suggests it is the only possible way to pay; 4. *They could give me a suite* suggests that you left room for an alternative—however, when you made the reservation, you asked for a suite specifically; 5. *You don't have to wear shorts* suggests that you can, but are not obligated to, whereas the rule is that it is forbidden to wear shorts in the restaurant.)

Option: **[+7 minutes]** To challenge students, write the following situations on the board. Have students make statements about each situation, using the appropriate language.
1 *You have a test tomorrow, but you're not prepared yet.*
2 *Your mother is expecting you to help her clean the house.*
3 *Your friend gives you advice about getting a job.*
4 *Your friend doesn't want hamburgers for lunch.*
5 *You're required to be at work at 8:00 AM.*
(Possible responses: 1. I'd better study. 2. I'm supposed to help my mother clean the house. 3. You should get another job. 4. We could have Mexican food. 5. I have to be at work at 8:00.)

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UNIT 3 Lesson 2

Will and be going to

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Ask several students *Do you know the weather for tomorrow?* Write students' predictions on the board. Make sure that you have examples with *will* and *be going to*.
- Call on a student to read the first rule. Ask students to make additional predictions about the future, such as *Our team will win the football game. The pool is going to reopen in July.*

FYI: *Be going to* is used to make predictions more often when there is obvious evidence; for example, *It's going to rain.* (There are black clouds in the sky, which give us obvious evidence.) *Will* is used slightly more often when making a prediction based on opinion. However, these distinctions are not always observed and the forms are used interchangeably in informal spoken English.

- Read the second rule aloud. Then write *Weekend plans: I'm going to . . .* Ask students to share what they are going to do this weekend.
- Focus on the third rule and read the example sentence. Say *I don't have any plans after school today. Maybe I'll go grocery shopping. Or maybe I'll go to the park and read a book.* Clarify that these are ideas you came up with right now for the immediate future.
- Read the fourth rule and the example sentence aloud. Invite students to share things they are and are not willing to eat.
- Read the final rule aloud.

A On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Move around the room as students work and make sure they use *be going to* to write about their weekend plans.
- Have students exchange their papers with a classmate and read about their plans.
- If time permits, have each student report his or her partner's plans to the class.

B On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- For a warm-up, write on the board *exercise, breakfast food, clothes.* Say *I'll ride my bike, but I won't run. I'll have yogurt, but I won't eat oatmeal. I'll wear a skirt, but I won't wear shorts.* Invite students to share additional examples.
- After students write their sentences on the topic of their choice, call on each student to read his or her sentences and have the class identify the topic: exercise, breakfast food, or clothes. Students will be able to see how they compare with their classmates.

Option: **[+4 minutes]** Tell students to imagine that the class is going to have a party. Have students use *will* in an offer to bring in different things; for example, *I'll bring soda. I'll bring chips and salsa.* If necessary, to get them started, ask *Who is willing to bring things? Who'll bring paper plates? Who'll bring cookies?*

UNIT 4 Lesson 1

The past continuous: other uses

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have a volunteer read the first rule and example sentences.
- Write the following additional example on the board: *I was downloading a picture when my computer crashed.* Ask:
  Which activity happened first? (Downloading a picture.)
  What interrupted the activity? (The computer crashing.)
  Which was the continuous action? (Downloading a picture.)
  Which was the completed action? (The computer crashed.)
  Point out the relative placement of *while* and *when: while* appears before the continuous clause; *when* follows the continuous clause.
- Read the second rule and examples. Then write the following on the board: *I was downloading a picture and surfing the web.* Ask *Which activity happened first?* (Neither one. Both were happening at the same time in the past.)

On a separate sheet of paper . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity by completing item one with the class. Write on the board *take a test / hear the fire alarm.* Ask *Which of these activities do you think happened first?* Place a 1 next to *take a test* and write the complete sentence on the board.
- Tell students to complete the remaining items in the same way: Number the activity according to which they think happened first and then write complete sentences.
- Move around the room, helping students as needed. If students have numbered any actions incorrectly, help them see why a particular action happened first.
- Review answers by having students write their sentences on the board and correcting them with the class.

Answers to Unit 4, Lesson 1

1. She was taking a test at school when she heard the fire alarm.
2. While I was talking to my mother on the phone, the TV show started.
3. Mr. Park was cooking dinner when Mrs. Park finished the laundry.
4. Mr. Kemp was working in the garden when the rain began.
5. While Claudia was picking up their rental car, Alex called their hotel.
6. While Nancy was shopping at the grocery store, she saw an old friend.

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UNIT 3 Lesson 2

Will and be going to

Use will or be going to for predictions about the future. The meaning is the same.

It'll rain tomorrow.
It's going to rain tomorrow.

Use be going to when you already have a plan for the future.

A: Are you coming to class tomorrow?
B: No, I'm going to go to the beach instead. NOT No, ~~I'll go~~ to the beach instead.

Other uses of will

Use will to talk about the immediate future when you do not already have a plan.

Maybe I'll go to the beach this weekend. NOT Maybe ~~I'm going to go~~ to the beach this weekend.

Use will to show willingness.

I'll eat chicken, but I won't eat seafood. (expresses willingness)

Compare will with be going to:

I'm going to eat chicken, but I'm not going to eat seafood. (expresses a plan)

A On a separate sheet of paper, write five sentences about your plans for the weekend, using be going to. Answers will vary.

B On a separate sheet of paper, write five sentences with will or won't for willingness on one of the following topics.
Answers will vary.

Topics
kinds of exercise you're willing (or not willing) to do
kinds of food you're willing (or not willing) to eat for breakfast
kinds of clothes you're willing (or not willing) to wear

UNIT 4 Lesson 1

The past continuous: other uses

The past continuous describes an action that was continuous until (and possibly after) the moment at which another action took place. The words when or while are often used in sentences that contrast continuing and completed actions.

He was talking on the phone when the storm began. (continuous action, then completed action)
While I was living in Chile, I got married. (continuous action, then completed action)

The past continuous also describes two continuing actions occurring in the same period of time.

While she was driving, her husband was reading the newspaper.
They were eating, and the music was playing.

On a separate sheet of paper, use the prompts to write logical sentences. Use the past continuous and the simple past in each sentence. See page T127 for answers.

1 She / take a test at school / when / she / hear the fire alarm
2 While I / talk to my mother on the phone / the TV show / start
3 Mr. Park / cook dinner / when / Mrs. Park / finish the laundry
4 Mr. Kemp / work in the garden / when / the rain / begin
5 While / Claudia / pick up / their rental car / Alex / call / their hotel
6 While / Nancy / shop at the grocery store / she / saw / an old friend

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UNIT 4 Lesson 2

Nouns and pronouns: review

A noun is a word that names a person, a place, or a thing. Nouns are either common or proper. A proper noun is capitalized.

common nouns: car, windshield, doctor, woman, father
proper nouns: Martin, Caracas, Carla's Restaurant

Two functions of nouns in sentences are subjects and direct objects. The subject performs the action of the verb. The object receives the action.

subject — direct object
Carla's Restaurant serves breakfast all day long.

A pronoun is a word that represents or replaces a noun. Pronouns also function as subjects and direct objects.

subject pronouns: I, you, he, she, it, we, they
object pronouns: me, you, him, her, it, us, them

subject — direct object
My parents / They } drove { the car / it } to the airport.

First, underline the subjects and circle the objects in the following sentences. Then label each noun either "common" or "proper." Finally, write a checkmark above each pronoun. (Note: Not every sentence contains a pronoun.)

proper common
Italians drive fast cars.

1 ✓ We love big vans. (common)
2 The children (common) broke the side-view mirror (common)
3 Ms. Workman (proper) picked up the car (common) this morning.
4 Rand (proper) loves sports cars (common), and his wife (common) loves them (✓), too.
5 A man (common) driving a sports car hit our minivan (common).
6 ✓ I returned the rental car (common) at the airport.
7 A-1 Rental Agency (proper) called me (✓) about the reservation.

UNIT 5 Lesson 1

Some and any: review

Some and any are indefinite quantifiers. They indicate an indefinite number or amount.

There are some toothbrushes in aisle 2. (We don't know how many.)
They are buying some shaving cream. (We don't know how much.)
Could I get some nail files? (We're not asking for a specific number of nail files.)
Do they have any makeup in this store? (We're not asking specifically how much.)

Be careful to use some and any correctly with count and non-count nouns:

Some: with non-count nouns and plural count nouns in affirmative statements

non-count noun — plural count noun
We need some sunscreen and some combs. They have some here.

Any: with non-count nouns and plural count nouns in negative statements

non-count noun — plural count noun
A: She doesn't want any shampoo, and he doesn't need any nail clippers.
B: Good! We don't have to buy any, then. I'm out of cash.

Any or some: with count and non-count nouns in questions

Do they need any toothpaste or sunscreen for the trip?
Do we need any razors or toothbrushes?

Remember: Count nouns name things you can count individually. They have singular and plural forms (1 nail file, 3 combs). Non-count nouns name things you cannot count individually. They don't have plural forms. Use containers, quantifiers, and other modifiers to make non-count nouns countable.

a bottle of shampoo / aftershave
a jar of face cream / deodorant
a tube of toothpaste / lipstick
a bar of soap
a can of hairspray / deodorant / shaving cream
250 milliliters of sunscreen

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UNIT 4 *Lesson 2*

Nouns and pronouns: review

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students read the definition of a noun. Ask them to give additional examples of common nouns and proper nouns.
- Read the second rule aloud. Then write on the board *Jack Hendrickson sells computers.* Ask *What is the proper noun in this sentence?* (Jack Hendrickson.) *The common noun?* (Computers.) *Which noun performs the action?* (Jack.) *Which receives the action?* (Computers.) Stress that the noun that performs the action is the *subject,* and the noun that receives the action is the *object.* Leave the sentence on the board to refer to later.
- Ask students to read the last rule and example sentences. Check understanding by asking students to change the nouns in the sentence on the board into pronouns. (He sells them.) Ask *Which is the subject pronoun?* (He.) *The object pronoun?* (Them.)

First, underline the subjects . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Before students complete the exercise, ask *How do you know a noun is proper?* (It begins with a capital letter.) Remind students to underline only nouns. Refer them to the definition in the Grammar box.
- Have students place check marks next to the pronouns in the sentences. Move around the room as students complete the exercise, providing help as necessary.
- Review answers with the class. Have students call out the subjects and objects of each sentence and identify them as proper nouns, common nouns, or pronouns.

UNIT 5 *Lesson 1*

Some and any: review

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Give students a few minutes to study the information in this section.
- To review the information, ask *What are count nouns?* (Things you can count individually.) *What are non-count nouns?* (Things you cannot count individually.) Write some examples of each on the board: *Count: apples, pickles, chocolate bars; Non-count: ice cream, rice, juice.* Call on volunteers to create affirmative and negative sentences for the words on the board. (Possible responses: I bought some apples at the store. The store didn't have any vanilla ice cream.)
- Read the information from the Remember note aloud and review the containers. To give students additional information on containers and quantifiers, draw the chart below on the board.

Containers	Quantifiers
a bag	*a cup*
a bottle	*a gallon*
a box	*a gram*
a can	*a kilo*
a carton	*a liter*
a container	*170 milliliters*
a jar	*an ounce*
a package	*a piece*
a tube	*a pound*
	a quart
	a slice
	a spoonful

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A On a separate sheet of paper . . .

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Have students look at the example sentence as a class. Then have them rewrite the sentences.
- Move around the room, helping students as needed. Then review answers with the class.
- Have students identify if each noun is countable (1. razors; 2. nail clippers; 3. brushes) or non-countable (4. mascara; 5. nail polish; 6. sunscreen; 7. dental floss; 8. deodorant). Then ask *How can we make the uncountable nouns countable?* (Add a container, quantifier, or other modifier; for example, tube of mascara, bottle of nail polish, bottle of sunscreen, box of dental floss, stick of deodorant.)

Answers to Unit 5, Lesson 1—Exercise A

1. There aren't any razors next to the sink.
2. We don't have any nail clippers.
3. They don't need any brushes for the children.
4. She isn't buying any mascara.
5. The salon doesn't need any nail polish for the manicurists.
6. I don't want any sunscreen on my back.
7. There isn't any dental floss in aisle 4.
8. They don't need any deodorant for the trip.

B Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- For a warm-up and review, ask *What kind of sentences use* any? (Questions and negatives.) Have students find the questions and negative statements and circle them. (1, 2, 3, 5, 6.) Have students fill in the blanks with *any*. Then have students fill in the remaining affirmative statements with *some*.
- For further practice, call on volunteers to identify the count and non-count nouns, as in Exercise A.

Too many, too much, and enough

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Write on the board *Sheila has too much homework.* Ask *Does Sheila need more homework?* (No.) *Would she like less homework?* (Probably.) Call on volunteers to create example sentences using *too much.*
- Read the rules with students. Ask volunteers to rewrite the first two example sentences on the board. (There aren't too many customers waiting in line. There isn't too much toothpaste on the toothbrush.)

C Complete each sentence . . .

Suggested teaching time:	6 minutes	Your actual teaching time:	

- Have students circle the count nouns (4. choices; 6. brands; 7. people) and underline the non-count nouns (1. nail polish; 2. perfume; 3. fruit; 5. soap; 8. money). Then have students fill in the blanks. Remind them to think about the sentence logically when choosing which word to write.
- After students complete the exercise, have them compare their answers in pairs.

Comparative quantifiers fewer and less

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Have students read the information.
- Write *hours / time; dollars / money* on the board. Ask *Which word in each pair is countable? Non-countable?* Have students suggest example sentences for each pair, using *fewer* and *less*. For example, I work fewer hours this year than last year. This project is taking less time.

D Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students scan the noun after each blank and decide if it is countable or noncountable. (1. students—countable; 2. cheese—noncountable; 3. ingredients—countable; 4. kinds of cars—countable; 5. movies—countable; 6. shampoo—noncountable)
- Ask *Which quantifier goes with count nouns?* (Fewer.) *Non-count nouns?* (Less.)
- After students complete the exercise, have them compare their answers in pairs.

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A On a separate sheet of paper, change the following sentences from affirmative to negative. Follow the example. See page T129 for answers.

There is some shampoo in the shower. *There isn't any shampoo in the shower.*

1 There are some razors next to the sink.
2 We have some nail clippers.
3 They need some brushes for the children.
4 She's buying some mascara.
5 The salon needs some nail polish for the manicurists.
6 I want some sunscreen on my back.
7 There is some dental floss in aisle 4.
8 They need some deodorant for the trip.

B Complete each sentence with some or any.

1 I don't need ___any___ more hand lotion.
2 There isn't ___any___ makeup in the bag.
3 We don't see ___any___ scissors in the whole store.
4 They need ___some___ soap to wash their hands.
5 It's too bad that there isn't ___any___ toothpaste.
6 I don't see ___any___ combs or brushes on those shelves.
7 I know I had ___some___ nail files in my bag. Now I can't find them.

Too many, too much, and enough

The word too indicates a quantity that is excessive—more than someone wants or needs. Use enough to indicate that something is satisfactory.

Use too many and not too many for count nouns.
There are **too many customers** waiting in line.

Use too much and not too much for non-count nouns.
There's **too much toothpaste** on the toothbrush.

Use enough and not enough for both count and non-count nouns.
There's **enough shampoo**, but there aren't **enough razors**.

C Complete each sentence with too many, too much, or enough.

1 Let's do our nails. Do we have ___enough___ nail polish for both of us?
2 This shampoo has ___too much___ perfume. It smells awful!
3 It's not a good idea to buy ___too much___ fruit. We're not going to be home for a few days.
4 This menu has ___too many___ choices. I can't make up my mind.
5 Check the bathroom shelf to see if we have ___enough___ soap. Mom and Dad are coming to visit.
6 I don't like when there are ___too many___ brands. I can't decide which one to buy.
7 There's no way to get a haircut today. ___too many___ people had the same idea!
8 They don't want to spend ___too much___ money on makeup. They're trying to save money.

Comparative quantifiers fewer and less

Use fewer for count nouns. Use less for non-count nouns.
The Cosmetique store has **fewer brands** of makeup than the Emporium.
There's **less hand lotion** in this jar than in that bottle.

D Complete each sentence with fewer or less.

1 Which class has ___fewer___ students—the early class or the late one?
2 The recipe calls for ___less___ cheese than I thought.
3 It has ___fewer___ ingredients, too.
4 Don't rent from Cars Plus. They have ___fewer___ kinds of cars than International.
5 The Cineplus has ___fewer___ movies this weekend than usual.
6 Is there ___less___ shampoo in the large size or the economy size?

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UNIT 5 Lesson 2

Indefinite pronouns: something, anything, and nothing

Use something in affirmative statements.
There's **something** in this box.

Use anything in negative statements.
There isn't **anything** in the fridge.

Use something or anything in yes / no questions.
Is there **something** we should talk about? Is **anything** wrong?

Nothing is the equivalent of not anything. Don't use nothing in negative statements.
There isn't **anything** in the fridge = There's **nothing** in the fridge. NOT There ~~isn't nothing~~ in the fridge.

Choose the correct indefinite pronoun to complete each sentence.

1 I need to go to the store to buy (something / anything).
2 There is (something / anything) I can do to help.
3 There isn't (something / anything) you can do to make yourself taller.
4 I went on the Internet to find (something / anything) about how to use sunscreen.
5 They have (something / anything) that helps you lose weight.
6 There's (anything / nothing) that can make you look young again.
7 They can't get (anything / nothing) to eat there after ten o'clock.

UNIT 6 Lesson 1

Use to / used to: use and form

The simple past tense can express a past habitual action if there is a reference to a period of time in the past.
When I was a kid, I **didn't eat** vegetables. I still don't today.

Use to and used to also express a past habitual action, but one that is no longer true today.
When I was a kid, I **didn't use to eat** vegetables. But now I do.

Remember: In yes / no questions and negative statements, use use to NOT used to.
I **used to** stay up late. Now I don't.
I **didn't use to** (NOT ~~used~~ to) get up early. Now I do.
Did you **use to** (NOT ~~used~~ to) go shopping more often?

A On a separate sheet of paper, change each statement into a yes / no question. See page T130 for answers.

I used to go running every day. *Did you use to go running every day?*

1 There used to be a large tree in front of your house.
2 Mr. and Mrs. Palmer used to go swimming every weekend.
3 Their grandmother used to put sugar in their orange juice.
4 Luke used to be very overweight.

B Use the prompts to write logical sentences with negative or affirmative forms of use to / used to.

See page T130 for answers.

1 Jason and Trish / get lots of exercise, but now they go swimming every day.
2 There / be a movie theater on Smith Street, but now there isn't.
3 No one / worry about fatty foods, but now most people do.
4 English / be an international language, but now everyone uses English to communicate around the world.
5 Women / wear pants, but now it's very common for them to wear them.

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UNIT 5 Lesson 2

Indefinite pronouns: something, anything . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Write on the board *I don't have anything to tell you. I have nothing to tell you.* Ask *What's the difference in meaning between these two sentences?* (There isn't any difference.) Then ask students to suggest a sentence with the opposite meaning. (I have something to tell you.)
- Give students a few minutes to read the rules and example sentences.
- Write these sentences on the board and have students correct them:
  1 *I don't have nothing to do today.* (I don't have anything to do today.)
  2 *Dora hasn't said something about her problem.* (Dora hasn't said anything about her problem.)
  3 *He didn't read nothing about the news.* (He didn't read anything about the news.)
- Write these sentences on the board: *1 We didn't find ___ at the mall. 2 I have ___ to tell you.* Tell students to fill in the blanks. Point out that one item has two possible answers. (1 anything; 2 something / nothing)

Choose the correct . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students circle the negative sentences. (3 and 7) Ask *Which indefinite pronoun do you use with negative statements?* (Anything.) Make sure students remember that *nothing* cannot be used in negative statements. Then have them complete the exercise.
- Review answers with the class.

UNIT 6 Lesson 1

Use to / used to: use and form

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Tell the class *When I was little, I used to carry my blanket everywhere.* Ask *Do I still carry my blanket everywhere?* (No.) Point out that we use *used to* in order to talk about a past habitual action that is no longer true.
- Invite students to share something they used to do when they were little.
- Then call on volunteers to read the rules. Focus on the last point—in negative statements and in *yes / no* questions, *used to* changes to *use to*.

A On a separate sheet of paper . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Review that a *yes / no* question is one that elicits the answer "yes" or "no." Ask a student to read the sample question in blue. Based on the sentence before it, ask *Is the answer to the question* yes *or* no? (Yes.) Point out the form change from *used to* to *use to* in the question format.
- Have students complete the exercise. Then review answers with the class.

Answers to Unit 6, Lesson 1—Exercise A

1. Did there use to be a large tree in front of your house?
2. Did Mr. and Mrs. Palmer use to go shopping every weekend?
3. Did their grandmother use to put sugar in their orange juice?
4. Did Luke use to be very overweight?

B Use the prompts . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students work in pairs. Encourage them to think carefully about the meaning of the sentence before deciding to use *used to* or *use to*. Model the first sentence. Say *Now Jason and Trish go swimming every day. What makes more sense: that in the past they didn't use to get a lot of exercise, or that they used to get a lot of exercise?* (That they didn't use to get a lot of exercise.)
- Move around the room as pairs discuss and write the sentences. Then review answers with the class. If necessary, break down the explanations as modeled above.

Answers to Unit 6, Lesson 1—Exercise B

1. Jason and Trish didn't use to get lots of exercise, but now they go swimming every day.
2. There used to be a movie theater on Smith Street, but now there isn't.
3. No one used to worry about fatty foods, but now most people do.
4. English didn't use to be an international language, but now everyone uses English to communicate around the world.
5. Women didn't use to wear pants, but now it's very common for them to wear them.

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Be used to / get used to

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Write on the board *I didn't like our new house when we moved into it, but I am used to it now.* Ask *What does* used to *mean in this sentence?* (That I am accustomed to our house.)
- Call on volunteers to read the rules. Clarify the explanations and example sentences as needed.

C Check the sentences . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students work in pairs to read the sentences and discuss the meaning. Write cues on the board to help students: *Does the sentence describe a past habitual action? Does the sentence describe getting accustomed to something?*
- When students finish, focus on the unchecked items that describe past habitual action. (2, 3, 6.) For each item, ask if the situation is true now. (No.)

D Write . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students complete the exercise, have them compare their answers in pairs.
- Review answers with the class. Focus on the incorrect items. Ask *Why is number 1 incorrect?* (*Used to* in this sentence means *accustomed to* and does not change form in the negative and question forms.)

E On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Write on the board *I'm used to . . . I'm not used to . . .* Orally complete each sentence. For example, *I'm used to getting up early. I'm not used to the traffic in this city.*
- Have students write four of their own sentences. Make sure they understand that they are writing sentences with *used to* meaning *accustomed to*—not describing past habitual actions.

Repeated actions in the past: would + base form

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Write on the board *When I was little, I used to carry my blanket everywhere.* Say *Another way to say this sentence is "When I was little, I would carry my blanket everywhere."* Call on a student to read the first rule.
- Read the Be careful! note. Provide a few more incorrect sentences for students to correct on the board; for example, When I was young . . . I ~~would~~ (used to) have a lot of free time. I ~~would~~ (used to) live in Canada. I ~~would~~ (used to) like cotton candy.

F If it is possible . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Review that *would* can only be used to describe habitual past action. It cannot be used to describe possession, likes and dislikes, situations, or locations in the past.
- Make sure that students understand that each sentence could be completed with *used to*. The task is to see which sentences can also be completed with *would*. (1, 4, 5)
- After students have completed the exercise, have them compare their answers in pairs.

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Be used to / get used to

Be used to means be accustomed to. Compare use to / used to + base form and be used to.

Used to + base form

I didn't use to like the food. But now I do.

Be used to

I'm used to the noise now. But when I first came here, it really bothered me.

Get used to means to become accustomed to.

You'll get used to the new schedule after a few days.

Be careful! With be used to, don't change used in negative statements or questions.

He wasn't used to the weather there. NOT He wasn't ~~use~~ to . . .

Are you used to the life here? NOT Are you ~~use~~ to . . .

