

كتاب دليل المعلم Interactions الاستماع والمحادثة



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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف العاشر



صفحة المناهج
الإماراتية على
فيسبوك

المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الأول

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NEW

INTERACTIONS

2

Listening and Speaking

Teacher Manual

By Judith Tanka, Paul Most
and McGraw-Hill Education Authors



Welcome to the Teacher Manual

The Teacher Manual provides resources and support to teachers using the *New Interactions English for Academic Purposes* series. The Teacher Manual provides step-by-step guidance for implementing each chapter in the Student Book. The Teacher Manual also provides activities that support Best Practices, valuable notes on content, expansion activities, answer keys, and audio scripts. Each chapter in the Teacher Manual begins with an overview of the content, vocabulary, and teaching goals in that chapter. Each chapter in the Student Book begins with discussion questions that connect to the chapter topic and activate students' prior knowledge.

Procedural Notes

The procedural notes are useful for both experienced and new teachers. Experienced teachers can use the step-by-step procedural notes as a quick guide and refresher before class, while newer or substitute teachers can use the notes as a more extensive guide to assist them in the classroom. The procedural notes guide teachers through each strategy and activity, describe what materials teachers might need for an activity, and help teachers provide context for the activity.

Content Notes

Where appropriate, content notes are included in the Teacher Manual. These are notes that enhance a learning point in the activity and help teachers answer students' questions about the content. These notes are provided at point of use, but teachers can decide how they want to use the information in class.

Answer Keys

Answer keys are provided for all activities that have one correct or specific answer. For items or activities that have multiple correct answers, possible answers may be included. The answer key follows the procedural note for the relevant activity. Answer keys are also provided for chapter and placement tests.

Expansion Activities

Suggested expansion activities with procedural notes are included in some chapters. These activities offer teachers creative ideas for reinforcing the chapter content while appealing to different learning styles. Teachers are encouraged to build on these techniques and ideas to create their own expansion activities in other chapters, where relevant to their students or learning environment.

Chapter Tests

Each chapter includes a chapter test designed to test the vocabulary, reading, writing, grammar, and/or listening strategies in each language skills strand. The purpose of the chapter test is to assess students' understanding of material covered in the chapter and to give students an idea of the progress they are making and areas they need to improve. Each chapter test has four parts with items totaling 100 points. Item types include multiple choice, fill in the blank, and true/false statements.

Placement Test

There is a placement test to assess students' knowledge and proficiency. The test can be given in 35 minutes (1 hour including optional speaking and writing). Go over the directions and answer any questions before the test begins. Students are instructed not to ask questions once the test begins. The placement test has 3 parts (and 2 optional parts), with a total of 100 points, and there is a scoring

placement key that suggests the appropriate level to be used based on the number of items answered correctly. Teachers should use judgment in placing students and selecting texts.

Best Practices

Each chapter identifies different activities that support six interconnected Best Practices – principles that contribute to excellent language teaching and learning. These Best Practices help teachers keep students actively engaged in the learning process.

#1 Making Use of Academic Content

Academic content that is purposeful and meaningful gives students opportunities to explore real-world issues, discuss academic topics, and learn about different perspectives.

#2 Activating Prior Knowledge

Students can better understand written material or audio recordings of written material when they connect with the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge and stirring a curiosity for more knowledge.

#3 Scaffolding Instruction

A scaffold is a physical structure that facilitates construction of a building. Similarly, a scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework, and reinterpretation.

#4 Organizing Information

Students learn to organize thoughts and notes using a variety of graphic organizers that accommodate diverse learning and thinking styles.

#5 Interacting with Others

Activities that promote interactions in paired student work, small-group work, and whole-class activities present opportunities for collaborative discussions and group work, helping students strengthen their communication skills.

#6 Cultivating Critical Thinking

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical-thinking skills crucial to success in the academic world.

The New Interactions EAP Series

New Interactions is a new edition of the most trusted brand name in EAP (English for Academic Purposes): the pioneer EAP series *Interactions/Mosaic*. Based on more than 30 years of classroom-tested best practices, the new and revised content, fresh modern look, and online adaptive and interactive components make this the perfect series for contemporary classrooms. *New Interactions* is now available with all the powerful digital tools of MHE's Connect® platform, which is widely used in higher education institutions. *New Interactions* prepares students for higher education classes by integrating many aspects of student life.