C Check the sentences in which used to means accustomed to something.

- ☑ 1 When the school term ended, I was finally used to the new teacher.
- ☐ 2 In our other class, the teacher used to be very strict.
- ☐ 3 They used to like seafood, but now they don't.
- ☑ 4 Because we lived in the mountains, we weren't used to fresh seafood.
- ☑ 5 I'm sure she'll get used to her new apartment soon.
- ☐ 6 These shoes used to be comfortable, but now they're too loose.
- ☑ 7 I'm sure she'll get used to wearing high-heeled shoes.

D Write ✓ if the sentence is correct. Write ✗ if it is incorrect and make corrections.

- ☒ 1 I'll never get ~~use~~ used to the traffic here.
- ☑ 2 We didn't use to take vacations very often.
- ☒ 3 Is he ~~use~~ used to his new roommate yet?
- ☒ 4 Will she ever get ~~use~~ used to life in the city?
- ☑ 5 What did you used to do on weekdays when you weren't working?

E On a separate sheet of paper, write two sentences about something you're used to and two sentences about something you're not used to. Answers will vary.

Repeated actions in the past: would + base form

You can also use would + the base form of a verb to describe repeated past actions. In this use, would has the same meaning as used to.

When we were young, our parents would go camping with us. (= used to go camping with us.)

Be careful! Use used to, not would, to describe possession, likes and dislikes, situations, or location in the past.

I used to have a lot of clothes. NOT I ~~would have~~ a lot of clothes.

My hometown used to be Dakar. NOT My hometown ~~would be~~ Dakar.

I used to be a terrible English student. NOT I ~~would be~~ a terrible English student.

F If it is possible, complete the sentence with would. If not, use a form of used to.

1 They ___would___ go to the beach every Saturday in the summer.

2 I ___used to___ have a really large kitchen in my old house.

3 My husband never ___used to___ like coffee, but now he can't get enough of it.

4 Almost every evening of our vacation we ___would___ eat at a terrific outdoor restaurant.

5 Before the microwave, people ___would___ heat up soup on the top of the stove.

6 Sigrid ___used to___ be a tour guide, but now she's a professional chef.

7 There ___used to___ be three or four Italian restaurants in town, but now there aren't any.

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Negative yes / no questions: short answers

Answer negative yes / no questions the same way as you would answer affirmative yes / no questions.

Is Jane a vegetarian?
Isn't Jane a vegetarian? } Yes, she is. / No, she isn't.

Do they have two sons?
Don't they have two sons? } Yes, they do. / No, they don't.

A Answer each negative question with a short answer. (Use the information for your answer.)

1 A: Isn't Hank a lawyer?
B: No, he isn't. He's not a lawyer.

2 A: Doesn't Bob have two brothers?
B: Yes, he does. He has two younger brothers.

3 A: Haven't you been to Siberia before?
B: No, I haven't. I've never been here before.

4 A: Aren't you learning English right now?
B: Yes, I am. I'm studying English at the institute.

5 A: Wasn't Nancy at the movies last night?
B: No, she wasn't. She didn't go to the movies.

6 A: Don't Sachiko and Tomofumi have a car?
B: Yes, they do. They own a minivan.

Suggestions with Why don't...? and Why doesn't...?

You can make suggestions with both Why don't . . . ? or Why doesn't . . . ?

A: Your daughter looks really cold. Why doesn't she put on a sweater?
B: Good idea.

A: Your kids are so nice. Why don't they come and play with mine sometime?
B: That would be great.

B On a separate sheet of paper, continue each statement with a suggestion using Why don't . . . ? or Why doesn't . . . ? Answers will vary.

Your husband doesn't look like he feels very well. Why doesn't he go see a doctor?

1 Wouldn't you love to have a cup of coffee right now?
2 Did you say your father hasn't taken a vacation in two years?
3 It's such a beautiful day! We shouldn't stay indoors.
4 Your sister looks so bored!
5 We shouldn't just watch TV tonight.
6 Mr. García needs a ride to the airport.
7 Nina's English teacher suggested that she work on her listening skills.

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Negative yes / no questions: short answers

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Have students read the rules in the box to themselves.
- Then bring the class together. Ask individual students questions such as *Isn't your name Mark? Don't you have an older sister?* Encourage students to use short answers to answer your questions.

A Answer each negative question . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Have students work individually to complete the exercise. Tell them to use the information in the exchange to answer the question correctly. Model item 1 for students. Ask *How do we know whether Hank is a lawyer?* (The last sentence in 1B says *He's not a lawyer.*)
- Review answers with the class. Have students point out the information that helped them answer the questions.

Option: **[+5 minutes]** Have pairs choose one of the conversations and continue it for one or more exchanges. Tell them to use negative yes / no questions; for example, A: *Isn't Hank a lawyer?* B: *No, he isn't.* A: *Really? Didn't he go to law school?* B: *Yes, he did, but then he became a policeman.*

Suggestions with Why don't...? . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Read the rule in the box. Then have volunteers role-play the A and B exchanges. For a challenge, have students playing the role of B think of different answers.
- Then invite students to offer suggestions to statements you make, such as:

  You: *The weather is so nice!*
  Student: *Why don't we have class outside?*

B On a separate sheet of paper . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- After students write their suggestions, have them compare their answers in pairs.
- Move around the room and listen for the correct use of *Why don't . . .* and *Why doesn't . . .*
- Finally, call on students to share some of their suggestions.

Option: **[+5 minutes]** Have pairs role-play the situations in Exercise B. After Student A presents the situation and Student B makes a suggestion, tell Student A to thank Student B or to disagree; for example, *Good idea!* or *No, that won't work because . . .* Have volunteers present their role plays to the class.

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UNIT 7 Lesson 1

Gerunds and infinitives: as subjects . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	

- On the board, write *1. I love swimming. 2. I love to swim.* Ask *Do these sentences have the same meaning?* (Yes.) *What's the difference between them?* (Sentence 1 uses a gerund. Sentence 2 uses an infinitive.)
- Call on a student to read the first rule and example sentences in the box. Point to the underlined words in the sentences and ask *How do these words function—as nouns or verbs?* (They all function as nouns.) Ask students to suggest additional sentences that use a gerund as a:
  subject (Swimming is a healthy exercise.)
  subject complement (My favorite kind of exercise is swimming.)
  object of a preposition (I wrote an essay about swimming.)
  direct object (I enjoy swimming at swimming pools.)
- Call on a student to read the second rule and example sentences. Ask students to suggest additional sentences that use an infinitive in the following ways:
  subject (To sing opera is difficult.)
  subject complement (What I really want is to sing.)
  direct object (I love to sing pop.)
- Move around the room and help students as needed. Explain the parts of speech as needed and provide additional examples such as:
  subject: Skating is a popular Olympic sport.
  subject complement: A popular Olympic sport is skating.
  direct object: I like skating.
  object of a preposition: I am interested in skating.

Underline the gerunds . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- For a warm-up, ask *What form is a gerund?* (Base form of verb + *-ing*.) Before completing the exercise, instruct students to scan the sentences for all the gerunds and underline them.
- In pairs, have students identify the parts of speech and label them. Encourage students to discuss any statements they are not sure about. Move around the room and help students as needed.
- Review any outstanding questions.

UNIT 7 Lesson 2

Negative gerunds

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Ask a volunteer to read the rule and example sentences in the box. Write on the board *I really don't like . . .* Complete the sentence with a negative gerund; for example, *not seeing my friends during the summer.* Then call on several students to finish the sentence with their own ideas.
- Write on the board *I'm worried about never having enough money to pay rent.* Ask *Can we replace never with not?* (Yes.) *Is the meaning the same?* (Not exactly.) Explain that in the sentence above, *never* suggests that not having money is an ongoing, continuous situation, whereas *not having enough money* refers to the situation right now.

Complete the paragraph . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Tell students to read the paragraph carefully. Have them complete the exercise individually, thinking carefully about the context.
- When students have completed the exercise, have them compare their answers in pairs. Move around the room and help students with any problem areas.

Option: [+8 minutes] On the board, write *I really want to do something to improve . . .* Have students write a paragraph describing what they would like to improve about themselves or their surroundings. Tell them to use both affirmative and negative gerunds in their paragraphs.

UNIT 8 Lesson 1

The passive voice: transitive verbs . . .

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Ask a volunteer to read the first rule and example sentences in the box aloud. Read the Remember note to students and ask *What is the subject in the first example sentence?* (Picasso.) *What is the verb?* (Painted.) *What is the direct object?* (*Guernica*.)
- Call on a volunteer to read the second rule. Focus students' attention to the example sentences. Ask *What is the direct object in each of the sentences?* (There is none. The verbs are intransitive, so there is no receiver of the action.)
- Tell students to scan the list of common intransitive verbs on the right. Tell them to try to attach direct objects to the verbs, such as *I arrived on time. I walk to school. Don't fall down.*
- Invite students to suggest additional sentences that use transitive verbs; for example, *They sold their house last week.* For each sentence, ask *What is the receiver of the action?*

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UNIT 7 Lesson 1

Gerunds and infinitives: as subjects, subject complements, and objects

Gerunds (–ing form of a verb) and infinitives (to + base form) function as nouns within sentences.
Gerunds can be subjects, subject complements, or objects.

Painting is my favorite leisure-time activity. (subject)
My favorite activity is **painting**. (subject complement; usually follows be)
I enjoy **painting**. (direct object)
I read a book about the history of painting. (object of the preposition of)

Infinitives can be subjects, subject complements, and direct objects.

To paint well is a talent. (subject)
The only thing he needs is **to** paint. (subject complement; usually follows be)
I want **to paint**. (direct object)

Underline the gerunds and circle the infinitives in the following sentences. Then write *subject* (s), *subject complement* (c), *direct object* (do), or *object of a preposition* (op) on the line next to each one.

do 1 I enjoy watching movies every night on DVD.
do 2 Her greatest dream was (to see) all of her children attend college.
op 3 What's the point of creating a nice environment at home if genetics is the only thing that counts?
s 4 Avoiding too much pressure helps children become less critical.
do 5 My niece plans (to study) personality development next semester.

UNIT 7 Lesson 2

Negative gerunds

A gerund can be made negative by using a negative word before it.

I like **not going** to bed too late.
They complained about **never having** enough time.

Complete the paragraph with affirmative and negative gerunds.

I really want to do something to improve my appearance and lose weight. I'm sick of never being (1 be) able to fit into my clothes. I know it's not enough to complain about gaining (2 gain) weight—I need to do something about it! I plan to spend every afternoon riding (3 ride) my bike. Also, I want to go on a diet, but I'm afraid of feeling (4 feel) hungry all the time. I worry about not having (5 have) enough energy to exercise if I'm not getting (6 get) enough to eat.

UNIT 8 Lesson 1

The passive voice: transitive verbs and intransitive verbs

A transitive verb can have a direct object. Transitive verbs can be used in the active voice or passive voice.

active voice		passive voice
Picasso **painted** *Guernica* in 1937.	→	*Guernica* **was** painted in 1937.

An intransitive verb cannot have a direct object. With an intransitive verb, there is no "receiver" of an action.

The painting **arrives** tomorrow.
The *Mona Lisa* will **stay** at the Louvre.
That new sculpture **seems** like a Botero.

Remember: The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

Common intransitive verbs

arrive	happen	sit
come	laugh	sleep
die	live	stand
fall	rain	stay
go	seem	walk

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A Check each sentence that has an intransitive verb.

- ☑ 1 Pedro Almodóvar's new film about women arrives in theaters this fall.
- ☐ 2 A Canadian art collector has bought two of Michelangelo's drawings.
- ☐ 3 Someone stole Edvard Munch's painting *The Scream* in 2004.
- ☑ 4 The painter Georgia O'Keeffe lived in the southwestern part of the United States.
- ☐ 5 The Van Gogh Museum in Amsterdam sent *Sunflowers* on a world tour.
- ☑ 6 The traveling collection of ancient Roman sculpture is coming to San Diego this week.
- ☐ 7 The Metropolitan Museum of Art opened a new gallery last year.

Form the passive voice with a form of be and the past participle of a verb.

	Active voice	Passive voice
Simple present tense	Art collectors **buy** famous paintings all over the world.	Famous paintings **are bought** by art collectors all over the world.
Present continuous	The Film Center **is showing** Kurosawa's films.	Kurosawa's films **are being shown** at the Film Center.
Present perfect	Some world leaders **have bought** Yu Hung's paintings.	Yu Hung's paintings **have been bought** by some world leaders.
Simple past tense	I.M.Pei **designed** the Grand Pyramid at the Louvre.	The Grand Pyramid at the Louvre **was designed** by I.M.Pei.
Past continuous	Last year, the museum **was selling** copies of Monet's paintings.	Last year, copies of Monet's paintings **were being sold** by the museum.
Future with will	Ang Lee **will direct** a new film next year.	A new film **will be directed** by Ang Lee next year.
Future with be going to	The Tate Modern **is going to show** Van Gogh's drawings next month.	Van Gogh's drawings **are going to be shown** at the Tate Modern next month.

B On a separate sheet of paper, rewrite each sentence in the passive voice. Use a by phrase only if it is important to know who is performing the action. See page T134 for answers.

1 Someone actually stole the *Mona Lisa* in 1911.
2 Paloma Picasso designed these pieces of silver jewelry.
3 Someone will repair the sculpture when it gets old.
4 People have paid millions of U.S. dollars for some of Van Gogh's paintings.
5 They are showing some new paintings at the Smith Gallery this week.
6 The Malcolm Museum is going to exhibit ten sculptures by Asian artists.
7 Frida Kahlo was painting these pieces while she was married to Diego Rivera.
8 People built great pyramids throughout Central America during the height of the Mayan civilization.

C On a separate sheet of paper, rewrite the sentences in Exercise A that have a transitive verb, changing the active voice to the passive voice. See page T134 for answers.

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A Check each sentence . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- For a warm-up, have students scan the sentences and underline the verbs. (1. arrives; 2. has bought; 3. stole; 4. lived; 5. sent; 6. is coming; 7. opened.) Before students complete the exercise, make sure they remember that intransitive means there is no direct object. Then as students work, move around the room and help them as needed.
- Review answers with the class.

Option: **[+2 minutes]** For a challenge, have students locate the direct objects in the sentences with transitive verbs. (2. two drawings; 3. painting; 5. *Sunflowers*; 7. a new gallery.)

The passive voice: form

Suggested teaching time:	7 minutes	Your actual teaching time:	

- Remind students that unlike intransitive verbs, transitive verbs can be used in the active or passive voice.
- Have students look at the first set of example sentences. Walk them through the transformation. Ask:
  What is the verb in the first sentence? (Buy.)
  What is the receiver of the action? (Famous paintings.)
  Who is the performer of the action? (Art collectors.)
  How does the passive sentence differ from the active one? (In the passive sentence, the focus is more on the receiver of the action.)
- Point out the *by* phrase (also known as the *agent*) in the passive sentences and tell students to underline it. Ask *Did any sentence not have a* by phrase? (The last one.) *Why do you think there is no* by *phrase?* (Because it isn't important to name who is showing the drawings. The important information is the drawings and the location—the Tate Modern.)

B On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- To help students complete the exercise, have them underline the verb and circle the direct object in each sentence. Then instruct them to scan the subject of each sentence. Ask *Which subject seems like it can be omitted?* (Subjects such as *Someone, People, They* in items 1, 3, 4, 5, 8.) Explain to students that these sentences will not have a *by* phrase when they are converted into the passive voice; for example, in item 1: *The Mona Lisa was stolen in 1911.* It is understood that someone stole the painting. That information is not important.

Answers to Unit 8, Lesson 1—Exercise B

1. The *Mona Lisa* was actually stolen in 1911.
2. These pieces of silver jewelry were designed by Paloma Picasso.
3. When the sculpture gets old, it will be repaired.
4. Millions of U.S. dollars have been paid for some of Van Gogh's paintings.
5. Some new paintings are being shown at the Smith Gallery this week.
6. Ten sculptures by Asian artists are going to be exhibited at the Malcolm Museum.
7. These pieces were being painted by Frida Kahlo while she was married to Diego Rivera.
8. Great pyramids were built throughout Central America during the height of the Mayan civilization.

C On a separate sheet of paper . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- As students focus on sentences 2, 3, 5, and 7, remind them to look for the performer of the action and decide if the performer is important to the meaning of the sentence (items 2 and 5) or not important (item 3). This will help them decide whether to use the *by* phrase or not.

Answers to Unit 8, Lesson 1—Exercise C

2. Two of Michelangelo's drawings were bought by a Canadian art collector.
3. Edvard Munch's painting *The Scream* was stolen in 2004.
5. *Sunflowers* was sent on a world tour by the Van Gogh Museum in Amsterdam.
7. A new gallery was opened by the Metropolitan Museum of Art last year.

FYI: The answer to item 7 implies that the museum management funded the gallery, but the new gallery is not located inside the museum. To indicate that the gallery is located in the museum, change the preposition to *at*.

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UNIT 8 *Lesson 2*

The passive voice: yes / no questions

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to study the sentences in the chart. As students work, write on the board *This class is being offered again next semester.* When students finish reading, ask a volunteer to apply the rule they observed in the example sentences to the sentence on the board. (They should move *is* to the beginning of the sentence.)

On a separate sheet of paper . . .

Suggested teaching time:	6 minutes	Your actual teaching time:	

- To help form the *yes / no* questions, first instruct students to underline the full verb in each sentence and circle the first auxiliary. Then tell them to follow the models in the chart if they need help.
- After students rewrite the sentences, review answers with the class. Call on volunteers to read the sentences. Help students and offer explanations as needed.

Answers to Unit 8, Lesson 2

1. Is that new film about families being directed by Gillian Armstrong?
2. Has one of da Vinci's most famous drawings been sold by a German art collector?
3. Will a rare ceramic figure from the National Palace Museum in Taipei be sent to the Metropolitan Museum of Art in New York?
4. Is a new exhibit going to be opened at the Photography Gallery this week?
5. Have some new paintings been bought by the Prado Museum for their permanent collection?
6. Can *Las Meninas* be seen at the Prado Museum in Madrid?
7. Was the *Jupiter* Symphony written by Mozart?
8. Was some of Michelangelo's work being shown around the world in the 1960s?

UNIT 9 *Lesson 1*

Other ways to express a purpose

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write on the board *I e-mailed the company. I wanted to complain about the product.* Ask students to combine these sentences. (Possible responses: I e-mailed the company because I wanted to complain about the product. I e-mailed the company to complain about the product. I wanted to complain about the product, so I e-mailed the company.) Write *I e-mailed the company in order to complain about the product.*
- Call on a student to read the first rule and example sentences in the box. Write on the board *I am taking this English class . . .* Call on volunteers to complete the sentence; for example, *. . . in order to speak English better; . . . because I want to travel to England; . . . to meet new people.*
- Read the second rule in the box. Have students read the example sentences to themselves. Tell them to underline the noun phrases and gerund phrases. Point out in the Be careful! note that it is not possible to use *for* before an infinitive.

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UNIT 8 Lesson 2

The passive voice: yes / no questions

To form yes / no questions in the passive voice, move the first auxiliary verb before the subject.

Simple present tense	Are famous paintings ~~are~~ bought by art collectors?
Present continuous	Are Kurosawa's films ~~are~~ being shown at the Film Center?
Present perfect	Have Yu Hung's paintings ~~have~~ been bought by some world leaders?
Simple past tense	Was the Grand Pyramid at the Louvre ~~was~~ designed by I.M. Pei?
Past continuous	Were copies of Monet's paintings ~~were~~ being sold by the museum?
Future with will	Will a new film ~~will~~ be directed by Ang Lee next year?
Future with be going to	Is a collection of Van Gogh's drawings ~~is~~ going to be shown at the Tate Modern next month?

On a separate sheet of paper, rewrite the sentences as yes / no questions in the passive voice.

See page T135 for answers.

1 That new film about families is being directed by Gillian Armstrong.
2 One of da Vinci's most famous drawings has been sold by a German art collector.
3 A rare ceramic figure from the National Palace Museum in Taipei will be sent to the Metropolitan Museum of Art in New York.
4 A new exhibit is going to be opened at the Photography Gallery this week.
5 Some new paintings have been bought by the Prado Museum for their permanent collection.
6 *Las Meninas* can be seen at the Prado Museum in Madrid.
7 The *Jupiter* Symphony was written by Mozart.
8 Some of Michelangelo's work was being shown around the world in the 1960s.

UNIT 9 Lesson 1

Other ways to express a purpose

In order to

You can use in order to with a base form of a verb to express a purpose. The following three sentences have the same meaning.

I scrolled down in order to read the text.
I scrolled down because I wanted to read the text.
I scrolled down to read the text.

For

You can use for to express a purpose before a noun phrase or gerund phrase.

She e-mailed me for some advice.
They shop online for electronic products.
I use my smart phone for e-mailing clients.

Be careful! Don't use for before an infinitive of purpose.

DON'T SAY She e-mailed me ~~for~~ to ask a question.

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A On a separate sheet of paper, rewrite the sentences with in order to. See page T136 for answers.

1 She joined Facebook to meet new people.
2 Jason surfs the Internet to see what's new.
3 Alison uses online banking to pay all her bills.
4 They always print their documents first to read them carefully.
5 I never use the pull-down menu to open files.
6 He used an online telephone service to call his family.

B Complete each sentence with for or to.

1 My friend e-mailed me __to__ say he's getting married.
2 Matt created a web page __for__ keeping in touch with his family and friends.
3 I went online __to__ find a new keyboard.
4 Jane shops online __for__ clothing.
5 When Gina's computer crashed, her brother came over __to__ help her.
6 Sometimes I use my computer __to__ download movies.
7 We both log on to the Internet __for__ information.
8 Just click the icon __to__ open the file.

UNIT 9 *Lesson 2*

Comparison with adjectives: review

As ... as

Use as ... as to indicate how two things are equal or the same. Use not as ... as to indicate how two things are different.

The new Jax 10 monitor is just **as good as** the Jax 20.
The Jax 10 monitor is **not as big as** the Jax 20.

Comparatives

Use comparatives to show how two things are not equal. Use than if the second item is mentioned.

My laptop is **heavier than** John's (is). OR My laptop is **heavier**.
Regular mail is **less convenient than** e-mail. OR Snail mail is **less convenient**.

Superlatives

Use superlatives to show how one thing is different from two or more other things. Remember to use the with the superlative.

The M2, LX, and Bell printers are all good. But the Bell is **the best**.
The Gatt 40 monitor is **the least expensive** one you can buy.

A Correct the error in each sentence.

1 The Orca speakers aren't as ~~heavier~~ heavy as the Yaltas.
2 My old laptop didn't have as many problems ~~than~~ as my new laptop.
3 I checked out the three top brands, and the Piston was definitely the ~~better.~~ best
4 Maxwell's web camera is much more expensive ~~as~~ than their digital camera.
5 Of all the monitors I looked at, the X60 is definitely ~~larger.~~ the largest
6 The Cray Jaguar is the most powerful computer in the world.

Comparison with adverbs

Comparatives

My new computer **runs faster than** my old one.
The X20 **operates more quietly than** the X30.

As ... as

My new phone **works as well as** my old one.
The Macro laptop **doesn't run as slowly as** the Pell does.

Superlatives

Of these three laptops, the MPro **starts up the most slowly**.

Remember: Adverbs often give information about verbs.
My phone works **well**. My printer prints **fast**.

Many adjectives can be changed to adverbs by adding –ly.
loud → **loudly** quick → **quickly** quiet → **quietly**
poor → **poorly** bad → **badly** slow → **slowly**

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A On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- For a warm-up, have students underline the infinitive of purpose in each sentence. Then have them rewrite the sentences using *in order to.*
- Review the answers with the class. For a challenge, have students suggest other ways to say each sentence; for example, *She joined Facebook because she wanted to meet new people.*

Answers to Unit 9, Lesson 1—Exercise A

1. She joined Facebook in order to meet new people.
2. Jason surfs the Internet in order to see what's new.
3. Alison uses online banking in order to pay all her bills.
4. They always print their documents first in order to read them carefully.
5. I never use the pull-down menu in order to open files.
6. He used an online telephone service in order to call his family.

B Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Give students a few minutes to scan the sentences and mark those that have noun or gerund phrases following the blank. Ask *Which word would best complete these sentences?* (For.) Then ask *What form of the verb follows to?* (The base form of the verb.) Have students fill in the blanks with the correct word.
- After students have completed the exercise, have them check their answers in pairs. Move around the room to answer any questions.

UNIT 9 *Lesson 2*

Comparison with adjectives: review

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Give students a few minutes to review comparative and superlative forms. Then have students work in pairs to compare themselves to each other. Ask them to make statements in the superlative about different students in the entire class; for example, *I am taller than Michel. I am not as talkative as Michel. Damian is the smartest student in the class.*

A Correct the error . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Tell students to correct the errors in the sentences. Encourage them to refer to the rules in the box if they need help.
- Have students compare their answers with a partner. Move around the room and help students as needed.
- Review answers with the class. Ask *Which sentences are in the superlative?* (3 and 5.) Then for a challenge, ask students for a different way to state item 1. (*The Yaltas are heavier than the Orca.*)

Comparison with adverbs

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To review what an adverb is, have students look at the Remember note. Call on volunteers to suggest sentences that use the adverbs in the list; for example, *She hurt herself badly. Please talk quietly—everyone is asleep.*
- Tell students to read the rules about making comparisons with adverbs and study the example sentences.
- Write on the board *She didn't do as poorly as I did on the exam.* Tell students to suggest another way to say the same sentence. (*I performed more poorly on the exam than she did. She performed better on the exam than I did.*)

FYI: Although many adverbs end in *-ly,* there are four adverbs that are the same as their adjective forms: *hard, fast, early,* and *late.* Their comparative forms are *harder, faster, earlier,* and *later.*

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B On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- For a warm-up, have students underline the common verb in each pair of sentences. Then have them combine the sentences into one, using the comparative form. Move around the room and help students as needed.
- Have students work in pairs to write single sentences using *as*. Remind students to use negatives where needed in order to maintain the same meaning.

Answers to Unit 9, Lesson 2—Exercise B

1. My brother's MP3 player downloads music more quickly than my MP3 player. / My MP3 player doesn't download music as quickly as my brother's MP3 player.
2. My old computer logs on more slowly than my new computer. / My new computer doesn't log on as slowly as my old computer.
3. Your old monitor works better than my new monitor. / My new monitor doesn't work as well as your old monitor.
4. The Rico printer prints more quickly than the Grant printer. / The Grant printer doesn't print as quickly as the Rico printer.
5. The Rico scanner runs more quietly than the Pace scanner. / The Pace scanner doesn't run as quietly as the Rico scanner.

UNIT 10 *Lesson 1*

Present factual conditionals: usage

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Write on the board *If you heat ice, it melts.* Explain that this sentence states a scientific fact. Ask students *What tense are the verbs in the two clauses?* (Present.)
- Read the first rule in the box. Call on students to read the example sentences. Then read the second rule and example sentences. Invite students to replace *if* in the sentence on the board with *When* or *Whenever.*

A On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- To review, ask *With present factual conditional, what tense is the verb in each conditional clause?* (Simple present.)
- Point out the verbs in parentheses to students and tell them to write factual conditional sentences. Then have students compare their answers.

Answers to Unit 10, Lesson 1—Exercise A

1. Water freezes when you lower its temperature below zero degrees.
2. Whenever my daughter takes her umbrella to school, she forgets to bring it home.
3. She goes on vacation every August if she doesn't have too much work.
4. He runs in the park if the weather is dry.
5. In my company, if cashiers make a mistake, they have to repay the money.

Future factual conditionals: usage and . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Read the rule to students. Give them a few minutes to study the example sentences. Have them note the verbs in blue boldface type. Read the Be careful! note. Explain that even though the condition and result describe the future, the condition is in the simple present tense.
- Write a couple of conditions on the board for students to complete, such as *If I pass this class . . . .*; *If I speak English better . . .*; *If I have some free time this weekend . . .*

B Circle the correct form . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	

- For a warm-up, tell students to underline the *if*- clause in each sentence. Have them notice that the *if*- clause can appear both in the first half or the second half of a sentence. Review by asking *What tense is the verb in the if- clause?* (Simple present.) *In the result clause?* (Future.)
- Then have students complete the exercise. Move around the room and help as needed.

Order of clauses: punctuation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students read the rule in the box. Write another example on the board: *If you can't come tonight, please text me.* Call on a volunteer to rewrite the sentence, reversing the clauses. Make sure the student does not include a comma, since the main clause comes first.

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B On a separate sheet of paper, rewrite each pair of sentences into a single sentence using comparatives. Then write single sentences using as ... as. See page T137 for answers.

1 My brother's MP3 player downloads music quickly. My MP3 player doesn't download quickly.
2 My new computer doesn't log on slowly. My old computer logs on slowly.
3 Your old monitor works well. My new monitor doesn't work well.
4 The Rico printer prints quickly. The Grant printer doesn't print quickly.
5 The Pace scanner doesn't run quietly. The Rico scanner runs quietly.

UNIT 10 *Lesson 1*

Present factual conditionals: usage

Use the present factual conditional to express general and scientific facts.
Use the simple present tense or the present tense of be in both clauses.
If it rains, flights are late. [fact]
If you heat water to 100 degrees, it boils. [scientific fact]

In present factual conditional sentences, when (or whenever) is often used instead of if.
When (or Whenever) it rains, flights are late.
When you heat water to 100 degrees, it boils.

Note: For a review of the concept of clauses, see Units 4 and 6 of the Writing Booster.

A On a separate sheet of paper, write present factual conditional sentences. See page T137 for answers.

1 Water (freeze) when you (lower) its temperature below zero degrees.
2 Whenever my daughter (take) her umbrella to school, she (forget) to bring it home.
3 She (go) on vacation every August if she (not have) too much work.
4 He (run) in the park if the weather (be) dry.
5 In my company, if cashiers (make) a mistake, they have to (repay) the money.

Future factual conditionals: usage and common errors

Use the future factual conditional to express what you believe will happen in the future under certain conditions or as a result of certain actions. Use the simple present tense or the present of be in the if- clause. Use a future form (will or be going to) in the result clause.
If I go to sleep too late tonight, I won't be able to get up on time. (future condition, future result)
If she comes home after 8:00, I'm not going to make dinner. (future condition, future result)

Be careful! Don't use a future form in the if- clause.
If I see him, I'll tell him.
NOT If I ~~will~~ see him, I'll tell him.
NOT If I'~~m going to~~ see him, I'll tell him.

B Circle the correct form to complete each future factual conditional sentence.

1 If they (like / will like) the movie, they (see / will see) it again.
2 I (m going to talk / talk) to her if she (does / 's going to do) that again.
3 If you (buy / are going to buy) some eggs, I (make / 'll make) you an omelet tonight.
4 If they (see / will see) her tomorrow, they (drive / 'll drive) her home.
5 (Are you going to study / Do you study) Italian if they (offer / will offer) it next year?

Order of clauses: punctuation

In all conditional sentences, the clauses can be reversed with no change in meaning. In writing, use a comma between the clauses when the if- clause comes first.
If you don't return the bracelet, you'll feel bad.
You'll feel bad if you don't return the bracelet.

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C **On a separate sheet of paper, complete each present unreal conditional sentence with true information. Use a comma when the if- clause comes first.** Answers will vary.

1 If I lived to be 100 ...
2 My family would be angry if ...
3 If I didn't study English ...
4 If I went to my favorite restaurant ...
5 If I were a child again ...
6 The English class would be better if ...

UNIT 10 *Lesson 2*

Possessive nouns: review and expansion

Add 's (an apostrophe + s) to a name or a singular noun.

Where is Glenn's car? What's your daughter's married name?
This is Ms. Baker's class. I love Dickens's novels.

Add an apostrophe to plural nouns that end in s. For irregular plurals, such as women or children, add 's.

the boys' clothes the Jacksons' car the women's room

Add 's to the name or noun that comes last in a list of two or more.

Jean and Ralph's house

A **Correct the following sentences, adding an apostrophe or an apostrophe + s to the possessive nouns.**

Carmen's jacket is under the table.
1 The two girls' keys are lost.
2 Mr. Stiller's English is really fluent.
3 The doctor's office is downstairs.
4 Sarah and Tom's children are at the Taylor School.
5 That man's car is parked in a no-parking zone.
6 Julia's friend's brother is going to get married tonight.
7 The Smiths' garden is beautiful.

Pronouns: summary

Subject Pronouns

Subject pronouns represent subject nouns and noun phrases. The subject pronouns are I, you, he, she, it, we, and they.

Matt didn't break the plate = He didn't break the plate.

Object Pronouns

Object pronouns represent nouns (and noun phrases) that function as direct objects, indirect objects, and objects of prepositions. The object pronouns are me, you, him, her, it, us, and them.

They gave Susan the toy car for the children.
They gave it to her for them.

B **On a separate sheet of paper, rewrite the sentences, replacing the underlined nouns and noun phrases with pronouns.** See page T138 for answers.

Matt didn't break the plate. *He didn't break it.*
1 Our children love TV.
2 Janet and I never buy food at that store.
3 Do you and I have the car this afternoon?
4 Sylvia's family laughs at her jokes.
5 My friends are speaking with Ms. Rowe today.
6 Mr. Harris is teaching the class with Mr. Cooper.
7 All the students are speaking English very well this year.
8 Does Carl need to give the paper to his teachers?
9 Martin and Larry returned the money to the woman.

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C On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Before students complete the exercise, review the form of present unreal conditionals: past tense in the *if*-clause and *would* + verb in the main clause. Remind students that present unreal conditionals describe imagined situations.
- After students complete the sentences, have them compare their answers. Then have all students share their answers for items 1 and 2.

UNIT 10 *Lesson 2*

Possessive nouns: review and expansion

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Give students a few minutes to read the rules in the box.
- Write the following words on the board: *lawyer / fees; Hendersons / lake house; kids / toys; Mike and Linda / anniversary*. Call on volunteers to write the possessive form for each pair or group of words. (Lawyer's fees; Hendersons' lake house; kids' toys; Mike and Linda's anniversary.)

A Correct the following . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Have students underline the possessive nouns in the sentences. Call their attention to item 6, which has two possessive nouns. Then have students complete the exercise.
- Review answers with the class. Answer any outstanding questions.

Pronouns: summary

Suggested teaching time:	3 minutes	Your actual teaching time:	

- To review subject and object pronouns, have students read the rules in the box. Review the definitions of *subject, direct object, indirect object,* and *object of a preposition* as needed.
- Students may be least familiar with the indirect object, which comes before the direct object and indicates *to whom* or *for whom* the action of the verb is being performed. Indirect objects usually appear with verbs such as *take, tell, bring, give, show, offer, send, sell*. An indirect object only appears in a sentence that has a direct object.
- Focus on the last example sentence in the box to make sure students see how the direct and indirect object pronouns switch position.

B On a separate sheet of paper . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	

- Hint to students that the words at the beginning of each sentence are the subject pronouns.
- Review answers with the class.

Answers to Unit 10, Lesson 2—Exercise B

1. They love it.
2. We never buy it at that store.
3. Do we have it this afternoon?
4. They laugh at them.
5. They are speaking with her today.
6. He is teaching it with him.
7. They are speaking English very well this year.
8. Does he need to give it to them?
9. They returned it to her.

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Writing Booster

Note about the Writing Booster

These teaching notes and suggested teaching times are provided if you choose to use the Writing Booster in class.

UNIT 1 *Avoiding run-on sentences*

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Ask a volunteer to read the first rule in the box. Call on students to say what the subject and verb is in each sentence.
- Read the Remember note aloud. Make sure students understand what *capital letter* means. If necessary, write uppercase and lowercase examples on the board, such as *H h, P p, L l.* Review that a *period* is a form of punctuation. Ask *What are other forms of punctuation?* (Comma, question mark, exclamation point, etc.)

FYI: An exclamation point should only be used at the end of a command or to indicate very strong emotion.

- Write on the board *He is walking to school.* Ask *Is this an independent clause?* (Yes. It has a subject and a verb.) Call on a student to circle the verb in the sentence on the board. (Is walking.) Review that the verb shows action in a sentence. Ask *What is the subject?* (He.) Point out that the sentence expresses a complete idea.
- Write on the board *He is walking to school usually he takes the bus.* Ask *What is wrong with this sentence?* (Possible answers: It has more than one complete idea; it has two independent clauses.) Invite a volunteer to read the second and third rules. Ask a volunteer to correct the sentence on the board using the model for ideas. (Separate into two sentences or connect using a comma and *but.*)
- Finally, have students read the Be careful! note to themselves.

A Write *X* . . .

- Have students underline the independent clauses in each item. If necessary, refer students to the first rule in the box if they need to review independent clauses.
- Then tell students to analyze whether the independent clauses are connected correctly or if there is a run-on sentence.
- Have students review their answers in pairs. Move around the room and help students as needed.
- Bring the class together and ask *Which sentences are correct?* (4 and 7) *Why?* (4. The two independent clauses are treated as separate sentences. 7. The two independent clauses are connected with a comma and the coordinating conjunction *but.*)

B On a separate sheet of paper . . .

- Ask students to work individually to correct the run-on sentences. Tell them that more than one answer may be possible. Move around the room and help students as needed.
- Have students compare their answers with a partner.
- Then bring the class together. Ask *Did you and your partner have different answers?* If yes, invite students to share both possible answers. Make sure students understand that the coordinating conjunction *but* isn't used simply to connect two ideas like *and* is. *But* is used to express unexpected contrast; for example, item 1: *Ann is Canadian, but she doesn't speak French.* The implication is that someone who is Canadian would likely know some French.

Answers to Unit 1, Exercise B

1. Ann is Canadian. She doesn't speak French. / Ann is Canadian, but she doesn't speak French.
2. They're good students. They work very hard. / They're good students, and they work very hard.
3. My brother is a lawyer. He lives in Hong Kong. / My brother is a lawyer, and he lives in Hong Kong.
5. Some people think cities are beautiful. I don't agree. / Some people think cities are beautiful, but I don't agree.
6. I have been to three foreign countries. I have never been to the United States. / I have been to three foreign countries, but I have never been to the United States.
8. I have never been to the top of the Empire State Building in New York. I have been to the top of Taipei 101 in Taipei. / I have never been to the top of the Empire State Building in New York, but I have been to the top of Taipei 101 in Taipei.
9. I visited Jeju in Korea, and it was really beautiful.

C Guidance for Writing

- Tell students to read their paragraphs from page 12 and underline all the independent clauses. Move around the room and help students as needed. Ask students if they see any run-on sentences. Have students make necessary corrections.
- Then have students read a partner's paragraph and see whether their partner missed any run-on sentences. Encourage pairs to offer suggestions. Move around the room and help students as needed.
- Collect students' work and give feedback.

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Writing Booster

The Writing Booster is optional. It is intended to teach students the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing topic from the Unit Review page.

UNIT 1 *Avoiding run-on sentences*

An independent clause is a sentence with a subject and a verb.

subject	verb
I	saw a photo of the mountain.
It	looked very high.

In writing, a run-on sentence is when we forget to use a coordinating conjunction, such as and or but, to combine independent clauses.

Run-on sentence ✗ ~~I saw a photo of the mountain it looked very high.~~

Correct a run-on sentence by (a) using a period to separate it into two sentences, or (b) using a coordinating conjunction to combine the two independent clauses. A comma before the conjunction is optional.

✓ I saw a photo of the mountain. It looked very high.
✓ I saw a photo of the mountain, and it looked very high.

Be careful! Do not use a comma to combine independent clauses. Use a period to separate them.

Run-on sentence ✗ ~~A new student arrived yesterday, he is from Santos.~~
✓ A new student arrived yesterday. He is from Santos.

Remember: A sentence ...
- begins with a capital letter and ends with a period.
- has a subject and a verb.
- expresses a complete idea.

A Write ✗ if the item contains a run-on sentence. Write ✓ if the item is written correctly.

☒ 1 Ann is Canadian she doesn't speak French.
☒ 2 They're good students they work very hard.
☒ 3 My brother is a lawyer, he lives in Hong Kong.
☑ 4 Victor and Lisa came home late last night. They stayed up until 4:00 A.M.
☒ 5 Some people think cities are beautiful I don't agree.
☒ 6 I have been to three foreign countries, I have never been to the United States.
☑ 7 We haven't tried Polish food, but we have tried Hungarian food.
☒ 8 I have never been to the top of the Empire State Building in New York, I have been to the top of Taipei 101 in Taipei.
☒ 9 I visited Jeju in Korea and it was really beautiful.

B On a separate sheet of paper, write each of the run-on sentences in Exercise A correctly.
See page T139 for answers.

C Guidance for Writing (page 12) After you write about your experience in Exercise D, check carefully to see if you have written any run-on sentences. Use a period to separate the independent clauses or use the coordinating conjunctions and or but to combine them.
Answers will vary.

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A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains sections about a variety of topics, it is a good idea to divide it into separate paragraphs.

When there is more than one paragraph, it is customary, though not required, to include **a topic sentence** in each paragraph that summarizes or announces the main idea of the paragraph. The other sentences in the paragraph traditionally include details or facts that support the main idea. Using topic sentences makes paragraphs clearer and easier to understand.

In the writing model to the right there are two paragraphs, each beginning with a topic sentence (highlighted in yellow):

In the first paragraph, the topic sentence informs us that the paragraph will contain details about violence in movies "before the 1960s."

In the second paragraph, the topic sentence informs us that the paragraph will shift focus. The word "Today" lets the reader know what the focus of the paragraph will be.

Without the topic sentences, the ideas would run together and be difficult to follow.

Remember: Indent the first word of each new paragraph so readers know that a new section of the writing is beginning.

Before the 1960s, most movies did not show much graphic violence. When fighting or shooting occurred on the screen, it was clean: Bang! You're dead! The victim fell to the ground and died, perhaps after speaking a few final words. The viewer never saw blood or suffering. But in the late 60s, filmmakers such as Arthur Penn and Sam Peckinpah began making movies with more graphic violence, such as *Bonnie and Clyde* and *The Wild Bunch*. They believed that if audiences could see how truly horrible real violence was, people would be less violent in their own lives.

Today, special-effects technology has made it possible to create very realistic images of bloodshed and violence. Steven Prince, author of *Savage Cinema: Sam Peckinpah and the Rise of Ultraviolent Movies*, describes the difference between early movies and the movies of today: "... filmmakers can create any image that they can dream up." So, Prince believes, because of technology, movies today are more and more violent and bloody.

A Choose a topic sentence for each of the following paragraphs.

1

Some people are worried that viewing a lot of violence in movies and video games can be dangerous. They feel that it can make violence seem normal and can cause people to imitate the violent behavior, doing the same thing themselves. Other people disagree. They believe that showing violence is honest and can even be helpful.

a Many people say violence in movies can be harmful.
(b) People have different opinions about how violence can affect viewers.
c People imitate violent behavior they see in movies.

2

The 1967 Arthur Penn movie is about a real gang of violent bank robbers who terrorized the U.S. Southwest in the 1930s. Bonnie (Faye Dunaway) and Clyde (Warren Beatty), and their gang were believed to be responsible for thirteen deaths and many robberies before they were finally killed.

(a) *Bonnie and Clyde* is based on a true story.
b Arthur Penn is one of the most famous directors of the 1960s.
c There were a lot of bank robberies in the 1930s.

3

The U.S. documentary *Spellbound* visits the homes of eight finalists for the National Spelling Bee and then follows them to the finals in Washington. We get to know the kids and their families.

a Spelling bees are popular in the U.S., and there have been a number of them in Washington.
b The finals of the National Spelling Bee take place in Washington.
(c) Some documentaries give us an intimate view of people and their lives.

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UNIT 2 *The paragraph*

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Have students read the description of a paragraph. To check comprehension, ask:
  What is a paragraph? (It's a group of sentences about one topic or theme.)
  What is a topic sentence? (It's a sentence that announces the main idea of a paragraph.)
  Where in a paragraph is the topic sentence? (It's usually the first sentence.)
- Call on volunteers to read the topic sentences in the two sample paragraphs. Ask *What information does each topic sentence give you?* (The first paragraph will be about violence in movies before the 1960s; the second paragraph will be about violence in movies today.)
- Tell students to read the model paragraphs to themselves. Then ask *Do the supporting sentences in each paragraph support the topic sentences?* (Yes.)
- Have a volunteer read the Remember note. If necessary, explain what *indent* means by pointing out the space at the beginning of the sample paragraphs. Tell students that instead of indenting, some people create paragraphs simply by leaving spaces between blocks of text.

FYI: In a paragraph, the first line is usually indented about five spaces from the left margin.

A Choose a topic sentence . . .

- Before students complete the exercise, remind them that the topic sentence announces the main idea of the paragraph. Tell them to read the choices carefully to pick the one that best depicts the main idea.
- Have pairs compare their answers. If they have different topic sentences, encourage students to analyze which one best depicts the main idea. Move around the room and help students as necessary.
- Bring the class together to discuss any outstanding issues.

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B On a separate sheet of paper . . .

- Read the directions and the situations that students will describe in each paragraph. Give students a few minutes to work individually and brainstorm ideas. Then have students work in pairs and share ideas of what they will write about.
- Have students write their paragraphs. Tell them to refer to their brainstormed lists for supporting details. Write on the board *Does your paragraph have a topic sentence? Does it summarize or announce the main idea of your paragraph?*
- Ask students to read the questions on the board and then reread their paragraphs.
- Then have pairs exchange paragraphs and comment on their topic sentences and supporting sentences.

C Guidance for Writing

- Before students complete the exercise, write on the board *Do you think watching violence is harmful? Why? Do you think watching violence is OK? Why?* Call on a few volunteers to share their ideas with the class.
- Tell students to take notes and organize their ideas on the notepad. Move around the room and help students as needed.
- Have pairs share their paragraphs. Encourage students to read their topic sentences carefully and suggest ways to improve them.
- Collect students' work and give feedback.

UNIT 3 *Avoiding sentence fragments . . .*

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

Give students a few minutes to read through the rules in the box. Then write on the board *I prefer the Hotel Casablanca because it looks interesting.* Explain that *I prefer the Hotel Casablanca* is an independent clause because it can stand by itself as a sentence. Then ask *What is the dependent clause?* (Because it looks interesting.) Ask *Can the dependent clause stand by itself?* (No.) *Why?* (Because it doesn't express a complete idea.) Point out that a *dependent* clause *depends* on another clause.

FYI: Note that *since* can be used to express time or to give a reason for something. If there is any possibility of confusion between the two uses of *since*, such as in *Since I was young*, use *because* to give reasons.

- Call on a volunteer to read the first rule and example sentence in the box.
- Have students look at the example sentence on the board again. Erase the dependent clause and put it at the beginning of the sentence. Ask *Can a dependent clause appear at the beginning of the sentence?* (Yes.) Invite a student to read the next rule.
- Read the third rule, which is about sentence fragments. Then write a couple of examples on the board: *Because we like to stay at fancy hotels. Since we made a reservation online, we saved 20%.* Ask *Which is a complete sentence?* (The second one.) *Which is a sentence fragment?* (The first one.) Erase the second sentence, but keep the sentence fragment on the board.
- Have a student read the last rule and example sentences. Then return to the sentence fragment on the board. Ask *How can you make the fragment into a complete sentence?* (By adding an independent clause such as *We decided on the Royal Plaza.*) Point out that the independent clause can be placed before or after the dependent clause.

A In the following paragraph . . .

- Tell students to scan the paragraph for *because* and *since* and circle each occurrence they find. Then have students study each use of *because* and *since* and underline the sentence fragments.
- Ask *Which uses of* because *or* since *in the paragraph are correct?* (Only the first. The dependent clause is attached to an independent clause.)
- Call on volunteers to read the four sentence fragments.

B On a separate sheet of paper . . .