New features include:

- New strands: one for Reading and Writing skills and another for Listening and Speaking skills
- New components with digital and blended solutions
- New course and chapter structure and organization
- New content for the productive skills and extensive revision of the receptive skills content
- New online additional reading and writing resources
- New online additional grammar and vocabulary resources
- New self-study tools for students on the platform

- New assessment tools for teachers
- New design and look
- New photos and illustrations
- New level for beginners

New Interactions is an EAP series that helps students develop and strengthen the four language skills: listening, speaking, reading, and writing. Language proficiencies are articulated at each level from beginner to post-intermediate/advanced levels in each of the two skill strands: Listening and Speaking and Reading and Writing.

- **Relevant content and topics:** From technology and social networking to academic integrity and global issues, *New Interactions* provides meaningful, engaging topics and activities that are relevant to today's students.
- **Critical thinking:** Students develop their ability to synthesize, analyze, and apply information from different sources in a variety of contexts.
- **Emphasis on vocabulary:** Each chapter focuses on vocabulary strategies and high-frequency words in context, that are revisited in subsequent chapters.
- **Clear focus on strategies:** Strategies essential to academic success are systematically taught and practiced. The strategies are clearly explained and then applied to different texts.
- **Activating prior knowledge:** Questions, images, and quotes pique students' interest and activate prior knowledge at the launch of each chapter.
- **Organizing information:** Graphic organizers help students organize and summarize key information and ideas.
- **Research skills:** Students utilize research strategies and critical-thinking skills to conduct research and report their findings.
- **Self-assessment, learner autonomy, and independence:** At the end of every chapter, self-evaluation logs encourage students to reflect on and evaluate their learning and take responsibility for self-improvement.

The New Interactions Transferable Exam Skills

New Interactions helps students prepare for national and international EFL (English as a Foreign Language) exams. It gives students the opportunity to practice essential language and communication skills through a focused set of learning objectives in each strand.

- **Before reading and listening skills development:** Each chapter provides pre-reading activities that focus on key reading, vocabulary, and listening skills. Both strands provide anticipatory discussion questions that help students activate prior knowledge and develop critical listening and speaking skills. These activities prepare students for all exam types by teaching essential skills and strategies that can be used to better understand different passages and genres in an exam.
- **While reading and listening skills development:** Each chapter guides students in developing skills for effective reading and listening that focus on: identifying and summarizing key ideas and details, identifying a writer's point of view, making inferences and connections, and analyzing texts. The series provides a variety of discourse markers which facilitate understanding. Each chapter covers a range of pronunciation activities including listening for and using stress, intonation patterns, reductions, and connected speech examples, preparing students for listening and speaking exams and for effective communication in an English-speaking environment.
- **After reading and listening skills development:** Every chapter gradually leads to the production of various written and spoken language genres, using the passages in each chapter as models for writing and speaking respectively.

● **Writing skills development:** There is systematic exposure to and practice of various written genres, such as reports, essays, narratives, blog posts, emails, and questionnaires, which require research and documentation of print, audio, and online sources. The series also focuses on discourse features, such as cohesion and coherence and the development of grammar range and accuracy, as well as the lexical resource to meet the requirements of the various examinations at the intended Common European Framework of Reference for Languages (CEFR) level.

● **Speaking skills development:** Students are exposed to spoken genres which provide a variety of speaking and communication opportunities, skills-development strategies, and necessary language functions, enhancing fluency and intercultural communication. Pronunciation, stress, intonation, and connected speech patterns are presented, recycled, and consolidated, helping candidates meet the requirements for EFL examinations.

The New Interactions Listening and Speaking Strand

A variety of listening genres, including lectures, academic discourse, and collaborative partner and group conversations, help students explore stimulating topics in the five Listening and Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through critical-thinking and listening skills that help prepare students for academic achievement.