- Tell students that the sentence fragments can be corrected in different ways. Move around the room and help students as needed.
- Remind students that a dependent clause has to be connected to an independent clause or rewritten to become an independent clause. Explain that two dependent clauses *cannot* be connected to make an independent clause.
- Have pairs compare their paragraphs for any outstanding sentence fragments. Suggest solutions.
- Invite students to compare paragraphs and see if they solved the sentence fragments differently.

Answers to Unit 3, Exercise B

When I was a child, I had three very important dreams. Because I was young, I thought they would all come true. The first one was that I wanted to be an architect because I loved modern buildings. Since I wanted to help people, the second dream was to be a doctor. The last one was to be a flight attendant since I liked to travel. Only one of my dreams became a reality. I am an architect today. Because I really love my job, I think it was really the right choice for me.

C Guidance for Writing

- Tell students to read the paragraphs they wrote about hotels they want to stay at and underline all the uses of *because* and/or *since*. Ask *Are there any sentence fragments?* Have students make necessary corrections.
- Then have students read a partner's paragraph and see if their partner missed any sentence fragments. Encourage pairs to offer suggestions. Move around the room and help students as needed.
- Collect students' work and give feedback.

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B **On a separate sheet of paper, write two paragraphs of three to five sentences each with details about the following topics. Then make sure you have included a topic sentence for each paragraph that summarizes or announces the main idea of the paragraph.** Answers will vary.

Paragraph 1	Paragraph 2
The story of a time you (or someone else) were late to meet someone for an event	The story of what you (or the others) did after the event

C **Guidance for Writing (page 24)** **On the notepad, write notes about why some people think watching violence is harmful and why others think it isn't. Use your notes as a guide for your paragraphs about violence in Exercise D. Include a topic sentence for each paragraph to summarize the main ideas.** Answers will vary.

Harmful:

Not harmful:

UNIT 3 *Avoiding sentence fragments with because or since*

Remember: You can use the subordinating conjunctions because or since to give a reason. Because and since answer the Why question. A clause that begins with because or since is called a dependent clause. A dependent clause gives information about an independent clause.

independent clause	dependent clause
I prefer the Hotel Casablanca	because (or since) it looks very interesting.

A dependent clause with because or since can also come at the beginning of a sentence. If it comes first, use a comma.

Because it looks very interesting, I prefer the Hotel Casablanca.

In writing, a dependent clause alone is an error called a "sentence fragment." It is not a sentence because it does not express a complete idea. Avoid writing sentence fragments.

Sentence fragment ✘ I prefer the Hotel Casablanca. ~~Because it looks very interesting~~.

To correct a sentence fragment with because or since, make sure it is combined with an independent clause. Or rewrite the sentence without because or since to create an independent clause.

✓ I prefer the Hotel Casablanca because it looks very interesting.
✓ I prefer the Hotel Casablanca. It looks very interesting.

A **In the following paragraph, underline four sentence fragments with because or since.**

When I was a child, I had three very important dreams. Because I was young, I thought they would all come true. The first one was that I wanted to be an architect. Because I loved modern buildings. Since I wanted to help people. The second dream was to be a doctor. The last one was to be a flight attendant. Since I liked to travel. Only one of my dreams became a reality. I am an architect today. Because I really love my job. I think it was really the right choice for me.

B **On a separate sheet of paper, write the paragraph again. Correct all the sentence fragments. Combine the dependent clauses with independent clauses to make complete sentences.** See page T141 for answers.

C **Guidance for Writing (page 36)** **In your paragraph about a hotel in Exercise D, include at least three reasons using because or since. Then check carefully to make sure that there are no sentence fragments.** Answers will vary.

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And

And connects two or more words in a series. Use commas to separate words when there are more than two in the series. (The last comma is optional.)

I'm concerned about **aggressive and inattentive** driving. (no comma: and connects two adjectives.)
Inattentive drivers sometimes **eat and talk** on their cell phones while they are driving. (no comma: and connects two verbs of the same subject.)
Gesturing, staring, and multitasking are three things aggressive drivers often do. (A comma is necessary: and connects more than two words in a series. The comma after staring is optional.)

And can also combine two separate complete sentences into one sentence. In the new sentence, the two original sentences are called "independent clauses." The comma is common but optional.

complete sentence — **complete sentence**
Aggressive drivers do many dangerous things. They cause a lot of crashes.

independent clause — **independent clause**
Aggressive drivers do many dangerous things, **and** they cause a lot of crashes.

A Insert commas where necessary or optional in the following sentences.

1 She enjoys swimming hiking and fishing.
2 I don't like SUVs and other large cars.
3 We're traveling to France Italy and Spain.
4 Marianne and Sally are coming with us.
5 I'm renting a car and I'm driving it to Chicago.
6 This agency has nice convertibles vans and sports cars.

B On a separate sheet of paper, combine each pair of sentences into one sentence consisting of two independent clauses. Use and. See page T142 for answers.

1 They made a call to a car rental company. They reserved a mini-van for the weekend.
2 The left front headlight is broken. It won't turn on.
3 We rented a full-size sedan with a sun roof. We opened it because the weather was beautiful.
4 I hit the car in front of me. A passenger in the back seat was hurt.
5 You can drop the car off at nine o'clock. You can pick it up in the late afternoon.

In addition, Furthermore, and Therefore

Use In addition and Furthermore to add to the ideas in a previous sentence. In addition and Furthermore are approximately equal in meaning, but Furthermore is a little more formal. You can use both in the same writing to avoid a repetitive style.

People should pay attention to their own driving. **In addition**, they should be aware of the driving of others.
I think defensive driving makes sense. **Furthermore**, it has been proven to reduce the number of accidents.

Therefore introduces a result.

result
Ron has had a lot of accidents. **Therefore**, the rental company said he couldn't rent one of their cars.

Note: It's customary to use a comma after In addition, Furthermore, and Therefore.

C Complete the statements with In addition or Therefore.

1 The other driver was speeding. In addition, she wasn't paying attention.
2 No one was hurt. Therefore, we didn't have to go to the hospital after the crash.
3 I was taking a business trip with a lot of equipment. Therefore, I rented a car with a lot of trunk space.
4 They need to rent a mini-van for their trip to Montreal. In addition, they have to stay in a pet-friendly hotel because they plan to bring their pet dog.

D Guidance for Writing (page 48) In your paragraph about good and bad drivers in Exercise E, use And, In addition, Furthermore, and Therefore. Then check your paragraph carefully to see if you have used commas to separate words correctly. Answers will vary.

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UNIT 4 *And, In addition, Furthermore, . . .*

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

And

- Call on a student to read the first rule and example sentence in the box. Write the first example sentence on the board and have a student circle the adjectives connected by *and*. (Aggressive, inattentive.) Stress that when *and* connects two words, a comma is not needed.
- Write the next example sentence on the board. Ask *What is the subject?* (Inattentive drivers.) *What is the verb?* (There are two: *eat, talk*.)
- Read the third example sentence aloud. Ask *What does* and *connect in this sentence?* (Three words: *gesturing, staring, multitasking*.) Ask *Why are there commas?* (Because there are more than two words in the series.) Stress that the comma after the second word is optional. Explain that it is a style preference.

FYI: When *and* joins the last two items in a series and a comma appears before *and*, this is called a *serial comma*.

- Finally, have students read the last rule to review that *and* can be used to connect two independent clauses.

A Insert commas where necessary . . .

- Tell students to circle *and* in each sentence and underline the words it connects. Then have them complete the exercise.
- Bring the class together and ask *Which sentences need commas?* (Sentences 1, 3, and 6 need two or three commas, depending on your style preference; sentence 5 needs a comma because *and* connects two independent clauses.) Ask *Why don't the other sentences need commas?* (Because *and* only connects two words.)

Option: **[+5 minutes]** Have students identify the words being connected in each sentence. (1: gerunds; 2, 3, 4 and 6: nouns; 5: verbs.)

B On a separate sheet of paper . . .

- After students have completed the exercise, have them check that each independent clause has a subject and verb.
- Then have students compare their answers with a partner.
- Bring the class together and ask *Did you put a comma before and?* Reiterate that the comma is optional.
- Have students suggest additional ways to combine the pairs of sentences. Tell them that they don't need to have two independent clauses in the combined sentence. More than one answer will be possible.

Answers to Unit 4, Exercise B

Answers may vary but might include the following:

1. They made a call to a car rental company, and they reserved a minivan for the weekend.
2. The left front headlight is broken, and it won't turn on.
3. We rented a full-sized sedan with a sun roof, and we opened it because the weather was beautiful.
4. I hit the car in front of me, and a passenger in the back seat was hurt.
5. I can drop the car off at nine o'clock, and you can pick it up in the late afternoon.

In addition, *Furthermore*, and *Therefore*

- Have students read the first rule in the box to themselves. Then call on volunteers to read the example sentences aloud. Ask *Can we use furthermore in the first sample sentence?* (Yes.) *Can we use in addition in the second sample sentence?* (Yes.) *How do the sentences change?* (Using *furthermore* in a sentence makes it a little more formal.)
- Read the second rule and example sentence. Ask *Can we replace therefore with in addition* or *furthermore*? (No.) *Why not?* (*Therefore* has a different meaning; it introduces a result.)
- Read the note regarding punctuation.

C Complete the statements . . .

- On the board write *Does the sentence introduce a result? Does the sentence add ideas?* Tell students to refer to these questions when choosing the correct answer.
- Ask *Is more than one answer possible for any item?* (No.)

D Guidance for Writing

- On the board write *and, in addition, furthermore,* and *therefore*. Review that *and* connects two or more words in a series, *in addition* and *furthermore* add ideas, and *therefore* introduces a result. Encourage students to use these words in their paragraphs about good and bad drivers.
- When they are finished, tell students to read their paragraphs and underline all the uses of *and*.
- Ask *Did you use commas to separate more than two words in a series?* Have students make necessary corrections.
- Then have students work in pairs to read their partner's paragraph and see if he or she missed any commas. Remind students that the comma before *and* is optional. Encourage pairs to offer suggestions. Move around the room and help students as needed.
- Collect students' work and give feedback.

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UNIT 5 Conventions of formal letter writing

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Ask students to close their books. Write on the board *Formal letters*. Ask *How are formal letters different from e-mails or handwritten social notes?* (Possible responses: They are more formal in tone. You don't use abbreviations or emoticons in formal letters. You are more careful with grammar and spelling.) Ask *In what situations might you write a formal letter?* (Possible responses: To apply for a job, to request a service, to file a complaint.)
- Have students open their books and call on a volunteer to read the rules in the box. Make sure students understand that the *recipient* is the person receiving the letter.
- Give students a few minutes to study and read the sample letter. Have them look at the labels carefully.
- Bring the class together. Ask *What is the* complimentary close *in the letter?* (Sincerely.) Have students read the note with the other common complimentary closes.
- Ask *Does the writer of the letter know the recipient's name?* (No, she just addresses the letter to the manager of the spa.) *How does she write the salutation?* (Dear Sir or Madam.) Then ask a student to read the note in the box. Have pairs write formal salutations to each other.

A Think of a business . . .

- Have students work in small groups. Give them a few minutes to discuss their ideas and make notes.

B On a separate sheet of paper . . .

- Using their notes, have students write their letters. Point out that their letters should be more formal in nature than the response letters on page 56. Tell them to refer to the letter in this section for a model.
- After students write their letters, have them use the bulleted list in the box as a checklist. Tell students to make any necessary corrections needed.
- Students can handwrite their first drafts. If possible, encourage students to type their second drafts.
- Collect students' work and give feedback.

FYI: *Unless* and *if . . . not* can both be used to say that what you will do depends on something else happening: Unless *Brad comes soon, I'm going without him.* / If *Brad does not come soon, I'm going without him.*

C Guidance for Writing

- Give students a few minutes to read the directions silently. Make sure that they understand that the original letters on page 56 don't all list three advantages and disadvantages. Students will have to supply the missing information.
- Allow students a few minutes to take notes on the notepad, listing methods, advantages, and disadvantages about improving one's appearance. (Possible responses for losing weight: A *method* could be exercise; the *advantage* could be that it's inexpensive; the *disadvantage* could be that it's difficult to stay on track with any exercise routine.)
- When students have finished writing, have them work in pairs and read their partner's letter. Have them check for name, address, the date, a salutation, and a complimentary close as well as correct use of commas.

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E-mails and handwritten social notes are informal ways to communicate with others. They don't have many rules. Formal letters, such as business letters, are generally typed and have conventions and rules. For these, be sure to include the following elements:

- your address
- the recipient's name (and / or position) and address
- the date of the letter
- a salutation
- a complimentary close
- your typewritten name and your handwritten signature

Note: If you know the recipient's name, the salutation should use the following format: Dear [title + last name].
It's common in a formal letter to use a colon (:) after the name. In less formal letters, a comma is appropriate.

Dear Mr. Smith:
Dear Marie,

If you don't know the recipient's name or gender, use this format:

Dear Sir or Madam: OR
To whom it may concern:

Follow the layout and punctuation in the writing model to the right.

657 Boulevard East
New Compton, Fortunia — **your address**

December 14, 2012 — **date**

Manager
The Tipton Spa
Tipton Hotel
2200 Byway
Sylvania, Sorrento — **recipient's address**

Dear Sir or Madam: — **salutation**

I'm writing to tell you that I was very happy with the service provided by the staff of the Tipton Spa when I was in Sylvania last week. The hair stylist gave me a wonderful haircut and the facialist was really top notch. I particularly enjoyed the relaxing music that played over the public address system. Finally, the prices were fair, and I left the spa feeling great.

I want you to know that I am recommending the Tipton Spa to all my friends and have told them that they should visit you even if they are staying in another hotel or if they are in Sylvania for the day. In fact, I have told them that it's worth traveling to Sylvania just to visit the spa. Congratulations on such a wonderful spa.

Sincerely, — **complimentary close**

Francine Classon — **signature**

Francine Classon — **typewritten name**

Other common complimentary closes
Cordially,
Sincerely yours,
Best regards,

A **Think of a business such as a hotel, a store, a salon, a gym, or a restaurant where you have received good service. On the notepad, write notes about the business.** Answers will vary.

Name of business:

Address:

Why you are happy with the service:

B **On a separate sheet of paper, write a letter of thanks to the manager of the business in Exercise A. Explain what you like about the service. Use your notes and the writing model above as a guide.** Answers will vary.

C **Guidance for Writing (page 60)** **Using the letter from page 56 that you chose, list three methods on the notepad below which a person could use to improve his or her appearance. Make notes of the advantages and disadvantages of each method. Then use your notes as a guide to help you write your response letter in Exercise E. Be sure to include your name and address, the date, a salutation, and a complimentary close in your letter.** Answers will vary.

Method	Advantages	Disadvantages
1.		
2.		
3.		

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A subordinating conjunction connects a dependent clause to an independent clause.

——— independent clause ——— ——— dependent clause ———

People are eating more fast foods today **because** they want to save time.

I generally avoid carbohydrates **even though** it isn't easy.

Subordinating conjunctions

because	unless
since	although
if	(even) though

A dependent clause can also come at the beginning of a sentence. Use a comma after the dependent clause when it comes first.

——— dependent clause ——— ——— independent clause ———

Because people want to save time, they are eating more fast foods today.

Even though it isn't easy, I generally avoid carbohydrates.

Use the subordinating conjunction if to express a condition. Use unless to express a negative condition.

You will be healthy **if** you eat right and exercise regularly.

You will gain weight **unless** you eat right and exercise regularly. (= if you don't)

Use the subordinating conjunctions although, even though, or though to express a contradiction.

Although / **Even though** / **Though** } they knew fatty foods were unhealthy, people ate them anyway.

Remember: Use because or since to give a reason.

A Choose the best subordinating conjunction to complete each sentence.

1. (Though / (If) / Unless) I learn to speak English well, I will be very happy.
2. ((Even though) / Because / If) she is an artist, she is interested in science.
3. Studying English is important (although / (because) / unless) it can help you do more.
4. (Unless / (Although) / Since) English grammar isn't easy, I like studying it.
5. They have to go on a diet ((because) / unless / though) they're overweight.
6. He cut back on desserts and sodas ((even though) / if / because) he didn't want to.
7. ((Even though) / Because / Unless) my grandmother is 80 years old, she is in very good health.
8. (Unless / Because / (Though)) I think I'm going to get sick, I don't want to change my eating habits.
9. She won't eat red meat (because / (unless) / although) she has to.
10. (Unless / (Even though) / Since) she's a vegetarian, she sometimes eats fish.

B Read each sentence. Then, on a separate sheet of paper, write and connect a clause to the sentence, using the subordinating conjunction. Answers will vary.

1. Most people don't want to change their eating habits. (even though)
2. Children become overweight. (if)
3. Obesity will continue to be a global problem. (unless)
4. Eating too much fast food is bad for you. (because)
5. Most people continue to eat unhealthy foods. (although)

1 Most people don't want to change their eating habits even though they have health problems.

C Guidance for Writing (page 72) **Using four different subordinating conjunctions, write four sentences: two about eating habits in the past and two about eating habits in the present. Use your sentences in your paragraph about eating habits in Exercise F.** Answers will vary.

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UNIT 6 *Connecting ideas: subordinating . . .*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Write *subordinating conjunctions* on the board. Ask students for examples and refer them to the list at the top right of the page. Review that subordinating conjunctions connect an independent clause to a dependent clause. Have students read the first two rules and example sentences to themselves.
- Have volunteers read the rule about *if* and *unless* aloud. Explain that an *if-* or *unless-* clause is paired with a result clause that describes what will happen under that condition. Ask *Which clause is dependent?* (The *if-* clause—it can't stand alone.) *Which clause is independent?* (The result clause—it can stand alone.) Have students read the example sentences.
- Read the next rule to the class. Invite volunteers to read the sentences using the words *Although, Even though,* and *Though.* Ask students to state the sentence in a different way to express contradiction. (Possible answer: People know that fatty foods are unhealthy, but they eat them anyway.)

A Choose the best . . .

- Write the following on the board:
  Does the sentence
  -give a reason? (because, since)
  -express a contradiction? (although, even though)
  -express a condition? (if, unless)
- Tell students to refer to the questions to help them decide which subordinating conjunction to use.
- Have students compare their answers with a partner. Then bring the class together and answer any questions.

B Read each sentence . . .

- Have students skim the exercise. Ask *Are these dependent or independent clauses?* (They're independent—they express complete thoughts.) Tell students to look at the context and create dependent clauses. Remind students that *if* and *unless* express a condition, *because* gives a reason, and *although* expresses a contradiction.
- As students complete the exercise, move around the room and provide help as needed.
- Review students' answers with the class.

C Guidance for Writing

- On the board, write *Do you think people are eating healthier or less healthy foods than they used to?*
- Tell students to take notes and write sentences about eating habits: two about the past and two about the present. Write *because, since, if, unless, although* on the board for students to refer to.
- After students write their paragraphs, have them check their papers for the correct use and punctuation of subordinating conjunctions.
- Collect students' work and give feedback.

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UNIT 7 *Parallel structure*

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Read the introduction to parallel structure. Have students read the example sentences. Point out that all items in the list are gerunds. Read the Be careful! note. Ask *How would you correct that sentence?* (Change the infinitive *to play* to a gerund or change the gerunds *painting* and *dancing* to infinitives.)
- On the board, write *He spends a lot of time listening to music, texting his friends, and surfing the web.* Ask *Does the sentence have parallel structure?* (Yes.) Have students underline the parallel structures. (Listening, texting, surfing.)
- Ask a student to read the second rule and example sentences. Then read the Remember note. On the board, write *This summer I would like to . . .* Invite volunteers to come to the board and write three things they would like to do this summer. Remind students to repeat *to* with each verb or only to mention it the first time. After volunteers complete their sentences, have students comment as to whether the parallel structure is correct.
- Read the Remember note and example sentence to the students to review punctuation of items in a series. Refer to students' sentences on the board to illustrate comma use when listing three items.

A Correct the errors . . .

- Have students circle the verb in each sentence and underline the items in the series. Then have them identify the mistakes in the sentences.
- Have students compare their answers in pairs. Move around the room and help students as needed.
- Review answers with the class.

B Guidance for Writing

- Have students write their answers to each question. Remind students to be careful of parallel structure when listing items.
- When students have finished, tell them to return to their answers and underline any series of items. Refer them to the Be careful! note to check for correct structure, and then ask them to make any necessary corrections.
- Finally, have students use the information in their answers to write their paragraphs.

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When writing a series of words or phrases in a sentence, be sure that all items in the series are in the same grammatical form. This feature of good writing is called parallel structure.

parallel structure (all items in the series are gerunds)

Lucy is creative. She likes painting, playing the piano, and **writing**.

Be careful! Don't combine gerunds and infinitives in the same series.
Don't write: Lucy is creative. She likes painting, ~~to play~~ the piano, and writing.

In a series of infinitives, it is correct to use to before each item in the series or to use to only before the first item.

✓ I decided **to study** medicine, **to get** married, and **to have** children before my thirtieth birthday.
✓ I decided **to study** medicine, **get** married, and **have** children before my thirtieth birthday.
✘ I decided to study medicine, get married, and ~~to~~ have children before my thirtieth birthday.

Remember: When a sentence includes a series of more than two words or phrases, separate them with commas. Use and before the last item in the series. The comma before and is optional.

no comma (two items) **commas (three items)**
Jake and May have three favorite activities: **painting, singing, and swimming**.

A Correct the errors in parallel structure in the following sentences.

1 I have begun studying psychology and to ~~learn~~ learning about personality development.
2 They continue ~~arguing~~ to argue about the nature-nurture controversy and to disagree about which is more important.
3 The Bersons love to run, to swim, and to lift weights.
4 She's both responsible and social. She prefers to study early in the evening and ~~going~~ to go out afterwards.
5 Introverts hate ~~to talk~~ talking about their feelings and being with a lot of people.
6 Marjorie is a classic extrovert. She likes to be very active, ~~knowing~~ to know a lot of people, and to seek excitement.
7 To be quiet, to be hard to know, and to seek peace are traits typical of the introvert's personality.
8 Psychologists of the nineteenth century continued ~~believing~~ to believe in the importance of genetics and to write about it in books and articles.

B Guidance for Writing (page 84) On a separate sheet of paper, write sentences to answer some or all the following questions about a person you know well. If appropriate, use verbs and phrases from the lists below. Be careful to use parallel structure. Use the sentences in your paragraphs about a person in Exercise E. Answers will vary.

- Who is the person?
- What is the person's relation to you?
- Who are the people in the person's family?
- How many siblings does the person have?
- What kind of personality does the person have?
- What are the person's likes and dislikes?
- Are there some things the person is excited about, bored with, angry about, or worried about right now?

Words to describe likes / dislikes

avoids	hopes
hates	would like
can't stand	is happy about
doesn't mind	is excited about
enjoys	is bored with
expects	is sick and tired of

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Remember: A good paragraph has a topic sentence that states clearly what the main idea of the paragraph is.

In addition, a paragraph should have **supporting details**—that is, information that provides support for, and is clearly tied to, the topic sentence.

Be careful! If a detail doesn't support the topic sentence or isn't tied to it clearly, then it may not belong in the paragraph.

In the writing model to the right, the topic sentence of the paragraph is highlighted in yellow. The sentences that follow are details. Two of the sentences are crossed out because they do not support the topic sentence and should not be included in the paragraph. These two sentences do not provide information about the chair and do not indicate why the writer likes the chair. The remaining sentences are supporting details—they all support the topic sentence and are clearly tied to it. They provide more information about the chair and they explain why the writer likes the chair.

In my living room, I have many things.
My favorite possession is an old wooden chair. My parents gave it to me when I left home. ~~A wooden chair can be very expensive if it is an antique.~~ It has lots of memories for me because it was in my parent's bedroom when I was growing up. ~~It's important to take very good care of wooden furniture.~~ The chair is very comfortable, and I used to sit in it a lot as a child.

A Read each topic sentence. Circle the detail that does not support the topic sentence.

1 Many French artists in the nineteenth century were influenced by Japanese art and printmaking.
   (a) Today, the work of Hokusai, Japan's most famous printmaker, is popular in Western countries.
   b Looking at the work of the French impressionists, it is clear that they chose to imitate the Japanese artistic styles of the time.
   c A number of French artists had collections of Japanese art.

2 I love my poster of Reinaldo, the Brazilian soccer star, but my wife hates it.
   a I think Reinaldo is the greatest player in the world.
   b My wife doesn't think I should keep it in our bedroom.
   (c) Reinaldo is a right-footed soccer player.

3 Rodin's statue, *The Thinker*, is probably one of the most famous sculptures in the world.
   a This metal and stone sculpture of a man deep in thought is recognized all over the world.
   (b) Rodin was born on November 12, 1840.
   c The image of *The Thinker* can be seen in popular art and advertisements.

4 On a side table in my dining room, I have two small ceramic figures of lions from my trip to Taipei.
   a They have beautiful colors including red, green, blue, and yellow.
   (b) You should visit the National Palace Museum when you are in Taipei.
   c I bought them together from a small shop at a temple I was visiting.

5 My sister has always shown a lot of talent in the performing arts.
   (a) We've had our differences and we haven't always agreed on everything.
   b She has acted in school plays since she was about ten years old.
   c I think she's going to follow a career as an actor or director.

6 I think artistic talent is something you're born with.
   a I've tried many times to improve my ability at drawing, but it hasn't worked.
   b I have friends who are very talented in art, but they've never taken any special classes.
   (c) My aunt studied art at the Art Institute of Chicago for four years.

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UNIT 8 *Supporting details*

Suggested teaching time:	15–20 minutes	Your actual teaching time:	

- Give students a few minutes to read the information and the sample paragraph. Then read the Remember and Be careful! notes aloud to the class. Refer students to the highlighted and crossed out portions of the paragraph as you read about them.
- Give students a few minutes to read the paragraph again. Review by asking *Why are the two sentences crossed out?* (They do not support the topic sentence or show why the writer likes the chair.)

A Read each topic sentence . . .

- Have students complete the exercise in pairs. Encourage them to discuss which details best support the topic sentence. Move around the room and help students as needed.
- Bring the class together and review answers. Have students explain why one of the details does *not* support the topic sentence; for example, 1. *Option a* talks about Japan's most famous printmaker today—there is no mention of Japanese artists' influence on French artists in the nineteenth century.

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B Guidance for Writing

- Call on volunteers to say what they will write about. Then invite students to reread the paragraph on page 146 about the chair and pay attention to the topic sentence and supporting details.
- Then have students work on filling out the outline on the notepad. Move around the room and help them as needed. Make sure all students have a clear topic sentence.
- Give students a few minutes to reread their supporting details. Tell them to cross out any sentences that do not support the topic sentence. Then tell them to replace any crossed-out sentences with ones that do support the topic sentence. Students will use this information in their paragraphs.
- If appropriate for your class, have pairs exchange outlines and offer each other feedback.

UNIT 9 *Organizing ideas*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Write *Organizing ideas* on the board. Tell students that the most important thing to remember when writing something is to organize ideas clearly. There are different ways of doing this, usually depending on how long a piece of writing is.
- Focus on Approach 1. Have students read the information. Explain that the handwritten notes are just ideas that a writer would then organize into a paragraph. This writer would list the advantages first and then the disadvantages.
- Read the information after Approach 1 to the class and have students read Approach 2. Explain that the highlighted sentences are examples of topic sentences. They introduce what each paragraph will be about.
- Finally, read Approach 3 to the class. Point out that this approach produces the longest piece of writing of the three, developing the topic in great detail. If time permits, invite students to suggest additional ideas for their individual paragraphs.

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B Guidance for Writing (page 96) **On the notepad, write the favorite object you chose in Exercise E. Create a topic sentence that states the most important thing you want to say about that object. Then write five supporting details to use in your paragraph.** Answers will vary.

Favorite object:

Topic sentence:

Details to support my topic sentence:

1.

2.

3.

4.

5.

UNIT 9 *Organizing ideas*

When you want to describe the benefits and problems of an issue, there are different ways you can organize your ideas. Here are some approaches.

Approach 1: In one paragraph

One way is to describe all the advantages and disadvantages in one paragraph. Following are notes of the details that will be included in the paragraph.

THE ADVANTAGES AND DISADVANTAGES OF CELL PHONES

Advantages: are easy to carry, don't miss calls, keep you connected with family and friends

Disadvantages: bother other people, make people dependent, are easy to lose

This approach is good for a short piece of writing consisting of only a few sentences. However, if you want to develop those ideas in more than just a few sentences, it is easier for the reader to follow if you can organize the details in one of the following ways.

Approach 2: In two paragraphs

In this approach, you can use a first paragraph to describe all the advantages. Then you can use a second paragraph to describe all the disadvantages. Following are notes of the details that will be included in each paragraph.

Paragraph 1: CELL PHONES HAVE ADVANTAGES

are easy to carry, don't miss calls, keep you connected with family and friends

Paragraph 2: BUT THEY ALSO HAVE DISADVANTAGES

bother other people, make people dependent, are easy to lose

Approach 3: In two or more paragraphs

In this approach, you can use a separate paragraph to focus on each different topic. In each paragraph, you can describe both advantages and disadvantages. Following are notes of the details that will be included in each paragraph.

Paragraph 1: (THEY'RE SMALL.) cell phones easy to carry, but also easy to lose

Paragraph 2: (THEY'RE CONVENIENT.) won't miss calls, but you can also bother other people

Paragraph 3: (THEY'VE CHANGED OUR LIVES.) keep people connected with family and friends, but also can make people dependent

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A **Below are ideas for a piece of writing about renting a car during a vacation overseas. Using Approach 2, you can organize the ideas into two paragraphs, one about the benefits of renting and one about the problems. Write 1 next to the sentences that belong in paragraph 1. Write 2 next to the sentences that belong in paragraph 2.**

1 It gives you the freedom to go wherever you want to go whenever you want.
1 There are advantages and disadvantages to renting a car while you're on vacation overseas.
1 You might see places you can't see by bus or train.
2 You could have an accident during your trip.
1 You have more control over whether or not you will have an accident during your trip.
1 You can carry more luggage and other things you might need.
2 To drive safely, you have to become familiar with the local driving rules.
1 If you're traveling with a group of people, it could cost less than paying for bus and train tickets.
2 You may have to understand road signs that are in a different language.
2 If you have to do all the driving, it can be very stressful and tiring.
2 If you're traveling alone or with one other person, it could cost a lot of money in rental fees and gas.

B **Now, on a separate sheet of paper, practice using Approach 3. Choose sentences from Exercise A that you can organize into two or more separate topics.**

C **Guidance for Writing (page 108)** **Use your notes on page 107 to write your paragraphs in Exercise E about the benefits and problems of the Internet. Choose Approach 2 or Approach 3 to organize your writing.** Answers will vary.

UNIT 10 *Introducing conflicting ideas: On the one hand; On the other hand*

Use On the one hand and On the other hand to present conflicting ideas or two sides of an issue. The following two sentences present the two sides together, one right after the other.

On the one hand, I would want to tell the truth. **On the other hand**, I wouldn't want to get in trouble.

Remember: You can also present conflicting or contradictory information with Even though, Although, and However.

Even though I'm basically an honest person, I don't always tell the truth.
Although Matt didn't think he broke the dish, it's possible that he did.
Matt wanted to tell the owner of the store what happened. **However**, Noah didn't agree.

When one paragraph presents one side of an issue and the next one presents the other, writers don't usually use On the one hand in the first paragraph. Instead, they just begin the next paragraph with On the other hand to let the reader know that the conflicting idea will follow. Look at the writing model to the right.

Being honest has many advantages. If you always tell the truth, you don't have to remember an untruth you said before. People who tell the truth don't have trouble sleeping. They can look at themselves in the mirror and feel good.

On the other hand, there are times when telling a lie makes sense. For example, if a friend asks you what you think of a new piece of clothing and you hate it, telling him or her that you think it's ugly would be very hurtful. It's possible that not being absolutely truthful might make more sense.

A **Reread the Photo Story on page 111. Write a summary of the story in three to five sentences. Answer the questions below.** Answers will vary.

- Where was Matt?
- What happened?
- Who was he with?
- What did the two friends discuss?

B **Answer the questions below. Write three to five sentences about Matt's choices. Then write the consequences of each choice. Use If and the unreal conditional in at least one sentence.** Answers will vary.

- What should he do?
- What could he do?
- What would most people do?

Answers will vary.

C **Write three to five sentences about what you would do if you were Matt. Answer the questions below.**

- What would you do?
- What would happen if you did that?
- What would happen if you didn't?

D **Guidance for Writing (page 120)** **In your paragraphs about Matt's dilemma in Exercise E, use On the one hand, On the other hand, Even though, Although, and However to connect conflicting ideas.** Answers will vary.

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A Below are ideas . . .

- To help students visualize the expected organization of their writing, write the following on the board:
  Renting a car during a vacation overseas
  Paragraph 1: Benefits
  Paragraph 2: Disadvantages
- Tell students to organize the list of ideas in the book into the two categories. Model the activity by choosing the topic sentence with the class. (There are advantages and disadvantages to renting a car while you're on vacation overseas.) They will write **1** for sentences that describe the benefits of renting a car, and **2** for sentences that describe the disadvantages of renting a car.
- Review answers with the class.

B Now, on a separate sheet of paper . . .

- Have students work in pairs to organize the ideas about renting a car during a vacation overseas into two or more paragraphs. Encourage them to think of mini-topics for the separate paragraphs, such as cost, safety, and stress. Tell pairs to look at the model (Approach 3) on page 147.
- Tell pairs they don't have to write out the paragraphs but just have to organize their notes like the sample presented. Move around the room and help students as needed.

C Guidance for Writing

- On the board write *Benefits and Problems of the Internet*. Tell students they will organize their notes on page 107 into two or more paragraphs. Tell students to look through their notes and study Approaches 2 and 3 to decide which one will work best to organize their ideas.
- Tell students to organize their notes like the sample given. Move around the room and help students as needed. Check in with each student to offer input.
- Have students write out the paragraphs for homework. Focus individual feedback on organization of ideas.

UNIT 10 *Introducing conflicting ideas . . .*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	

- Begin by explaining the idiom *on the one hand . . . on the other hand*. Use actual hand gestures to explain that this is an expression you say when presenting two different ways of thinking about a situation. Give an example, such as *On the one hand* [hold out your left hand], *my new job will give me new opportunities to grow; on the other hand* [hold out your right hand], *I'll spend a lot more hours working.*
- Invite a student to read the first rule and example sentences. Write on the board *On the one hand, . . . / On the other hand, . . .* Invite volunteers to share some contrasting opinions on the topic of telling the truth.
- Read the Remember note. Ask a volunteer to restate the first example sentence using *Even though, Although,* or *However.* (Possible response: I want to tell the truth; however, I don't want to get into trouble.)
- Read the last rule. Then ask volunteers to read the two paragraphs on the right aloud.

A Reread the Photo Story . . .

- Have students answer the questions in pairs. Then have them write the summaries individually.
- Tell pairs to swap summaries and respond. Move around the room and help students as needed.

B Answer the questions . . .

- To help students take notes, write the following questions on the board:
  What could Matt do? (Possible response: Put the broken plate on the shelf.)
  What should Matt do? (Possible response: Tell the owner.)
  What would most people do? (Possible response: Put the plate on the shelf.)
  If Matt puts the plate back on the shelf . . .
  If Matt doesn't tell the owner about the plate . . .
- Move around the room and help students as needed. Then bring the class together and call on students to share their points of view.

C Write three to five sentences . . .

- On the board, write *If I were Matt, I would . . .* Call on volunteers to share their ideas. Correct any mistakes in the usage of the unreal conditional.
- Tell students to write a few sentences describing what they would do if they were Matt and to describe the consequences of these unreal actions.

D Guidance for Writing

- Tell students to refer to their notes from the previous exercises and write two paragraphs about Matt's dilemma. Tell students to use the language they learned to introduce conflicting ideas. Remind students that if they choose to present one side of the story in one paragraph and the other side in the second paragraph, they should follow the model paragraphs in the book and begin the second paragraph with *On the other hand.*
- Have pairs exchange their paragraphs and compare their ideas.
- Give individual feedback, focusing on introducing conflicting ideas.

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Top Notch TV Teaching Notes

For some general guidelines on using the *Top Notch TV* sitcom and interviews, see the Teaching Ideas document in the *Top Notch TV* Activity Worksheets folder on the ActiveTeach Multimedia Disc. **Note:** The Answer Keys provide answers to the Activity Worksheet exercises from the ActiveTeach Multimedia Disc.

UNIT 1

Sitcom: *Have we met before?*

Social language

- Get reacquainted with someone
- Discuss tourist activities

Grammar

- The present perfect

SCENE 1

PREVIEW

- Have students brainstorm activities and places and write them on the board—for example, *visit / Paris.* Then have students create questions using the present perfect; for example, *Have you ever visited Paris?* In pairs, students take turns asking and answering the questions.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Does Marie look familiar to Ms. Novak? (yes)
  Does Ms. Novak look familiar to Marie? (no)
  Where does Ms. Novak think she has seen Marie before? (Chicago, Egypt, China, Australia, Peru)
  Has Marie ever been to any of these places? (no)
  Why does Marie look familiar to Ms. Novak? (Marie was roommates with Ms. Novak's sister when she lived in Paris, and Ms. Novak remembers seeing Marie in pictures.)

EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to role-play Marie and Ms. Novak and reenact what happened in the video episode.
- Pair work: role play. Have students work in pairs to role-play a conversation between Ms. Novak and her sister about Ms. Novak's meeting with Marie.

Written work

- Pair work. Have students work in pairs to summarize the story in the video episode. Write these sentences on the board to help them begin:
  A woman named Ms. Novak came into Top Notch Travel with Mr. Evans. He introduced her to the receptionist Marie . . .
- Pair work. Have students work in pairs to continue the dialogue between Marie and Ms. Novak for a few more exchanges. Write these lines on the board to help them begin:
  Marie: So how is Katerina?
  Ms. Novak: . . .

LANGUAGE NOTE: When Ms. Novak says, "I never forget a face," she means that she always remembers the face of someone she has met before.

VIDEO SCRIPT

Mr. Evans introduces Marie to Ms. Novak, a new client.

Mr. Evans: Marie, this is Ms. Novak. She's from Chicago. Marie is our receptionist.
Marie: It's nice to meet you.
Ms. Novak: It's nice to meet you, too.
Mr. Evans: I'll get your tickets.
Ms. Novak: You look very familiar to me, Marie. **Have** we **met** before?
Marie: I don't think so. No.
Ms. Novak: Well, I never forget a face. I'm sure I know you from somewhere. I don't look familiar to you?
Marie: I'm sorry. No.
Ms. Novak: I know! We met in Chicago. You were a waitress in a restaurant near the Art Institute.
Marie: **I've** never **been** to Chicago.
Ms. Novak: **Have** you ever **driven** a taxi in Egypt?
Marie: No.
Ms. Novak: Oh, you were the pilot on a small airplane in China. You flew me over the Great Wall.
Marie: No.
Ms. Novak: **Have** you ever **gone** snorkeling in Australia?
Marie: No.
Ms. Novak: **Driven** a bus in Peru?
Marie: No. Ms. Novak, I'm quite sure we'**ve** never **met** before. I came here only a year ago from Paris.
Ms. Novak: Paris? My sister, Katerina, lived there for a year.
Marie: Katerina? Katerina Novak?! She lived with me!

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Ms. Novak: Of course! You were in all the pictures she sent home.
Marie: What a coincidence!
Ms. Novak: You see, I never forget a face.

ANSWER KEY

A. 1. True 2. True 3. False 4. False 5. True 6. True
B. 1. met 2. were 3. 've never been 4. Have you ever driven 5. were 6. flew
C. 1. Marie and Ms. Novak haven't met before 2. Ms. Novak has seen the Great Wall 3. Marie hasn't driven a bus in Peru 4. Katerina has lived in Paris before 5. Marie hasn't been to Chicago

SCENE 2

PREVIEW

- Think of different sites in your city. They can be historical sites, nature sites, popular stores, and so on. Ask individual students *Have you ever been to . . . ? Have you ever visited . . . ? Have you ever seen . . . ?* If students keep saying *yes*, ask *Have you done everything in this city? What haven't you done yet?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Is Ms. Novak going sightseeing? (No. She is going back to her hotel room to read.)
  How many times has she been in this city before? (many times—she has been coming there once a month for eight years)
  Does she believe there is a Museum of Cheese? (no)
  What is the Museum of Cheese really? (a cheese shop)
  Why does Mr. Evans call it the Museum of Cheese? (because they have every kind of cheese, and some of it is very old)
  Where is the cheese shop? (at the corner of Seventh and Oak)
  What time is Mr. Evans meeting Ms. Novak? (at 4:00)

EXTENSION

Oral work

- Discussion. Remind students that Ms. Novak has been coming to this city once a month for eight years. Ask *Why do you think Ms. Novak comes to this city so often?* Write students' guesses on the board—for example, *business, family, friends.* Then ask students whether there is a city they visit often. If the answer is yes, ask *What things have you done there?* If the answer is no, ask *What city would you like to visit often? Why?*
- Tell students to make up a place in their city, like Mr. Evans's Museum of Cheese. Have them tell the class where it is and why they should go there.

Written work

- Have students write a summary of the story in the video episode. To help students begin, write on the board: *Mr. Evans asked Ms. Novak if she is going sightseeing. She said . . .*
- Pair work. Ask students *What happens when Ms. Novak meets Mr. Evans at the Museum of Cheese?* Have students work in pairs to write a story. Then bring the class together, and call on pairs to read their stories to the class.

VIDEO SCRIPT

Mr. Evans tries to come up with something Ms. Novak hasn't seen or done in the city.

Mr. Evans: I have your tickets.
Ms. Novak: Thank you. Did you know that Marie knows my sister, Katerina?
Mr. Evans: Really? It's a small world, isn't it? So are you going sightseeing before you leave?
Ms. Novak: No. I'm going back to the hotel to read.
Mr. Evans: What?! You're visiting our great city and you're not even going to see it?
Ms. Novak: **I've come** here once a month for eight years. **I've seen** it all before.
Mr. Evans: I'm sure I can think of something you **haven't seen**.
Ms. Novak: I think you're wrong.
Mr. Evans: **Have** you **visited** the Riley Museum of Art?
Ms. Novak: Twenty times.
Mr. Evans: **Have** you ever **been** to the top of the Olson Building?
Ms. Novak: Just last month.
Mr. Evans: **Have** you **eaten** at Andre's Café?
Ms. Novak: Twice.
Mr. Evans: Ever **been** to Cold Beach?
Ms. Novak: Yes.
Mr. Evans: **Seen** the City Opera?
Ms. Novak: Yes.
Mr. Evans: **Toured** the Japanese Gardens?
Ms. Novak: Yes.
Mr. Evans: You can't **have done** everything in this city.
Ms. Novak: I'm afraid it's true.
Mr. Evans: **Have** you ever **visited** the Museum of Cheese?
Ms. Novak: There's no Museum of Cheese.
Mr. Evans: Aha! It is really amazing. Everyone goes there. I can't believe you **haven't been** there yet! Marie, could you call the Museum of Cheese and reserve a ticket for Ms. Novak and me?

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Ms. Novak: You're not serious.
Mr. Evans: I am. It's at the corner of Seventh and Oak. I'll see you there at 4:00.
Ms. Novak: OK. I'll see you there. Thank you. Good-bye, Marie.
Marie: Say hello to Katerina for me.

(Ms. Novak leaves.)
Marie: Mr. Evans, is there really a Museum of Cheese at Seventh and Oak?
Mr. Evans: It's a wonderful little cheese shop. They have every kind of cheese. Some of it's very old, so, yes, I'd say it's a museum of cheese. Ms. Novak will love it.

ANSWER KEY

A. 1. c 2. b 3. c 4. a 5. a
B. 1. False 2. True 3. False 4. False 5. False
C. 1. Have you visited 2. Have you ever been to the top of 3. Have you eaten 4. Ever been to 5. Have you ever visited

Top Notch Pop and Karaoke: *Greetings and Small Talk*

UNIT 2

Sitcom: *Have you chosen a movie yet?*

Social language

- Apologize for lateness
- Disagree politely

Grammar

- The present perfect
- *Would rather*

SCENE 1

PREVIEW

- On the board, write *horror film, drama, action film.* Ask students *Do you like any of these genres?* Give examples of movies you know for each of these genres, and describe what the movies are about.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Do Paul and Bob go to the movies often? (yes)
  Have they chosen a movie yet? (no) Why not? (Paul and Bob have seen almost everything.)
  Is The Last Train to Hong Kong *an action film? (yes)*
  Have Paul and Bob seen it? (yes)
  Is On the Bridge *a romantic film or a violent film? (a romantic film)*
  Has Cheryl seen it? (no)
  What kind of film is The Hand*? (a horror film)*
  Why does Cheryl say the movie tickets are her treat? (because she wants Paul and Bob to stop acting out the movies and attracting attention in the restaurant)

EXTENSION

Oral work

- Group work: role play. Divide the class into groups of four. Have students role-play the characters and reenact what happened in the video episode.
- Discussion. Ask *Which of the movies would you rather see? Why?* Have students discuss the three movies from the video episode.

Written work

- Pair work. Have pairs of students continue the conversation among the four friends for a few more exchanges. Tell students to have these people choose a movie to see in the end. Call on pairs to read their conversations to the class.
- Pair work. Have pairs of students choose one of the movies from the video episode and create an imaginary summary and movie review.

LANGUAGE NOTES: *To run out of time* means no longer to have any time left.

My treat means *I am paying.*

VIDEO SCRIPT

In the café, Bob, Marie, Paul, and Cheryl try to pick a movie to go to.

Paul: Give us another one, Marie.
Marie: We're running out of time. Oh, there she is.
Cheryl: I'm sorry I'm late. I couldn't find a parking space. **Have** you **been** here long?
Bob: Since yesterday. But it's no problem. The waiter brought us food and we slept on the floor.
Cheryl: **Have** you **chosen** a movie yet?
Marie: We've been trying. Unfortunately, these guys **have seen** almost everything.
Paul: We like the movies.
Marie: What about the action film *The Last Train to Hong Kong?*
Bob: "Where is this train going?"
Paul: "Believe me, you**'d rather not know**."
Bob: "We're going to Hong Kong, aren't we?"
Paul: "**Would** you **rather** stay here and fight the 100 men?"

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Bob: "No. And I'**ve** always **wanted** to see Hong Kong."
Paul: "Look out!"
Marie: *(to Cheryl)* They've been doing this for a half hour.
Cheryl: That looks a little too violent for me. What about *On the Bridge?* I hear it's great.
Bob: "You're late, Frederick."
Paul: "I'm sorry."
Bob: "And I'**ve waited** for you for so long."
Paul: "I . . . got stuck in traffic."
Bob: "For two years?!"
Marie: Very romantic.
Cheryl: How about the horror movie *The Hand?*
Paul: "**I've** just **returned** from the train station. **Have** you **seen** anything lately?"
Bob: "No. We should go inside."
Paul: "Good idea. I don't want to see that terrible hand."
Bob: "Do you really think there's a hand out there that . . . ARRRGGGHHH!"
Cheryl: Stop doing that right now, and the movie tickets are my treat.
Paul and Bob: Deal!
Cheryl: I'm not buying you popcorn.