In the Listening and Speaking books, the activities are coupled with images featuring a multi-ethnic cast of engaging students participating in North American college life, which encourages and develops intercultural understanding and communication. Across the strand, lectures and dialogues are broken down into manageable parts, giving students an opportunity to make predictions, identify main ideas, make connections, and effectively manage lengthy input.

Guided discussion activities, questions, and structured pair and group work stimulate interest and interaction among students, culminating in students organizing their information and ideas in a graphic organizer, writing, and/or making a presentation.

Pronunciation stress and connected speech patterns are highlighted in every chapter, an aid to improve both listening comprehension and speaking fluency. Vocabulary building strategies are used throughout chapters along with a list of target words and language functions, and topic-related words and phrases that help students make meaningful connections with the material.

● **Listening and speaking skills development:** Each level provides foundational listening and speaking skills that support vocabulary and language development.

● **Emphasis on vocabulary strategies:** Each chapter focuses on key strategies that help students learn new vocabulary. Strategies include: using context clues, using expressions and idioms, using signal words, and using technical language, amongst others.

● **Collaborative conversations:** Each chapter begins with discussion starters that draw upon high-interest topics and images. The activities that follow each discussion prompt, help students develop critical listening and communication skills.

● **Active listening skills:** Active listening skills prepare students for academic achievement by helping students focus on key ideas and specific information in lectures, presentations, and group discussions.

● **Research and presentation skills:** Each chapter includes project-based activities that relate to the chapter topic and readings. Students work in small groups to conduct research and present their topic.

● **Formal and informal language:** Students take part in conversations and learn functional language for a variety of formal and informal conversational settings.

● **Role-Play opportunities:** Students participate in role-play activities that facilitate real-world conversations, such as giving and receiving directions, interviewing for a job, filing a complaint, and making travel plans.

The New Interactions Reading and Writing Strand

Reading skills and strategies are taught explicitly and systematically through a variety of reading genres in each of the five Reading and Writing books. Pre-reading, during, and post-reading activities include strategies and activities that aid comprehension, help build vocabulary, and guide students through the writing process. Each chapter includes two texts that center around diverse and engaging themes, allowing students to deepen their understanding of a topic. These include a variety of genres such as magazine articles, textbook passages, essays, letters, and online articles. Vocabulary is presented before each reading activity and is developed throughout the chapter.

Activities in each of the five Reading and Writing books culminate in a writing task. Each chapter guides students through the writing process, including brainstorming and drafting ideas and revising their written work. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres.

Strong connections are made between writing and grammar, helping students sharpen and develop their writing. Explicit pre-writing questions and discussions activate prior knowledge. Graphic organizers help students organize ideas and information and create a solid foundation for the writing product. Each writing activity gives students an opportunity for a peer review, which has become a critical element in the writing process for both the writer and reader, ensuring that students are actively engaged with their work and the work of others.

Each chapter includes a self-evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic reading and writing.

- **Real-world connections:** Each chapter begins with a discussion prompt that draws upon high-interest topics, images, and a quote, saying, or proverb. Engaging social and academic topics create meaningful connections and lively discussions at the launch of each chapter.
- **Reading skills and strategies:** Reading skills and strategies aid reading comprehension and provide a strong foundation for success in all academic courses. Each chapter focuses on key reading skills and strategies that help students paraphrase and summarize text information, identify main points and key supporting details, make inferences and draw conclusions, and critically analyze and synthesize texts.
- **Emphasis on vocabulary strategies:** Each chapter focuses on key vocabulary strategies that help students comprehend text and learn new vocabulary. Focused vocabulary practice helps students become independent readers, teaching them how to get meaning from context in all subject areas.
- **Writing process and model writing approach:** Model texts are included in every chapter. These models exemplify the structure and features of the genre under discussion, facilitate the writing process, and enable students to actively participate in each stage of the writing process and sharpen their writing craft.
- **Practical english:** Extensive vocabulary activities introduce language that is encountered in and out of the classroom. From navigating a college campus to managing finances and health-related issues, students are taught to use language appropriate to academic and real-life environments.
- **Building study skills:** Students learn how to become effective note-takers by using graphic organizer tools that build on reading and study skills in each chapter.

Blogging

Blogging is one of the most popular and accessible means of online communication. A blog allows people to post articles, journal entries, opinions, and other types of writing. Readers can post comments and reply to other comments as part of a discussion thread in a blog. Both strands in *New*

Interactions integrate blogging as part of the writing process. Students showcase their writing as part of the “OUR BLOG/OUR BLOARD” feature and post comments to one another.

What does BLOARD mean? BLOARD is a blending of words that combines “blog” and “board”. This combination reflects the blended use of technology and conventional facilities in a classroom. In other words, if online blogging is not an option, students may write comments on slips of paper, responding to a post and stick them on the board, the wall, or other surface in class. Both the blog and BLOARD foster a strong sense of community where students take an active role in the writing process and build their confidence as writers and readers.

Chapter 1 – Meeting New People, Learning New Things

Chapter Goals

Listening: Students will hear a conversation in which students meet new people. They will also practice listening for stressed words and listening for reductions. They will listen to a school orientation and practice listening for main ideas and specific information. They will listen to short conversations between students for specific information about college life.

Speaking: Students will learn and practice expressions for introducing themselves and others. They will discuss study habits and body language, practice making notes and speaking from them, and they will practice making phone calls for specific information. They will also develop critical thinking through researching and presenting information on college drop-out rates and discussing educational systems.

Focus on the Images

Spend a little time at the beginning of each activity, explaining its purpose. Introduce the theme of the section and help students to think about how this relates to their lives.

Ask students to:

1. look at the images of college students in different settings. Tell them to compare the settings to find similarities and differences
2. answer the three questions in this section; discuss the answers with the class, saying how these images are connected with the topic of this chapter: *Meeting New People, Learning New Things*.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about these images
2. make a list of words and phrases about ideas and feelings about meeting people and learning things
3. say whether there are any words/phrases that can go into both lists; ask them to give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote aloud; explain any unknown words
2. explain what the quote means, as a class.

Answer Key

Answers will vary.

Listening 1 – Nice to Meet You!

Section Aims

Listening: Listening to a conversation in which students meet new people; predicting and anticipating language and content based on experience and knowledge; listening for stressed words; listening for reductions; getting meaning from context

Speaking: Discussing ways of introducing yourself and others.

Pronunciation: Distinguishing between reduced and unreduced pronunciation; distinguishing stressed items as information carriers

Vocabulary: Understanding education-related words and informal expressions

Language Focus: Stress; vocabulary (nouns, verbs, expressions)

Before You Listen

Best Practice – Activating Prior Knowledge

The topic questions activate students' prior knowledge. Activity 1 will help students relate their own experience of meeting new people to the new language in the chapter. When students activate their prior knowledge before learning new material, they are better able to map new language onto existing concepts, which aids understanding and retention.

1. Topic

- As a class, look at the photo. Ask students to try to guess what is happening.
- Read the questions with students. Go over any new vocabulary to ensure that students understand the questions.
- Have students discuss the questions with a partner.
- Compare answers as a whole class.
- As a whole class, make a list of phrases for introducing someone, for example, *Frank, this is Mary./Kaori, I'd like you to meet Lee.*
- Point out the tip to the class, discuss the question and ask students to give reasons for their answers.

Answer Key

Answers will vary.

2. Vocabulary

- Explain that previewing the vocabulary in this activity will help students understand the conversation that they will hear.
- Play the recording and ask students to listen to the expressions.
- Have students work individually to match the phrases with their meanings.
- Compare answers as a whole class and write the correct answers on the board.

Answer Key

1. D; 2. E; 3. F; 4. A; 5. C; 6. B

Audio Script

1. catch you later
2. get into town
3. grab something to eat
4. hang out
5. have got to go (gotta go)
6. in person

3. Predicting and anticipating

- Read the instructions with the class.

- Explain that these questions will help students focus on the main ideas in the listening activity. They do not need to understand every word to answer the questions. Tell them to focus on what they do understand, rather than worrying about what they don't understand.
- Ask students if they have any questions.

Answer Key

Answers will vary.

While You Listen**4. Listening and checking**

- Play the recording and then ask students to check and correct their answers quickly.
- Have them compare their answers in pairs.
- Go over the answers to the questions in Activity 3 with the whole class. Ask students for specific words or phrases they heard that support their answers.