ANSWER KEY

A. 1. b 2. b 3. c 4. c 5. c 6. b
B. 1. Have you, a movie yet 2. Have you seen anything lately
C. 1. you'd rather not know 2. Would you rather stay 3. I've always wanted

SCENE 2

PREVIEW

- Ask individual students *Have you ever seen a movie star or a singer on the street or in a restaurant? Did you talk to him or her? If yes, what did you say?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Who notices David Doolittle in the café—Paul or Marie? (Marie)
  Who is David Doolittle? (a famous British actor)
  Does Cheryl go to meet David Doolittle? (no)
  Are Paul and Bob fans of David Doolittle? (yes)
  What do Paul and Bob tell David Doolittle? (They say that they like his movies and that he is great.)
  What was the name of the movie where David Doolittle was a dancer? (The Dancer)
  What did he play in Doctor Fork? *(a chef)*
  When did Paul see Songs of Love *again? (last week)*
  What did David Doolittle play in Pie in the Sky? *(a pilot)*
  Why did David Doolittle invite Bob and Paul to join him? (because he could see that they would not leave)

EXTENSION

Oral work

- Pair work. Call on students to recall the names of the four movies and write them on the board: *The Dancer, Doctor Fork, Songs of Love, Pie in the Sky.* Have students work in pairs to guess the genres of the movies. Then have them discuss which of these movies they would rather see.
- Discussion. Tell students to think of questions to ask a famous actor or actress. Point out that Cheryl and Marie did not go to see David Doolittle because they were embarrassed. Ask *Are you more like Cheryl and Marie or Paul and Bob?*

Written work

- Pair work. Have students work in pairs to write two or three sentences about each Doolittle movie, describing what each one is about.
- Ask students to pretend that they see a famous movie star in a restaurant. Have them write a conversation between themselves and the star they meet.

LANGUAGE NOTES: *To take it easy* means to relax. The expression *Take it easy,* however, can also mean *good-bye.*

Doolittle says, "Would you guys care to join me?" This is another way of saying *Would you guys like to join me?*

VIDEO SCRIPT

Paul and Bob strike up a conversation with David Doolittle, a famous British actor.

Marie: So, what do you want to do? Hey, isn't that David Doolittle, the famous British actor?
Cheryl: You're right! It is!
Bob: Let's go say hi.
Cheryl: No, don't! What are you doing?!
Paul: Aren't you David Doolittle?
Doolittle: Yes, I am.
Bob: Wow! We really like your movies.
Doolittle: Thank you.
Paul: You're great!
Doolittle: Thank you very much.
Paul: Remember that movie where you're that dancer? What was that called?
Doolittle: *The Dancer.*
Paul: That's it! That was unforgettable!
Bob: I love that one where you're the chef. What's that one called?
Doolittle: *Doctor Fork?*

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Bob: That's it. That was so funny! Unforgettable, man.
Doolittle: Thank you.
Paul: My favorite is the one where you're that robot musician named . . .
Doolittle: DD-42.
Paul: Yeah! Yeah! I just saw that movie again last week. That's a great movie. What's that called?
Doolittle: *Songs of Love.*
Paul: Yeah. Man, that's unforgettable.
Doolittle: Thanks. You know what? I have to go soon, and I should finish my lunch . . .
Bob: Oh, right. Yeah, sorry. It was nice to meet you.
Doolittle: You, too. Take it easy.
Bob: Take it easy. Isn't that what you say at the end of that movie where you're the pilot?
Doolittle: *Pie in the Sky.*
Paul: Yeah! That was unforgettable, man.
Bob: Unforgettable.
Doolittle: Would you guys care to join me?
Paul: What's your favorite movie?

ANSWER KEY

A. 1. dancer 2. chef 3. robot musician 4. pilot
B. 1. b 2. c 3. b 4. a 5. c
C. 1. a 2. b 3. b

Interview: *Do you think there's too much violence in movies?*

PREVIEW

- Ask students the following questions:
  What are some different genres of movies? (for example, *comedy, action, drama)*
  How many of you watch violent movies?
  What are the titles of some violent movies you have seen?
  Do you think it's OK for children to watch violent movies?

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  Is comedy Emma's favorite genre? (no)
  Does San think violence in movies is harmful to children? (yes)
  Which person thinks that violence in movies is OK sometimes? (Stephan)
  When does Stephan think that violence in movies is OK? (when the violence helps the plot along and when there's a point to the violence)
  How does Stephan decide what movies to see? (He chooses films that get good reviews and films by filmmakers he likes.)
  Does Joe think violent movies are dangerous? Why? (No, he thinks people are dangerous, not movies.)

EXTENSION

Oral work

- Pair work. Have students work in pairs to discuss which interviewees they agree or disagree with. Have them explain why. Then bring the class together and ask students' opinions. Encourage students to refer to movies they have seen to support their points of view.
- Discussion. Ask students *How do you decide what movies to see?* Have individual students share their answers with the class.

Written work

- Pair work. Have students work in pairs to write summaries of what each interviewee said.
- Have each student choose one interviewee and write a paragraph explaining why he/she agrees or disagrees with the interviewee's point of view.

LANGUAGE NOTES: *To portray violence "graphically"* means to show a lot of blood, killing, and so on.

To help the plot along means to keep the story moving.

"A point to" the violence means that there is "a purpose for" showing the violence.

Turns me off means *I don't like it.*

To tend to do something means to usually do something.

To sway means to influence.

Movies "of that nature" means "those kinds of" movies.

To have good judgment skills means to be able to tell right from wrong.

OOPS! San says that children should not see violent movies because "they're a little more *influential* and don't have the judgment skills that adults do." She misuses the word *influential*, which means having an influence on others. What she means to say is that children are "more easily influenced" by violent movies than adults.

VIDEO SCRIPT

Interviewer: Do you have a favorite genre of movie?
Emma: I love drama. I love comedy, but my favorite is drama.
Interviewer: Do you think there's too much violence in movies?
Stephan: I think sometimes some films portray violence a little too graphically, but I feel that if it helps the plot along, and there's sort of a

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point to the violence, then it's OK, but unnecessary violence really turns me off.
Interviewer: So do you choose to go see movies if you know they're going to be violent?
Stephan: I usually tend to see films that get good reviews or are by filmmakers whom I admire. I don't think violence would really, you know, sway me one way or the other.
Interviewer: Do you ever go to see violent movies yourself?
Joe: Yes, I've seen violent movies—thrillers and movies of that nature.
Interviewer: Can violent movies be dangerous?
Joe: I think people are dangerous. I don't know that movies are dangerous.
Interviewer: Should children be allowed to see violent movies?
Emma: No. I don't think children need to be watching violent movies.
Interviewer: What's your feeling about violence? Is it harmful, particularly to children?
San: It is. I think violence is harmful, especially in movies. Movies . . . children of certain ages should not see violent movies because they're a little more influential and don't have the judgment skills that adults do.

ANSWER KEY

A. 1. c 2. b 3. a 4. d
B. films by filmmakers he likes, films that get good reviews
C. 1. False 2. True 3. False 4. False 5. True 6. False 7. False 8. False

Top Notch Pop and Karaoke: *Better Late Than Never*

UNIT 3

Sitcom: *Can I take a message?*

Social language

- Take messages
- Discuss hotel amenities

Grammar

- The future with *will*
- *Had better*

SCENE 1

PREVIEW

- Ask the following questions:
  What information do you usually give when you leave a phone message?
  Do you leave or take messages often on your job?
  Have you ever taken a message incorrectly? What happened?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Does Mr. Evans write down every message? (yes)
  Who do the callers want to speak to? (Cheryl)
  Is Mrs. Beatty calling from her hotel? (yes)
  What is the problem? (She is not happy with the hotel; there is no bellman.)
  Is Mr. Rashid calling from a hotel? (no)
  What is his message? (He wants a cheaper hotel in Budapest.)
  Is Ms. Novak calling from a hotel? (no)
  What is her message? (She wants to know if her cat can stay at her hotel in Rio, and she asks for a king-size bed.)
  Does Cheryl understand Mr. Evans's messages? (no)

EXTENSION

Oral work

- Role play. Ask *What does Mr. Evans say to each person who calls? (He says that Cheryl's not there and that she will call back.)* Play the three phone calls again, and have students listen to the different ways Mr. Evans says the same thing. Stop after each phone call and write Mr. Evans's words on the board.
  I'm afraid Cheryl's not here . . . Cheryl will call you back.
  Cheryl's not here. Can I take a message? . . . I'll give Cheryl your message.
  She'll be right back. Is there a message? . . . I'll ask her to check and call you.

  Have students role-play Mr. Evans taking down the messages, using the prompts on the board.
- Pair work: role play. Have students work in pairs to role-play a conversation between a client and Mr. Evans. Tell students to make up their own requests or complaints.

Written work

- Pair work: role play. Replay Mr. Evans's conversation with Mrs. Beatty. Write Mr. Evans's part of the conversation on the board. Leave blanks for Mrs. Beatty's part, which we can't hear. Have students work in pairs to complete the conversation by making up Mrs. Beatty's part.

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Hello.

_____

Hi, Mrs. Beatty.

_____

Cheryl? I'm afraid Cheryl's not here.

_____

You're not satisfied with your hotel?

_____

No bellman? I'm sorry.

_____

Cheryl will call you back.

_____

OK. Good-bye.

_____

- Have students write a short summary of each caller's phone message.

LANGUAGE NOTE: *To be satisfied* means to be happy with something.

VIDEO SCRIPT

Mr. Evans takes phone messages for Cheryl.

Mr. Evans: Hello, Top Notch Travel. One moment please.
Hello, Top Notch. Just a moment please.
Top Notch. Hold please.

Hello. Hi, Mrs. Beatty. Cheryl? I'm afraid Cheryl's not here. You're not satisfied with your hotel? No bellman? I'm sorry. Cheryl **will call** you back. OK. Good-bye.

Hello? Yes, hello, Mr. Rashid. Cheryl's not here. Can I take a message? You want a cheaper hotel in Budapest—a hotel without breakfast is OK. Very good. **I'll give** Cheryl your message. Good-bye.

Hello? Oh, hi, Ms. Novak. She**'ll be** right back. Is there a message? Can your cat stay with you at your hotel in Rio? And you'd like to reserve a king-size bed. **I'll ask** her to check and call you. Bye-bye.

(Cheryl enters.)
Oh! You're back. I have three messages for you. Let's see. Mrs. Beatty wants a cheaper cat. Mr. Rashid isn't satisfied with his breakfast. And Ms. Novak thinks the bellman needs a king-size bed. They**'ll explain** it all to you.

Cheryl: What?

ANSWER KEY

A. 1. False 2. False 3. True 4. True 5. False 6. False 7. False 8. True

B. 1. Mrs. Beatty is not happy about her hotel. There is no bellman. 2. Mr. Rashid wants a cheaper hotel in Budapest. A hotel without breakfast is OK. 3. Ms. Novak wants to bring her cat with her to the hotel in Rio. She also wants a king-size bed in her hotel room.

C. 1. cat 2. breakfast 3. bellman 4. bed

SCENE 2

PREVIEW

- Ask individual students the following questions:
  Have you ever had problems at a hotel?
  What happened?
  What did you do about the problems?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Is Mrs. Beatty in Los Angeles? (yes)
  What's the problem? (The hotel isn't very nice.)
  What floor is her room on? (the fifth floor)
  Is there a bellman? (no) Or an elevator? (no)
  Does she have a smoking or a non-smoking room? (a smoking room)
  Did she want a smoking room? (no)
  What kind of bed did she request? (king-size bed)
  What kind of bed did she get? (twin bed)
  Is Mrs. Beatty at the right hotel? (no)
  How will she get her bags to the front desk? (She will ask a student to help her.)

EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to role-play Cheryl and Mrs. Beatty and reenact the phone conversation from the video episode.
- Discussion. Have students discuss the problems Mrs. Beatty has at the hotel and decide which would be problems for them and which would not.

Written work

- Pair work. Have students work in pairs to write a summary of the problems Mrs. Beatty has at the hotel. Then bring the class together, and have pairs read their summaries.
- Pair work. Have students work in pairs to write a phone conversation between Cheryl and Mrs. Beatty after Mrs. Beatty has checked into the new hotel. Invite students to read their conversations to the class.

VIDEO SCRIPT

On the phone, Mrs. Beatty complains to Cheryl about the hotel she's staying at.

Cheryl: Hello. I'd like to speak to a guest—Mrs. Beatty in Room 514. Thank you.

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Mrs. Beatty: Hello?
Cheryl: Hello, Mrs. Beatty? This is Cheryl from Top Notch. How's Los Angeles?
Mrs. Beatty: Well, the hotel isn't very nice, dear.
Cheryl: I'm sorry to hear that. Are you OK? You sound tired.
Mrs. Beatty: My room is on the fifth floor. I had to walk up—with my luggage.
Cheryl: There's no bellman? No elevator?
Mrs. Beatty: No. And I wanted a non-smoking room with a king-size bed.
Cheryl: And I requested that for you.
Mrs. Beatty: Well, they gave me a smoking room with a twin-size bed. It's all they have.
Cheryl: **I'd better check** your reservation. What hotel are you at?
Mrs. Beatty: The Candle Inn, I think. And another thing. They didn't make up the room. The towels are dirty.
Cheryl: Did you call housekeeping?
Mrs. Beatty: They're not answering. And there are all these students everywhere. I thought you said that movie stars stay at this hotel.
Cheryl: Mrs. Beatty, your reservation is for the Chandler Inn. You're in the wrong hotel. The Chandler Inn is a much nicer hotel.
Mrs. Beatty: Oh! Well! **I'd better call** a taxi.
Cheryl: How **will** you **get** your bags to the front desk?
Mrs. Beatty: I'm sure I can find a student to help. **I'll say** I'm a movie star. **I'll be** fine.
Cheryl: OK. Good luck.
Mrs. Beatty: Good-bye.

ANSWER KEY

A. There is no elevator. There is no bellman. She has a smoking room. She doesn't have a king-size bed. They didn't make up the room. The towels are dirty. There are students everywhere.
B. 1. Los Angeles 2. 514 3. fifth 4. nice 5. students 6. wrong
C. 1. I'd better call 2. will 3. get 4. I'll say 5. I'll be

Interview: *What's important to you in a hotel?*

PREVIEW

- Ask students to brainstorm different hotel facilities, services, amenities, and other factors that are important in choosing a hotel. Write them on the board—for example, *a fitness center, a pool, a business center, a gift shop, room service, atmosphere, location, price.* Then ask individual students *What things are important to you in choosing a hotel?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  Is a fitness center important to James when choosing a hotel? (no)
  Is a pool important to him? (no)
  What is important to him? (location)
  Is Blanche a big fan of hotels? (no)
  What is important to her? (The hotels have to be comfortable.)
  Does Chris use room service in a hotel? (no) Why not? (He likes to go out and see the city where he is staying.)
  According to Christiane, what makes a hotel special? (the people who work there)
  Who once brought flowers to Christiane's hotel room? (a bellman)
  Did the flowers make Christiane's stay at the hotel even more pleasant? (yes)
  Did Chris talk about a good or bad hotel experience? (bad)
  Why did Chris say noisy hotel neighbors are unpleasant? (It is a distraction, and this is bad especially when you have to get up early in the morning.)

EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to role-play separate conversations between the interviewer and Christiane and between the interviewer and Chris. Tell students to try to include all the information they talked about.
- Discussion. Have students discuss their best and worst hotel experiences. Ask *Where was the hotel? How long were you there? Do you recommend the hotel?* Then ask *What do you do when you have a bad experience like Chris did? (complain, never return, don't recommend the hotel to other people) Do you do anything when you have a good experience like Christiane did? (tell the management, write a letter, leave a tip)*

Written work

- On the board, write *What is important to James in a hotel?* Have students write a short summary of his answer.
- Have students choose either Chris's bad experience or Christiane's good experience and write a letter to the hotel either to complain or to express thanks for a wonderful stay. Remind students to make the tone of the letter formal. Then have students exchange letters with a partner and read them.

OOPS! When Herb says, "She doesn't like twin beds" he means to say "She doesn't like two separate beds."

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VIDEO SCRIPT

Interviewer: Could you tell me some of the things that are important to you in a hotel, such as a fitness center or a pool or gift shop or restaurant, a business center?

James: I look more for location in a hotel than anything else. I want to be close and convenient to whatever I'm doing in town. If I'm there to enjoy myself, for example, then I want to be near the beach. So location's more important to me than anything else.

Blanche: I don't pay too much attention to the hotel.

Herb: She likes one bed. She doesn't like twin beds.

Blanche: I'm not a big fan of hotels. If they have . . . if they're comfortable, I'm happy with it.

Interviewer: When you stay in a hotel, do you use room service?

Chris: No. I try not to use room service because I like to go out and see a little bit of the town or the city I'm staying in.

Interviewer: Thinking about a really good hotel experience, could you tell me about that?

Christiane: Really what makes the hotel special is the people who work there. If people there are very nice and friendly, and people say "Good morning" and know you by name and they . . . when you come back to the hotel . . . they greet you and they ask you how your day was, and they just make the difference. If . . . when I stayed in a hotel I had . . . I had a bellman bring me flowers that were left over and put them in my room, and those are those little touches that I think make your experience or your stay in a hotel much more pleasant than when you just stay anywhere else.

Interviewer: How about a worst hotel experience?

Chris: Well, I have had experiences, on more than one occasion, where I've been in a room next to people that are rather noisy and so that can be . . . that can be a distraction, especially when you've got to be up early in the morning.

ANSWER KEY

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

B. They ask about your day. They say "Good morning." They know your name. They are nice and friendly.

C. *Following are expected answers. Students may produce variations that are also correct.*

1. There were extra flowers left over at the hotel, and the bellman put them in her room.
2. The people in the next room were noisy.

Top Notch Pop and Karaoke: *Checking Out*

UNIT 4

Sitcom: *What happened to you?!*

Social language

- Describe a car accident
- Express concern and sympathy
- Rent a car

Grammar

- The past continuous
- Phrasal verbs: direct object placement

SCENE 1

PREVIEW

- Ask students *What can cause a car accident?* Have students brainstorm the answers and write them on the board—for example, *speeding, tailgating, talking on a cell phone, not paying attention, problems with the car, another driver, something on the road.* Then ask *What can a person do to not have a car accident?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

  What happened to Paul? (He had a car accident.)
  Was he driving a van? (yes)
  Was he wearing a seat belt? (yes)
  Where was he driving? (on Sixth Street)
  Why was the road slippery? (There were fish on the road.)
  What happened to the steering wheel? (It came off.)
  Does he have the steering wheel with him? (yes)
  Did Paul hit a stop sign? (No, another driver did, and it fell on Paul's van.)
  What were the causes of the accident? (the fish, the problem with the steering wheel, the car that was tailgating, the car that hit the stop sign, the piano)
  Was Paul hurt? (no)
  What part of the van is still OK? (the steering wheel)

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EXTENSION

Oral work

- Discussion. Have students discuss the following questions:
  Where do you think the fish came from?
  Where do you think the piano came from?
  What can Paul do to not have an accident in the future?
- Group work: role play. Have students work in groups of four to role-play the characters and reenact what happened in the video episode.

Written work

- Pair work. Have students work in pairs to write a summary of what happened to Paul.
- Group work. Ask students *What do you think Paul will do now?* Have students work in groups of four to continue the conversation among Paul, Marie, Bob, and Cheryl for a few more exchanges. Invite groups to read their scenarios to the class.

VIDEO SCRIPT

In the café, Paul describes a car accident he just had to Bob, Cheryl, and Marie.

Paul: Hello.
Marie: Paul, what happened to you?
Paul: I had an accident with the van.
Cheryl: Oh, no! Are you OK?
Paul: I'm fine. I **was wearing** my seat belt. No one was hurt, but I think we're going to need a new van.
Bob: What happened?
Paul: I **was driving** on Sixth Street and there were a lot of fish on the road.
Marie: A lot of what?
Paul: Fish.
Marie: Why were there fish in the road?
Paul: I don't know. Anyway, I tried to turn but I had a problem with the steering wheel.
Bob: The steering wheel broke?
Paul: No, it came off. So I drove over the fish. The fish made the road slippery, so when I tried to stop, I hit a parked car.
Bob: Oh, no!
Paul: I'm not finished. The car behind me **was tailgating**, so he hit me. A car on the opposite side of the road hit a stop sign. The stop sign fell and smashed my hood.
Cheryl: Oh, no!
Paul: Then, worst of all, when I got out to look at the damage, a piano fell on the van.
Marie: What? Where did it come from?
Paul: I don't know. But the van does not look good. The bumpers are damaged. So is the hood. The doors won't open. The windows won't close. The engine's not working. The headlights are smashed. The horn won't honk. And it smells like fish.
Bob: Are there any parts that are OK?
Paul: The steering wheel still looks good.
Bob: Great. All we need is a van to go with it.

ANSWER KEY

A. 6, 4, 2, 1, 5, 3, 7, 8
B. 1. b 2. a 3. b 4. c 5. c
C. 1. bumpers 2. hood 3. doors 4. windows 5. engine 6. headlights 7. horn

SCENE 2

PREVIEW

- Remind students that Paul cannot drive the van after the accident. Ask *What do you think he should do?* Write students' suggestions on the board.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  When do they need the van? (this afternoon)
  What is Paul doing this afternoon? (taking tourists from Chile to the museum)
  Why does Paul not want a fish sandwich? (He just had a bad experience with fish.)
  When will they pick up the van? (right away)
  How long will they need it for? (two weeks)
  When will they return it? (on the fifteenth of the month)
  Why does Paul want a four-wheel drive van? (to take a group from France to the mountains)
  Does AutoRent have luxury vans with DVD and stereo? (They only have vans with stereo, but no DVD.)
  Does AutoRent have convertible vans? (no)
  What color van will Paul get? (white)
  Why does Cheryl ask for lots and lots of insurance? (because Paul just had an accident)

EXTENSION

Oral work

- Discussion. Ask students the following questions:
  What happens when Cheryl asks for a convertible van? (The person on the phone laughs.)
  Why do you think the person laughs? Do you think they even make convertible vans?
  Do you think they make four-wheel drive vans?
- Pair work: role play. Have students work in pairs to role-play Cheryl and Paul and reenact what happened in the video episode.

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Written work

- Pair work. Have students work in pairs to write additional questions Cheryl can ask AutoRent during her phone call. For example, *Does the van have air- conditioning? Is it automatic or manual transmission? How many people can ride in this van? How much does the van cost per day?* Then combine pairs into groups of four and have them exchange and answer each other's questions.
- Pair work. Tell students they will create True and False quizzes. Have students work in pairs to write true and false statements about the video episode. Then combine pairs into groups of four and have them exchange and answer each other's quizzes. Finally, have the writers of the quizzes check the answers.

VIDEO SCRIPT

Cheryl calls a car rental agency to rent a van for Paul.

Cheryl: We're going to need a van this afternoon. You're taking the tourists from Chile to the museum. I'll call the rental company.
Bob: Are you hungry? Want some of my fish sandwich? Oh, sorry. Guess not.
Cheryl: Hi. Is this AutoRent? I need a rental car.
Paul: A van.
Cheryl: Do you rent vans? That's great. We'll need to **pick it up** right away. We'll probably need it for two weeks. Could we return it on the fifteenth of the month? Great.
Paul: Four-wheel drive. We could take the group from France to the mountains.
Cheryl: Do you have any four-wheel drive vans? *(to Paul)* They don't have four-wheel drive vans.
Paul: How about a luxury van with DVD player and stereo?
Cheryl: Do you have any luxury vans with DVD and stereo? *(to Paul)* Stereo, yes. DVD, no.
Paul: How about a convertible van? Ask them!
Cheryl: Do you have any convertible vans? *(to Paul)* No. What color do you want?
Paul: Blue. No, red. No, green.
Cheryl: White will be fine. Insurance? Yes, we'd like insurance. Lots and lots of insurance, please.

ANSWER KEY

A. 1. False 2. False 3. True 4. False 5. True 6. False
B. 1. a 2. b 3. a 4. b
C. 1. They don't have four-wheel drive vans. 2. Stereo, yes. DVD, no. 3. No.

Top Notch Pop and Karaoke: *Wheels around the World*

UNIT 5

Sitcom: *How about a manicure?*

Social language

- Discuss personal care
- Suggest ways to improve appearance

Grammar

- Count and non-count nouns
- Indefinite quantities and amounts

SCENE 1

PREVIEW

- Ask individual students *Do you care about how you look? What do you do to take care of your appearance every day?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Is Cheryl using a new shampoo? (yes)
  Where did she buy it? (at her salon)
  Does Bob want to try this new shampoo? (no)
  What does this new shampoo do to hair? (makes it softer and cleaner-smelling)
  What does Bob do to take care of his appearance? (He shampoos, showers, and shaves every day.)
  What else do Cheryl and Marie think he should do? (use skin care products, use conditioner, get manicures)
  What does Bob say about conditioner? (He says that it's for women.)
  Does Bob get manicures? (No. He doesn't know men get manicures.)
  Will he let Cheryl and Marie give him a manicure? (yes)
  Why is Bob so worried at the end of the video episode? (Cheryl says they can talk about a face-lift.)