Answer Key

1. A. online chat group; B. after; C. eat; D. meeting
2. A. F; B. F; C. T; D. T; E. F

Audio Script

Jack: Excuse me – aren't you Ming? Ming Lee?

Ming: Uh... Yes – oh hi – you're Jack! Great to meet you in person.

Jack: You looked a little different online.

Ming: You too; you're taller.

Jack: Well, I was sitting down when we video chatted. So, um, have you met anybody else? I mean from the freshman Facebook group?

Ming: A few guys – not many. When did you get into town?

Jack: I got here today – still got boxes everywhere... Oh, and Ming, this is Peter. Peter, Ming.

Peter: Nice to meet you, Ming...

Ming: Nice to meet you too.

Peter: Are you from...

Ming: ...from San Francisco – my parents are from Hong Kong, though.

Peter: Cool. I plan to spend my junior year in Hong Kong. Excuse me. Oh, that's my new roommate texting. He needs a key to the room. Sorry, I've got to go.

Jack: Wanna eat dinner with us first?

Peter: Nah, I can grab something later. Jack, where did you say you live?

Jack: Upstairs in Suite 33. Stop by sometime.

Peter: I will. Hope to see you too, Ming.

Ming: Yeah, find me on Facebook. Ming Lee – L–E–E.

Peter: Okay. I will. Let's hang out sometime... Anyway, see you guys later. Have a nice dinner.

Jack: Thanks. Catch you later.

Language Focus – Stress

- Ask students to read the Language Focus box about stress. Tell them to do the task.
- Ask volunteers to read out the rules with their answers. Correct as necessary.

Answer Key

1. spoken; 2. louder; 3. the most important; 4. negatives

5. Listening for stressed words

- Play the recording again. Have students repeat the phrase or sentence and then fill in the blanks. Students should fill in the blanks with the words that they hear. If necessary, play the recording again and repeat this step.)

- After listening, have students check their answers with a partner. Then have each pair check their answers with the Audio Script in their books.
- Next, have students read the conversation with two partners, paying attention to stressed words in their pronunciation and intonation.
- While students are reading the conversation, move around the room, giving students feedback.

Answer Key

1. looked; 2. different; 3. too; 4. taller; 5. sitting down; 6. anybody else; 7. Facebook; 8. few; 9. town; 10. today; 11. everywhere; 12. Peter; 13. meet; 14. you; 15. parents; 16. Hong Kong

Audio Script

For the audio script, see Activity 4.

6. Reductions

1.

- Ask students to read the rules about reductions. Check that they understand the meanings of the words in the word bank. Tell them to do the task.
- Ask volunteers to read out the rules with their answers. Correct as necessary.

Answer Key

1. important; 2. reduced; 3. prepositions; 4. verb; 5. words

2.

- Read the reduced forms to students. Have them repeat each sentence after you.
- Tell them to rewrite each sentence using the full form of each word. Check answers as a class.
- Read the Tip box aloud to the class and answer any questions the students may have.

Answer Key

1. Do you want to...
2. I have got to go.
3. Great to meet you.

7. Listening for reductions

- Read the instructions with the class.
- Play the five recorded sentences. Have students repeat each one during the pauses in the recording.
- Tell students to fill in the missing words in the activity. Remind them to write the full forms.
- Check the answers together as a class.
- Put students in pairs. Have them take turns reading the sentences with reduced pronunciation.

Answer Key

1. did you (did'ya); 2. got to (gotta); 3. do you want to (dya wanna); 4. meet you (meet'ya); 5. Aren't you (Arncha)

Audio Script

1. What did'ya do last weekend?
2. We've gotta study tonight.
3. Jack, d'ya wanna eat at the cafeteria?
4. I can meet'ya in half an hour.
5. Arncha you finished with the test yet?

After You Listen**8. Role-playing**

- Arrange students in groups of four. Explain that they will practice introducing themselves and others in the same way as the students they have heard in the previous activities.

- Read through the instructions and give students time to prepare their own character individually for Step 1.
- For Step 2, explain that they should do this as a group.
- Tell groups to use their information and do their role-plays.
- Invite groups to perform their role-play to the class.