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EXTENSION

Oral work

- Discussion. Ask students the following questions:
  What does Bob say when Marie says, "Do you use any conditioner?" (That's for women.)
  Do you agree that some personal care products are for women only? Which ones?
  Do you agree with Marie that women like men who take care of their appearance?
  Do you think it is also true that men like women who take care of their appearance?
- Pair work. Have students work in pairs to continue the conversation between Cheryl and Bob for a few more exchanges. Invite students to perform their scenarios for the class.

Written work

- Have students write what they do every day to take care of their appearance.
- Pair work. Have students work in pairs to write a summary of the story in the video episode. To help students begin, write these sentences on the board:
  Cheryl and Marie are discussing Cheryl's new shampoo. Cheryl asks Bob if he would like to try it too. Bob says . . .

LANGUAGE NOTE: Cheryl says Bob's nails are *a mess*. This means they don't look good.

VIDEO SCRIPT

In Cheryl's apartment, Cheryl, Marie, and Bob discuss personal appearance.

Marie: Cheryl, your hair looks gorgeous.
Cheryl: Thank you! I have a new **shampoo**—Bright 'n Clean.
Marie: I'd like to try it. Did you find it at the drugstore?
Cheryl: No, I bought it at my salon on Friday. I'll pick **some** up for you next time I'm there.
Marie: Great, thanks!
Cheryl: Would you like **some** too, Bob?
Bob: I have **shampoo**, thanks.
Cheryl: But mine will make your hair softer and cleaner-smelling.
Bob: Uh, thanks, but no thanks.
Marie: Come on, Bob, don't you care about how you look?
Bob: Of course I do. I shampoo, shower, and shave every day.
Marie: That's all?
Bob: Is there more to do?
Marie: Don't you use **any** skin care products—**body lotion** or **skin cream**?
Bob: No. Should I?
Marie: If you want your skin to stay young and healthy. Do you use **any conditioner**?
Bob: That's for women.
Cheryl: Lots of men use it, too.
Bob: Really?
Marie: Sure. Women like men who take care of their appearance.
Bob: Really? OK. Well, what else should I do? You don't want me to wear **makeup**, do you? **Lipstick, mascara, eye shadow . . .**
Cheryl: No. But how about a manicure? I'm serious. Look at your nails. They're a mess.
Bob: Men get manicures?
Marie: Many do, yes.
Cheryl: We can give you one right here.
Bob: Really?
Cheryl: Piece of cake.
Bob: Well . . . OK.
Cheryl: Great. Then we can talk about your haircut, facial, and face-lift.
Bob: What?

ANSWER KEY

A. 1. Marie 2. softer 3. healthy 4. shampoo 5. conditioner 6. nails 7. manicure 8. face-lift
B. 1. b 2. b 3. a 4. b
C. 1. hair 2. shampoo 3. drugstore 4. salon

SCENE 2

PREVIEW

- Ask individual students *How often do you get a haircut? Do you spend a lot of time doing your hair every day? Do you use any personal care products in your hair?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  How does Bob's facial mask taste? (terrible)
  What did Cheryl do to Bob's hair? (She cut it and put some hair spray in it.)
  What does Bob say about his nails? (He says they look great.)
  What does he ask Marie for? (a pedicure)
  Does she say yes? (no)
  What does Bob say about his hair? (He says it looks great, too.)
  Do Cheryl and Marie think Bob looks good? (yes)
  Does Bob give Cheryl a tip? (no)
  What does Bob do to thank Cheryl and Marie? (He treats them to pizza.)
  What does he ask at the end of the video episode? (to make an appointment for another manicure)

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EXTENSION

Oral work

- Discussion. Ask students the following questions:
  What does Bob say to Marie and Cheryl about the facial at the end of the video episode? (that they can never tell anyone about it)
  Why does he say this?
  Do you think men are usually embarrassed by personal care services?
- Group work: discussion. On the board, write the following questions and have groups discuss them:
  Do you ever use any of the personal care services mentioned in the episode?
  If yes, which ones? How often? Where do you go?
  If not, why not?

Written work

- Pair work. Have students work in pairs to write a summary of the story in the video episode. To help students begin, write this sentence on the board: *Cheryl and Marie gave Bob a facial . . .*
- Pair work. Have students work in pairs to write a conversation between Paul and Bob later that day when Paul notices that Bob looks different. Then have pairs read their conversations to the class.

VIDEO SCRIPT

Cheryl and Marie give Bob a facial, a haircut, and a manicure.

Bob: What is this stuff on my face?
Cheryl: It makes your skin soft and smooth.
Bob: It tastes terrible.
Cheryl: Oh! Sorry.
Bob: I can't believe you cut my hair. And what did you put in it?
Cheryl: **Some hair spray**.
Bob: **Hair spray**!
Cheryl: **Not much**. You'll like it. There.
Bob: Wow. My nails look great! Could I get a pedicure, too?
Marie: Uh, no.
Bob: My hair looks great, too!
Cheryl: See what a little personal care can do?
Bob: Wow. Thank you so much.
Marie: You know, it's customary to tip the person who gives you a haircut.
Bob: How do I look?
Marie: Good.
Cheryl: You look really, really good! You look amazing!
Bob: Then let's get pizza—my treat.
Marie: Great!
Bob: You can never tell anyone about this. Especially the facial.
Cheryl: Deal.
Bob: Now when can I get an appointment for another manicure?

ANSWER KEY

A. 1. facial 2. haircut 3. manicure 4. pedicure
B. 1. True 2. True 3. False 4. False 5. False 6. False
C. 1. Some 2. Not much 3. anyone

Top Notch Pop and Karaoke: *Piece of Cake*

UNIT 6

Sitcom: *Help yourself, everyone!*

Social language

- Offer and decline food
- Talk about food passions
- Discuss habits and lifestyles

Grammar

- *Used to*
- Suggestions with *Why don't . . . ?*
- Negative *yes / no* questions

SCENE 1

PREVIEW

- Ask individual students *Are there any foods you don't eat? If yes, what foods? Why don't you eat them?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Who cooked dinner? (Cheryl)
  Does Mr. Evans eat most of the food Cheryl cooked? (no)
  Why doesn't he eat much chicken? (He's not a big chicken eater.)
  Why doesn't he eat potatoes? (He's avoiding potatoes—maybe he's on a diet.)
  Why doesn't he eat broccoli? (It doesn't agree with him.)
  What food is he allergic to? (cabbage)
  What food is he crazy about? (rice)
  Why is Bob not eating much? (He is on a diet.)
  What kind of diet is Paul on? (He is trying to gain weight.)

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EXTENSION

Oral work

- Discussion. Ask students the following questions:
  How does Cheryl feel when she sees that Mr. Evans doesn't eat most of the food she cooked?
  When you are at a dinner party, do you ever eat food that you normally don't like very much?
- Pair work: role play. Have students work in pairs to role-play Mr. Evans and Cheryl. Tell the students role-playing Mr. Evans to use their own food preferences to accept or decline food. Tell students to give reasons for the foods they decline.

Written work

- Have students write a summary of Mr. Evans's food preferences. Then have them write which foods on Cheryl's menu they can eat. If there's anything they don't like or can't eat, have them explain why.
- Pair work. On the board, write *Bob's diet* and *Paul's diet*. Ask *Who is trying to lose weight? Who is trying to gain weight?* Have students work in pairs to write sentences describing which foods on Cheryl's menu are good for Bob's diet and which foods are good for Paul's diet. Then have students suggest additional foods that will help each person's diet.

LANGUAGE NOTES: *I'll pass* means *I won't have any.*

Pass the [food] means *Hand the [food] to me.*

VIDEO SCRIPT

Cheryl hosts a dinner for the entire Top Notch Travel staff.

Cheryl: I think everything's ready. **Why don't** we sit down?
Marie: This smells so wonderful! What are we having to eat?
Cheryl: There's roast chicken, baked potatoes, salad, broccoli with garlic, red cabbage, and rice. Help yourself, everyone.
Paul: Wow! That's a lot of vegetables.
Cheryl: Vegetables are very healthy for you. Mr. Evans, would you like some chicken?
Mr. Evans: Just a little, thank you. I'm not a big chicken eater.
Cheryl: How about some potatoes?
Mr. Evans: I'm sorry. I'm avoiding potatoes.
Cheryl: Some broccoli?
Mr. Evans: I'll pass. I'm afraid it doesn't agree with me.
Cheryl: Cabbage?
Mr. Evans: Sorry. I'm allergic.
Cheryl: Mr. Evans, I'm so sorry. There's very little here for you to eat.
Mr. Evans: I'm crazy about rice.
Cheryl: Well, then pass the rice please.
Marie: Cheryl, this tastes so delicious. Bob, you're not eating very much tonight. **Don't** you like the food?
Cheryl: Bob's on a diet.
Bob: I'm trying to lose weight.
Mr. Evans: Good for you, Bob.
Paul: I'm on a diet, too.
Marie: Why are *you* on a diet? You're so skinny.
Paul: I'm trying to *gain* weight.
Bob: I can't stand it.
All: Bob!

ANSWER KEY

A. broccoli, potatoes, cabbage, rice, chicken
B. 1. chicken 2. potatoes 3. Broccoli 4. cabbage 5. rice
C. 1. True 2. True 3. False 4. False 5. False 6. False
D. 1. Why don't we, smells 2. Don't you like, on a diet

SCENE 2

PREVIEW

- Have students name different desserts and write them on the board. Then ask individual students *Which is your favorite dessert? Do you eat it often? Do you usually eat dessert after a meal?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What dessert does Cheryl bring out first? (cookies)
  How many cookies does Marie take? (one) Paul? (four)
  Does Mr. Evans eat sweets? (no) Did he use to? (yes)
  Will Bob have dessert? (no)
  What did Marie see Bob eating at work today? (cookies and candy)
  What did she see him eating yesterday? (ice cream)
  What does Bob say? (He says that he was eating carrots, an apple, and fruit salad.)
  What else does Cheryl have for dessert? (strawberries and chocolate cake)
  Does Mr. Evans like strawberries? (Yes. They are his passion.)

EXTENSION

Oral work

- Discussion. Replay the part of the video where Marie talks about sweets she saw Bob eating at work. Ask students the following questions:
  Do you think Bob was really eating sweets?

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Why is Bob so nervous? (He doesn't want Cheryl to think that he's eating sweets at work.)
Do you think Bob's diet is successful?

- Pair work: role play. Have students work in pairs to role-play Marie and Bob and reenact their conversation in the video episode.

Written work

- Ask *Do you think Bob needs Cheryl's help with his diet?* Have students write a paragraph about Bob's diet and comment if he seems serious about it.
- Pair work. Tell students they will create True and False quizzes. Have students work in pairs to write true and false statements about the video episode. Then combine pairs into groups of four and have them exchange quizzes and answer them. Finally, have the writers of each quiz check the answers.

LANGUAGE NOTE: The expression *You only live once* suggests that a person should take advantage of opportunities, enjoy the pleasures of life, and live life to the fullest.

VIDEO SCRIPT

After dinner, Cheryl serves desserts.

Paul: Cheryl, that was fantastic.
Mr. Evans: The rice was terrific.
Cheryl: Cookies, anyone?
Marie: Yes, one please!
Paul: I'll take two, thanks. Or three. Or four.
Cheryl: Do you eat sweets, Mr. Evans?
Mr. Evans: I **used to**. But I can't anymore.
Marie: No dessert for you, Bob?
Cheryl: Not on his diet.
Marie: But **weren't** you eating cookies today at work?
Bob: I was eating carrots.
Marie: **Didn't** I see you snacking on candy this afternoon?
Bob: That was an apple.
Marie: What about that ice cream you ate yesterday?
Bob: Fruit salad.
Marie: My mistake.
Paul: These cookies are terrific.
Cheryl: If you like the cookies, you'll love this cake. Would you eat some strawberries, Mr. Evans?
Mr. Evans: Strawberries are my passion!
Cheryl: Really?
Mr. Evans: I'd eat strawberries on anything—cereal, pasta, even rice.
Paul: I'm crazy about chocolate cake! I can gain weight with every bite!
Cheryl: I think I'll have a cookie. Bob, could you pass the . . . oh, where'd they go?
Marie: I have one.
Paul: I have four.
Mr. Evans: I have none.
Bob: Hey . . . you only live once.

ANSWER KEY

A. 1. b 2. c 3. b 4. a 5. c 6. b
B. 1. I have one. 2. I have four. 3. I have none.
C. 1. weren't you eating cookies 2. carrots 3. Didn't I see you 4. candy 5. apple 6. ice cream 7. Fruit salad

Top Notch Pop and Karaoke: *A Perfect Dish*

UNIT 7

Sitcom: *What do you think of this color?*

Social language

- State color preferences
- Talk about mood
- Cheer someone up

Grammar

- Gerunds and infinitives

SCENE 1

PREVIEW

- Have students name different colors and write them on the board. Ask individual students *What is your favorite color? Which colors make you feel happy? Which colors make you feel sad?* Have students answer using the colors on the board.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Does Bob like the colors Cheryl is showing him? (no)
  How do all the colors make Paul feel? (happy)
  How do all the colors make Marie feel? (sad)
  What does Bob want Cheryl to do? (He wants her to leave the walls the way they are.)
  What does Cheryl ask Bob to do? (She asks Bob to find a color everyone likes.)
  Does Bob find a color? (yes) What color is it? (green)

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Does Cheryl want to paint her apartment green? (no) Why not? (because her sofa is green)
What does Bob tell Cheryl to do? (He tells her to change the color of the sofa to yellow—the current color of the walls.)

EXTENSION

Oral work

- Pair work. Play the video episode again. Then have students work in pairs to choose a color for Cheryl's walls. Have pairs share their color with the class and explain their choice.
- Group work: role play. Divide the class into groups of four. Have students role-play the characters and reenact what happened in the video episode. Tell students role-playing Cheryl and Bob to be friendly to each other.

Written work

- Pair work. Have students work in pairs to continue the dialogue between Cheryl and her friends for a few more exchanges. Write these lines on the board to help them begin:
  Cheryl: Do you really think green would look nice?
  Bob: Yes, I do.
- Ask *Why do you think Paul always says the colors make him feel happy, and Marie says they make her feel sad?* Have students write a few sentences answering this question.

VIDEO SCRIPT

Cheryl tries to pick a color to repaint her apartment.

Cheryl: What do you think about this color?
Paul: What is that color?
Cheryl: It's tomato red. How does this color make you feel?
Paul: Happy.
Marie: Sad.
Bob: Tired. I don't feel like **looking** at any more colors.
Cheryl: Quit **complaining**. How about this one?
Paul: Happy.
Marie: Sad.
Bob: Awful. I can't stand **looking** at it. Do you plan **to do** this all night?
Cheryl: This one? Be sure **to look** carefully.
Marie: Sad.
Paul: Happy.
Bob: Very, very nervous.
Cheryl: Nervous about what?
Bob: I'm nervous you're going to paint the whole wall that color.
Cheryl: It's my apartment, Bob.
Bob: Yeah, but we come here a lot. Can we discuss **leaving** the walls just like this?
Cheryl: I'm tired of **looking** at yellow walls.
Bob: Fine. Can you at least choose a color we'll all be excited about?
Cheryl: There is no color you all like. Paul's feeling happy about everything, Marie's feeling sad about everything, and you just seem to hate color, don't you Bob?
Bob: I love color. Just not those colors.
Cheryl: OK. Then why don't you find a color that everybody likes?
Bob: What do you think of this color?
Paul: I like it.
Marie: I like it too, actually.
Bob: I love it.
Cheryl: I'm not painting the walls the same color as my sofa. The whole room would be green.
Bob: You could change the color of the sofa.
Cheryl: To what?
Bob: The color of the walls would be a nice color.

ANSWER KEY

A. 1. a 2. b 3. c 4. b 5. c 6. b
B. 1. looking, complaining 2. looking, to do, to look
C. 1. tired of, excited about 2. happy about, sad about

SCENE 2

PREVIEW

- Take a poll. Ask students *Are you generally a happy person or a sad person?* Then ask *Do you like to laugh? Do you ever laugh for no reason?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What's wrong with Marie? (She's feeling down in the dumps.)
  Why does she feel this way? (She doesn't know.)
  Who wants to help her? (Paul)
  What did people call him in school? (Dr. Cheer)
  Why did they call him that? (because he is always happy and enjoys cheering people up)
  How does Paul stay happy all the time? (He practices laughing every day.)
  What does he laugh at? (nothing)
  Does Marie think this is a good idea? (No. She says this is not in her nature.)
  Does she try? (yes) Does it work? (no)
  What works in the end? (chocolate)
  Does chocolate work for you?

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EXTENSION

Oral work

- Discussion. Have students try Paul's trick and laugh for no reason. On the board, write *That's not in my nature.* Point out that Marie says this when Paul tells her to laugh. Ask individual students *Do you think it is in your nature to laugh for no reason? Do you think you would feel better?*
- Pair work: role play. Have students work in pairs to role-play Paul and Marie and reenact what happened in the video episode. Encourage students to have fun acting the laughing part.

Written work

- Have students write a summary of the story in the video episode. To help students begin, write these sentences on the board: *Marie is feeling blue, and Paul wants to cheer her up. He says that at school people called him Dr. Cheer . . .*
- Pair work. Have students work in pairs to make a list of at least six things Marie can do to cheer up when she is feeling blue. Then bring the class together and have students read their ideas to the class.

VIDEO SCRIPT

Marie is feeling blue, and Paul tries to cheer her up.

Cheryl: Marie, you've been so quiet. Are you OK?
Marie: I'm just a little down in the dumps.
Cheryl: Oh, I'm sorry. We've been arguing about colors and you're feeling blue. Hmm. Blue . . .
Paul: What's wrong, Marie?
Marie: Don't know. I can't put my finger on it. I've just been feeling . . . out of sorts.
Paul: Don't worry. I can help. Dr. Cheer is here.
Marie: Doctor who?
Paul: At school, people called me Dr. Cheer because I'm always happy and I enjoy **cheering** people up.
Bob: You know, that's true. You're always cheering me up.
Marie: How do you do that?
Paul: I practice **laughing** every day.
Marie: Laughing at what?
Paul: Nothing. I just choose **to laugh**.
Marie: You just decide **to laugh**? I can't do that. It's not in my nature.
Paul: How do you know? Just try it. Let me hear you laugh.
Marie: Ha-ha.
Paul: Louder.
Marie: HA-HA.
Paul: Come on, keep **laughing**. You're right. It's not your personality.
Marie: What now, Dr. Cheer?
Paul: Chocolate?
Marie: Yes!
Paul: Works every time.

ANSWER KEY

A. 1. at school 2. cheering people up 3. nothing 4. choose to laugh 5. a chocolate bar
B. 1. down in the dumps 2. feeling blue 3. put my finger on it 4. feeling out of sorts
C. 1. b 2. a 3. b

Interview: *How would you describe your personality?*

PREVIEW

- Ask students *Are you the youngest, middle, or oldest child in your family? Do you think birth order has an effect on personality?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  Who is Alvino most like in his family? (his mother) Why? (because she smiles a lot)
  How many brothers and sisters does Cortyan have? (four—one brother and three sisters)
  What kind of personality does Cortyan have? (She is quiet and calm.)
  Do Cortyan and her sisters have the same personalities? (no)
  Who was the oldest child in Lorayn's family? (her brother)
  Did he have the same rules as Lorayn and her sister did? (no)
  How did their parents treat him differently? (He was able to go to concerts at an earlier age than Lorayn and her sister; Lorayn and her sister helped around the house more than he did.)

EXTENSION

Oral work

- Discussion. Ask students the following questions:
  Has anyone had a similar experience to Lorayn's? (having an older brother or sister who got special treatment from parents)
  What does Alvino say is a benefit of being the youngest child in a family? (You get clothes.) Do you agree this is a benefit?
  What are other benefits of being the youngest child in a family?
- Pair work: interviews. Pair students. One student role-plays the interviewer, and the other student role-plays someone who is the only girl or boy in a

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family. Write these interview questions on the board to help students:

How many brothers / sisters do you have?
Do you like being the only girl / boy in your family?
Do your parents treat you differently? How?

Encourage students to make up additional questions.

Written work

- Pair work. Tell students they will create True and False quizzes. Have students work in pairs to write true and false statements about the video segment. Then combine pairs into groups of four and have them exchange quizzes and answer them. Finally, have the writers of each quiz check the answers.
- On the board, write _____ *and I have the same personality.* Tell students to write the name of the family member they are most like. Then ask them to write a paragraph describing how they are alike. For example, *My Dad and I have the same personality. We are both introverts . . .* Then have students read their description to the class.

LANGUAGE NOTES: *To get away with something* means to not get in trouble for doing something.

To "get out of" household duties means to "not have to do" household duties.

VIDEO SCRIPT

Interviewer: Who are you most like in terms of personality?
Alvino: My mother.
Interviewer: And why do you say that?
Alvino: Outgoing—she smiles a lot.
Interviewer: Do you have any brothers or sisters?
Cortyan: One brother, two . . . three sisters.
Interviewer: And how are you different? Is, say, one more extroverted than the other, or more introverted?
Cortyan: Well, I'm quiet, calm. I don't really get excited over things and just take it easy. I don't let things bother me a lot, while my sisters, they will get excited and get upset, so I'm not like that.
Interviewer: OK. How about first children? Do you think that they have certain traits that they share?
Lorayn: Well, I think my brother, being the oldest and the only boy, was allowed to get away with things a lot more than my sister and I. And what I mean by that is as the oldest and as a boy, he was able to go to concerts at an earlier age than my sister or I. He kind of got out of household duties that my sister and I had because he was babysitting us.
Interviewer: And how about if you're the last in a big family? Do you think that you get special benefits from that?
Alvino: Yeah, you get clothes.
Interviewer: What about birth order? Do you think that makes a difference, who's the oldest and who's the youngest?
Maiko: I don't think so.
Interviewer: Not important?
Maiko: I don't think it's important. It's just the personality.

ANSWER KEY

A. 1. Alvino 2. Cortyan 3. Lorayn 4. Maiko
B. 1. True 2. False 3. True 4. True 5. False
C. 1. an outgoing 2. a calm 3. concerts 4. clothes

Top Notch Pop and Karaoke: *The Colors of Love*

UNIT 8

Sitcom: *What do you think?*

Social language

- Describe art
- Describe how art affects people

Grammar

- The passive voice

SCENE 1

PREVIEW

- On the board, write *art*. Have students name different kinds of art (for example, *painting, drawing, photography, sculpture, fashion, film, pottery*). Ask students *Which types of art do you prefer? Do you understand art? Is there any kind of art you don't like?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

What art pieces has Ms. Novak brought to the office? (a painting, a sculpture, and a photograph)
What is the painting of? (an orange circle on blue)
What is the sculpture of? (a gold square)
What is the photograph of? (snow in a park)

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Does anyone like the art pieces? (Mr. Evans and Ms. Novak)
Do the others say what they really think? (no)
Which piece does Marie prefer—the painting or the sculpture? (the painting)
Which pieces does Mr. Evans decide to buy? (all of them)

EXTENSION

Oral work

- Discussion. On the board, write *I think I can do that.* Ask the following questions:
  Who said this? (Paul)
  About what? (about the painting)
  Do you think you could paint that painting?
  Do you ever feel that way about art?
  In your opinion, what is real art?
- Group work: role play. Divide the class into groups of six. Have students role-play the characters and reenact what happened in the video episode.

Written work

- Have students write a review of the three art pieces from Ms. Novak's gallery. Tell students to describe what each piece looks like, write information they know about it from the video episode, and then say what they think about each piece.
- Pair work. Point out that Bob tells Mr. Evans the sculpture would look good in his office. Ask *Why do you think he said this?* Then have students work in pairs to continue the dialogue for several more exchanges. Write these lines on the board to help students start:
  Mr. Evans: Where should we put these wonderful art pieces?
  Bob: There is no room on my desk.

VIDEO SCRIPT

Ms. Novak brings three pieces of art to show the staff of Top Notch Travel.

Mr. Evans: Hello, everyone. You remember Ms. Novak.
Ms. Novak: Hello.
Mr. Evans: Ms. Novak has just opened an art gallery here. I've asked her to find some pieces to decorate our office. She's brought some things for us to look at today.
Ms. Novak: I have a painting, a sculpture, and a photograph that I think you'll like. Here's the painting. This **was painted** by a Russian artist that I really like. It**'s called** *Sun on the Water.* The artist **was inspired** by looking at the sea. What do you think?
Paul: I think I can do that.
Cheryl: It's . . . fantastic.
Marie: How . . . interesting!
Bob: It's very . . . blue.
Ms. Novak: Yes.
Mr. Evans: It's gorgeous!
Ms. Novak: Oh, good. Here's the sculpture. It **was made** by a British sculptor. It**'s called** *City of Gold.*
Paul: Is it really gold?
Ms. Novak: No. It**'s made** of wood. It **was painted** gold. What do you think?
Cheryl: It's . . . cool.
Bob: Mr. Evans, I think it would look good in your office.
Marie: I think I prefer the painting.
Mr. Evans: I**'m fascinated** by it!
Ms. Novak: Good. And here's the photograph. It**'s called** *Winter.* It **was photographed** in Paris.
Paul: There's nothing there.
Ms. Novak: It's a photograph of snow in a park.
Mr. Evans: Maybe I should buy them all. What do you think?
All: Great!
Ms. Novak: Excellent.

ANSWER KEY

A. 1. b 2. e 3. c 4. a 5. d
B. 1. True 2. False 3. False 4. True 5. False 6. True
C. 1. was painted 2. was inspired 3. was made 4. 's made 5. was painted 6. was photographed
D. 1. *Sun on the Water* 2. *City of Gold* 3. *Winter*

SCENE 2

PREVIEW

- Ask individual students *Do you take pictures often? Do you enjoy taking pictures? Have you ever sold any of your pictures? What do you think makes a good photographer?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Is Paul serious when he says, "I'm an artist"? (no)
  What is the name of his latest work? (Office Walls)
  Does Ms. Novak think Paul has talent? (yes)
  Is Paul surprised? (yes)
  What does she want to do with his photos? (sell them)
  When is he bringing more pieces to Ms. Novak? (Friday)
  Where does Paul tell Cheryl to hang the painting Mr. Evans bought? (by Paul's desk) Why? (because he feels he is an artist now)

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EXTENSION

Oral work

- Discussion. Replay the beginning of the video episode where Paul talks about his "latest work." Ask these questions:
  Do you think everyone can be an artist?
  Are there qualifications you think people need to be artists?
  If yes, what are they?
  If not, why not?
  Do you learn art skills, or are you born with them?
- Pair work: role play. Have students work in pairs to create a new scenario where Ms. Novak does *not* like Paul's photographs. Have pairs decide what she will do—either say her honest opinion or pretend to like them the way everyone pretended to like the pieces she sold Mr. Evans. Invite pairs to perform their scenarios to the class.

Written work

- Have students write a summary of the story in the video episode. To help students begin, write these sentences on the board: *Paul says he is an artist. He takes a picture of a wall and calls it* Office Walls.
- Pair work. Have students predict what Paul's meeting with Ms. Novak will be like on Friday. What photographs will he show her? Will she be impressed by his work? Have students work in pairs to write the conversation they'll have. Then invite pairs to read their conversation to the class.

VIDEO SCRIPT

Ms. Novak discusses Paul's photography with Paul.

Paul: Hey, look. I'm an artist. Here's my latest work. It's **called** *Office Walls.* I **was inspired** by looking at the walls of the office.
Ms. Novak: Are you a photographer?
Paul: Yes, well, no, I . . . I take a lot of pictures.
Ms. Novak: Hmmm. I'm not so crazy about that one, but I do like what you've done here. **I'm** very **moved** by it, actually. It's a fascinating mixture of Eastern and Western traditions. You have talent.
Paul: I do?
Ms. Novak: I think I could sell this.
Paul: Really?
Ms. Novak: It's very good.
Paul: I'm crazy about photography.
Ms. Novak: Do you have any more of your work here?
Paul: Uh, no.
Ms. Novak: Here's my card. Why don't you bring me some pieces on Friday?
Paul: OK.
Ms. Novak: Bye-bye.
Paul: Bye-bye.
Cheryl: So . . . where are we going to put *this* thing?
Paul: Hang it by my desk.
Marie: Really?
Paul: Yeah. As an artist, I'm really starting to like it. As a matter of fact, I think it's . . . one of the most interesting works I've ever seen.

ANSWER KEY

A. 1. a 2. b 3. c 4. b
B. 1. was inspired by 2. not so crazy about 3. moved by
C. "I think I could sell this." "It's very good." "Why don't you bring me some pieces on Friday?"
D. *Individual responses may include variations like the following:*
Paul tells Marie to hang the picture by his desk. He says now that he is an artist, he's really starting to like it. He thinks this is one of the most interesting works he has ever seen.

Top Notch Pop and Karaoke: *To Each His Own*

UNIT 9

Sitcom: *Can you help me with something?*

Social language

- Ask for and offer help
- Suggest a solution

Grammar

- The infinitive of purpose
- Comparisons with *as . . . as*

SCENE 1

PREVIEW

- Ask students *Is it OK to play computer games at work? Send instant messages? E-mail friends? Surf the Internet for fun?* Then take a poll: *Do you think it is OK not to work 100 percent of the time you are at work?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Does everyone ask Bob computer questions? (yes)
  Does Bob seem to be very busy? (yes)

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What is Marie's computer problem? (The printer won't work.)
What is Paul's computer problem? (His computer crashed.)
What is Cheryl's computer problem? (She thinks someone sent her an e-mail with a virus in it.)
Does Bob solve everyone's problem? (yes)
Is he happy about helping people? (no)
What happens on his computer? (It says "Game over.")

EXTENSION

Oral work

- Group work: role play. Divide students into groups of four. Have students role-play Bob and each person who comes to him for help. Ask students to come up with their own computer problems. When they get advice, they should ask why they need to do that. Tell students role-playing Bob to use an infinitive of purpose when answering why.
- Discussion. Ask these questions:
  What was Bob doing on his computer? (playing a computer game)
  Should he play games at work?
  Do you think he does this a lot?
  What do you think Bob's coworkers think when he plays games at work?
  Do you think his boss knows he plays games at work?

Written work

- Pair work. Have students work in pairs to create a list of computer problems and write suggestions Bob would make.
- Pair work. Tell students to imagine that Mr. Evans was in the room when Bob's computer said "Game over." Have students work in pairs to write a conversation between Mr. Evans and Bob. Then invite pairs to read their conversation to the class.

LANGUAGE NOTE: *To need a hand with something* means to need help with something.

VIDEO SCRIPT

In the office, Bob troubleshoots computer problems for Marie, Paul, and Cheryl.

Marie: Bob, can you help me with something?
Bob: Sure.
Marie: I'm trying to print a file, but the printer won't work.
Bob: Push the green button on the printer.
Marie: Why?
Bob: **To turn** it on. It won't print unless it's on.
Marie: Oh, right. Silly me. Thank you.
Paul: Hey, Bob. My laptop crashed, and I can't get it to do anything. I type on the keyboard and nothing happens.
Bob: Stick this here.
Paul: Why?
Bob: **To restart** the computer.
Paul: You sure? OK. Thanks.
Cheryl: Bob, I could use a hand with something.
Bob: What is it?
Cheryl: Somebody sent me an e-mail, but I think it has a virus in it.
Bob: Don't open the attachment. Click on the No-Virus icon on the toolbar.
Cheryl: Why?
Bob: **To clean** the computer and stop the virus.
Cheryl: Thanks!
Marie: Bob, can I ask you another question?
Bob: I'm sorry, but I can't get any work done with all these questions! Please. I have some very important stuff I need to finish right now.
Marie: Very important stuff?
Bob: How can I help you?

ANSWER KEY

A. 1. True 2. False 3. False 4. False 5. True 6. False
B. 1. print a file, printer 2. crashed, keyboard 3. e-mail, virus
a. 3 b. 1 c. 2
C. 1. turn the printer on (turn on the printer) 2. restart the computer 3. clean the computer and stop the virus

SCENE 2

PREVIEW

- Ask students *Have you ever built a website? What technology do you need to build a website? (a computer, digital camera, scanner, and so on)*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What did Mr. Evans ask Bob to do? (to build a website for the company)
  What new technology does Bob say he needs? (a new scanner, a digital camera, a new laptop, a new DVD drive, and a new joystick)
  What is a joystick for? (computer games)
  Does Bob really need it? (no)
  Is Mr. Evans happy about the cost for all the new items? (no)
  What will Bob get in the end? (nothing) Why? (Mr. Evans fools him and makes him take back what he has asked for.)

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EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to role-play Mr. Evans and Bob and reenact what happened in the video episode.
- Pair work: role play. Have students work in pairs to role-play Bob and Cheryl. Have Bob complain to Cheryl about how Mr. Evans refused to buy any new technology.

Written work

- Have students role-play Bob and write an e-mail to Mr. Evans, asking for the two items he originally said OK to—the scanner and digital camera. Tell students to make a good argument why he needs them. Then have students exchange letters with a partner and write a reply from Mr. Evans.
- Pair work. Tell students they will create True and False quizzes. Have students work in pairs to write true and false statements about the video episode. Then combine pairs into groups of four and have them exchange quizzes and answer them. Finally, have the writers of each quiz check the answers.

VIDEO SCRIPT

Bob asks Mr. Evans for some new technology in order to build a website.

Bob: Hey, Mr. Evans?
Mr. Evans: Yes?
Bob: You asked me to build a website for the company.
Mr. Evans: Oh, yes. How's it coming along?
Bob: Well, sir, I think I need some new technology.
Mr. Evans: What do you need?
Bob: A new scanner.
Mr. Evans: What's that?
Bob: It's a scanner, sir, but it's **not nearly as good as** this one. This one will give us much better photos.
Mr. Evans: OK.
Bob: And a digital camera would be good.
Mr. Evans: What's that?
Bob: It's not a digital camera, sir. It won't take pictures **as easily as** this one.
Mr. Evans: OK.
Bob: And also a new laptop. It's **not as fast as** this one.
Mr. Evans: I see. Anything else?
Bob: A new DVD drive. And I could also use a new joystick.
Mr. Evans: A joystick? Isn't that for computer games?
Bob: Well, I don't really need the joystick.
Mr. Evans: What's all this going to cost me? What?!
Bob: Well, actually, we can do without the DVD drive . . . and the laptop . . . and the camera . . . and the scanner.
Mr. Evans: Great!

ANSWER KEY

A. scanner, digital camera, laptop, DVD drive, joystick
B. 1. True 2. True 3. False 4. True 5. False
C. 1. scanner, nearly as good as 2. digital camera, as easily as 3. laptop, as fast as
D. 1. Mr. Evans says OK to the new scanner and the digital camera. 2. DVD drive, laptop, camera, and scanner 3. *Individual responses may include variations like the following:* Mr. Evans is happy because he doesn't have to spend money.

Interview: *Are you a computer addict?*

PREVIEW

- Ask individual students *How many hours do you spend on the computer? Do you think you are a computer addict?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  Does Lisa use a computer at work? (yes)
  What does she use the computer for? (to make schedules and to e-mail friends and coworkers)
  Is Deepti a computer addict? (yes)
  What does Angelique think about playing games, surfing, and chatting? (too much is not a good idea)
  What does she think about researching projects on the Internet? (You can spend as much time as you want.)
  Does Deepti think children should use the Internet? (yes, but with guidance)
  What does James say are the advantages of the Internet? (communication and the knowledge you can get)
  Why does Lisa think there are dangers on the Internet for children? (because they are curious and cannot always decide what is right or wrong)

EXTENSION

Oral work

- Discussion. Ask students these questions:
  Have you ever found information online that was not true?

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How can you be sure the information you have found is true or correct?
What are some good websites you use?

- Discussion. Ask students these questions:
  Angelique says it's OK to spend as much time as you like on the computer researching projects. Do you agree?
  Do you agree with Angelique that playing games, surfing, and chatting on the computer a lot is similar to watching a lot of TV? How much do you think is too much?

Written work

- Have students summarize James's comments about the advantages of the Internet. Have students write whether they agree and add their own ideas.
- On the board, write *Do you think children should be allowed to use the Internet?* Have students write a paragraph responding to this question. Tell them to write whether they agree with Deepti's and Lisa's comments about the topic.

VIDEO SCRIPT

Interviewer: Could you tell me some of the things you use a computer for?
Lisa: I use my computer every day at work to make schedules. I do a lot of that at my job. Also to e-mail friends and coworkers about things that need to get done for the day.
Interviewer: Would you say you're a computer addict?
Deepti: Yes. I am a computer addict.
Interviewer: How about just overall time spent on the computer?
Angelique: I think it kind of depends on what you use the time for. 'Cause if you're doing, you know, researching projects and things like that, spend as much time as you like on the computer, you know, 'cause it's easy and it's fast.
Interviewer: But how about games and surfing and chat?
Angelique: I don't know. I mean, it's probably about the same as television. Too much of it isn't a good idea, I mean, when you can get outside and enjoy the city.
Interviewer: Do you think children should be allowed to use the Internet?
Deepti: With guidance, I think they should be allowed to use the Internet.
Interviewer: What do you see as the advantages of the Internet?
James: Well, communication is certainly an advantage. With, like I said, with e-mail you keep in touch with friends all over the country, practically free of charge. Also, the wealth of knowledge that you can pick up. You can ask the computer with your search engines any question at all and come up with thousands of answers. You have to choose the one you like.
Interviewer: Do you see some particular dangers, for you even, but particularly for children?
Lisa: I mean, at this point I feel as though I'm, you know, like an adult, so I can kind of censor what I want to look at and things like that, but kids don't necessarily have that and are a little bit more curious, so I think that they definitely need that supervision.

ANSWER KEY

A. e-mail coworkers, play games, make schedules, chat, do research projects, surf the Internet
B. 1. True 2. False 3. True 4. False 5. True 6. True
C. 1. b 2. a 3. c 4. a 5. c 6. b

Top Notch Pop and Karaoke: *Life in Cyberspace*

UNIT 10

Sitcom: *That's David Doolittle!*

Social language

- Return lost property
- Identify ownership
- Express ethical beliefs

Grammar

- Possessive pronouns
- Conditionals: factual and unreal

SCENE 1

PREVIEW

- Ask students *What would you do if you saw a person forget something in a restaurant? What if the person were a famous actor?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  Where are Marie and Cheryl? (in a restaurant)
  Who do they see? (David Doolittle—an actor)
  What has he forgotten? (his hat, gloves, cell phone, and keys)
  What does Marie give back to him first? (his hat)

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Where did Marie say she found it? (under the table)
What does Cheryl tell Marie to do? (to return the rest of his things)
What does Marie do? (She returns the gloves.)
Does she introduce herself to David Doolittle? (yes)
What is the last thing she returns? (his keys)
Does she return his cell phone? (no)
Why does David Doolittle give Marie his phone number? (so Marie can call him at his office if she finds his cell phone)

EXTENSION

Oral work

- Discussion. Ask students these questions:
  Why does Marie decide to keep Mr. Doolittle's cell phone?
  Do you think Marie will call David Doolittle to return his cell phone? Why or why not?
  Do you think what Marie does is OK?
  Have you ever done something similar?
- Pair work: role play. Have students work in pairs to predict what will happen next and role-play a scene. Tell students to decide whether the scene will be with Cheryl and Marie or with Marie and David Doolittle. Invite students to perform their role plays to the class.

Written work

- On the board, write *If I were Marie, I would . . .* Have students finish this sentence and write a paragraph describing what they would do.
- Ask *Do you think David Doolittle knows Marie has his cell phone? Does he want her to call him?* Tell students to write a story from Mr. Doolittle's point of view.

LANGUAGE NOTE: *Mobile* is another word for *cell phone*. It is more common in British English.

VIDEO SCRIPT

Cheryl and Marie are having desserts in the café when Marie finds things left behind by the actor David Doolittle.

Cheryl: I can't believe I'm eating this.
Marie: I can't believe you are eating it either.
Cheryl: You know, that man looks like someone I know. That man just left something at his table.
Marie: That's David Doolittle . . . the actor! He left his hat. And his gloves. And his cell phone. And his keys. Hold these.
Cheryl: What are you doing?
Marie: I'm giving him back his hat.
Cheryl: What about these?
Marie: Sir! Excuse me, sir! Is this hat **yours**?
Doolittle: That's **mine**, yes, thank you. Did I leave it here?
Marie: I saw it under your table.
Doolittle: Thanks again.
Marie: You're welcome.
Cheryl: **If** you **don't give** him back the rest of his things, I **will**.
Marie: Just wait. Sir! Excuse me, sir!
Doolittle: Yes?
Marie: Are these gloves **yours**?
Doolittle: Yes, they're **mine**. I'm forgetting everything, aren't I?
Marie: Aren't you David Doolittle?
Doolittle: Well, I am, yes.
Marie: I'm Marie LePage. I'm a big fan.
Doolittle: Thank you. And thanks for these.
Marie: My pleasure. Mr. Doolittle?
Doolittle: What would I do without you? You know, I'm missing my mobile. Have you seen it?
Marie: I don't see it under your table.
Doolittle: Well, I'm in a hurry. **If** you do **find** it, **would** you be so kind as to call me at my office?
Marie: I'd be happy to.
Doolittle: Thank you. Bye.
Marie: I have David Doolittle's phone number. And his cell phone.

ANSWER KEY

A. 1. True 2. False 3. True 4. False 5. False
B. 1. b 2. b 3. c 4. c
C. 1. yours, That's mine 2. yours, Yes, they're mine

SCENE 2

PREVIEW

- Take a poll. Ask *Do you think when Marie didn't return David Doolittle's cell phone, it was stealing? Do you think it was the wrong thing to do?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  What are Cheryl and Marie talking about? (David Doolittle's cell phone)
  Does Cheryl think what Marie did is OK? (no)
  Does Marie think it was OK? (yes) Why? (She says she didn't steal the cell phone and that she is returning it tonight.)
  Does Cheryl think it's OK for a woman to invite a man to dinner? (no) Does Marie? (yes)
  How did Bob and Cheryl meet? (They met in a park, where Cheryl lost her bag and Bob helped her find it.)
  What did Bob do that is similar to what Marie is doing now? (He waited two hours to tell Cheryl that he found her bag.)

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Why does Bob tell Cheryl this story now? (to show her that what Marie is doing is not so wrong)

EXTENSION

Oral work

- Discussion. On the board, write *Women don't ask men to dinner.* Ask *Who said this? (Cheryl) Does Marie agree? (no) Do you agree? Why or why not?*
- Group work: role play. Divide the class into groups of four. Have students role-play the characters and reenact what happened in the video episode.

Written work

- Point out that Cheryl keeps saying that she thinks what Marie did is wrong. Ask students *Do you think it's wrong?* Have students write a paragraph explaining their opinion.
- Have students write a summary of Cheryl's version of how she and Bob met.

VIDEO SCRIPT

Cheryl and Marie argue about the fact that Marie didn't return David Doolittle's cell phone.

Cheryl: Well, I still think it's wrong.
Marie: Cheryl . . .
Bob: What's going on?
Cheryl: Marie just stole David Doolittle's cell phone.
Paul: David Doolittle was here?
Marie: I didn't steal it. He left it, and I'm waiting to return it until tonight.
Cheryl: He asked if it was under the table. You said it wasn't.
Marie: It wasn't under the table because it was in my pocket.
Cheryl: Well, I think that's wrong.
Marie: It's not wrong. He'll get his phone back.
Cheryl: What do you two think?
Bob: Well . . .
Paul: Um . . .
Cheryl: What are you going to do now?
Marie: I'm going to call him tonight, tell him I found his phone, and ask him to meet me for dinner.
Cheryl: You're going to ask him to dinner?
Marie: Sure. Why not?
Cheryl: Women don't ask men to dinner. Do they?
Marie: Oh, don't be so old-fashioned, Cheryl. This is the twenty-first century. Women ask men out to dinner all the time. Don't they?
Cheryl: Well, I still think it's wrong. You should have given him the phone.
Bob: Cheryl, I have to tell you something.
Cheryl: What?
Bob: Do you remember when we met?
Cheryl: Of course. I was at the park. I'd lost my bag and you helped me find it. It took us two hours. We talked and talked and I became more interested in Bob than in finding the bag.
Bob: Well, actually, I found your bag in two minutes, but I waited two hours to tell you. I thought you were the most amazing woman I had ever met. If you had found your bag right away, you would have left and we wouldn't be here right now.
Cheryl: That is so romantic! That's why I love this man!
Marie: See? **If it worked** for Bob, it **might work** for me.
Cheryl: You and David Doolittle! That would be fantastic! Call! Call him!

ANSWER KEY

A. 1. b 2. a 3. b 4. b
B. 1. call him tonight 2. tell him I found his phone 3. ask him to meet me for dinner
C. *Individual responses may include variations like the following:*
I was in a park one day when I first met Cheryl. She lost her bag, and I helped her find the bag. I actually found her bag in two minutes, but I waited for two hours to tell her. I thought she was the most amazing woman I'd ever met. I kept her bag for two hours, so we could keep talking to each other.

Interview: *What would you do?*

PREVIEW

- Tell students to imagine that they are walking down the street and see some cash on the ground. There is no one around. Ask individual students *What would you do?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  What three ethical decisions do the people talk about? (incorrect bill at a restaurant, mistake on a price tag in a store, and money found on the street)
  What would Jessica do if there were a mistake on a restaurant bill? What would Martin do? (Both of them would tell the waiter or waitress.)
  What would Catherine do if there were a mistake on a price tag in a store? What would Jessica do? (Both of them would ask the cashier.)
  What would Catherine do if she found cash on the street? (She would take it.) What would Christiane do? (She would leave it if she saw a poor person around.)

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EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to choose one of the characters from the video segment and role-play the short conversation between the interviewer and the interviewee.
- Group work: discussion. Have students work in groups to discuss the three situations. Ask *Would you do the same things as any of the people interviewed? What would you do differently?*

Written work

- On the board, write *You make judgments all the time and not everything is equal.* Then tell students to write a paragraph and say whether they agree or disagree with Martin and explain why.
- Pair work. Have students work in pairs to think of another ethical situation and write it down as a question. Combine pairs into groups of four and have them exchange questions and answer them. Then have each group discuss the situations.

VIDEO SCRIPT

Interviewer: If you got a bill in a restaurant that was obviously wrong, what would you do?
Jessica: I would tell the waitress and ask her if everything's OK.
Martin: I think they should tell the waiter.
Interviewer: And what should they tell them?
Martin: That they're given too much change or they're undercharged.
Interviewer: How about if a person's shopping in a department store and an expensive piece of clothing has a tag on it that's obviously wrong—it's priced too low—should that person tell the cashier or just pay for it?
Catherine: I usually ask. That's me, though.
Jessica: Well, I would go to the cashier, or I think everybody should go to the cashier, at least ask if that's right. And if he says it's right, then at least you tried it.
Interviewer: And then suppose you found some cash on the street, not in a wallet, just some cash lying on the street. What would you do with it?
Catherine: I'd pick it up and put it in my pocket.
Christiane: I usually do not pick up money if a very poor person is around because I think a poor person needs it more than I do, so I'd leave it lying there.
Interviewer: So are the three situations—the restaurant, the department store, and the cash on the street—the same or different?
Martin: I think each one is different.
Interviewer: Why?
Martin: You make judgments all the time and not everything is equal.

ANSWER KEY

A. 1. c 2. b 3. b 4. a 5. a
B. *Following are expected answers. Students may produce variations that are also correct.*
1. tell the waiter there is a mistake 2. ask the cashier 3. pick it up and put it in her pocket

Top Notch Pop and Karaoke: *What Would You Do?*