Answer Key

Answers will vary.

Language Focus – Vocabulary

9. Vocabulary

- Review the vocabulary items in this activity. Remind students that these are words from the conversation they listened to in the activities in this section.
- Play the recording. If possible, ask students to recall the sentence from the conversation that contained these words:
 - freshmen (singular = freshman)
 - grab something
 - hang out
 - in person
 - stop by
 - suite
- Have students complete the sentences.
- Check the answers as a class.

Answer Key

1. freshman; 2. hang out; 3. got into town; 4. grab something to eat; 5. anybody else; 6. stop by; 7. suite; 8. in person; 9. have got to go; 10. catch you later

Audio Script

Nouns

anybody else; freshman; suite

Verbs

catch you later; get into town; grab something to eat; hang out; (I) have got to go (gotta go); stop by

Expression

in person

Listening 2 – Freshman Workshop – You're On Your Own!

Section Aims

Listening: Listening to a counselor's presentation on time management; listening for main ideas and specific information; identifying specific information and taking notes

Vocabulary: Understanding words and phrases related to studying and time management

Critical Thinking: Comparing study habits

Before You Listen

1. Topic

- Read the instructions with the class. Make sure students understand the questions. If students have questions, have another student answer, or give a paraphrase of the question to help them understand.
- Explain that the images show different aspects of campus life. Tell students to look at them for ideas. Have students work with a partner to brainstorm ideas and note any words they can think of on this topic.

- Ask a few volunteers to share their answers with the class.

Answer Key

Answers will vary.

2. Vocabulary

- Read the instructions with the class.
- Play the recording and have students listen to the words and phrases.
- Tell students to guess the meaning of words they don't know.

Answer Key

No answers.

Audio Script

deadline; cross it off; schedule; on my own; tip; tutor; manage

3. Filling in the gaps

- Read out the list of words and their meanings. Ask students if these are the same meanings that they guessed.
- Ask students to work individually to use the words in bold to complete the sentences.
- Have students compare their answers with a partner.
- Check answers as a class.

Answer Key

1. D; 2. G; 3. B; 4. C; 5. E; 6. F; 7. A

While You Listen**Strategy – Hints for Taking Notes**

- Read the Strategy box with students.
- Give them some time to ask questions about the hints.

Best Practice – Organizing Information

Activity 4 uses a graphic organizer in the form of note-taking to categorize information. Taking lecture notes encourages students to process and organize information while they are listening and also provides a record for them to refer to when they are studying later. This type of graphic organizer emphasizes listing and categorizing skills. Other types of graphic organizers are used throughout the book.

4. Listening for main ideas and specific information

1.

- Read the instructions with the class. Check understanding of the term *counselor*. Elicit from students what this person does.
- Tell students that they are going to listen to a long listening passage. Tell them that they will need to listen carefully and take notes.
- Have students close their books. Tell them to note down the main ideas as they listen. Play the recording.

2.

- Tell students to open their books. Tell them to read through the main ideas on the notes to compare these with their own main ideas.
- Tell them to use the headings on the chart to take notes of the details as they listen again.
- Tell students that they are going to listen to the presentation again and fill in the details in the space for note-taking.
- Play the recording again. Have students fill in the lecture details.

Answer Key

Answers will vary.

Audio Script

Good morning. We want to welcome all you new guys to this workshop on “Tips for Success” here at Faber College. I’m Terry Sargent, one of the counselors at Student Support Services.

Today we’ll get started by talking about “time management”, and later give you some ideas on good study skills.

Well... In high school, both your teachers and parents made sure you did your homework, got to school on time, and studied for your exams, right? They pretty much managed your schedule, your time. But in college, guess what: you’re on your own. Students have a lot of freedom here, and that’s not always easy to manage.

So, here is tip number one: use a calendar or planner. Either online or off. Don’t try to keep your schedule in your head. Write down your weekly schedule for everything: classes, social plans, exercise or sports, and appointments. For important things like deadlines or meetings, set your smart phone to remind you a day before, or an hour before.

Tip number two: make a to-do list every day. Write down all the things you plan to do that day, or put them in your cell phone. Start with the most important first. But don’t put too many things on your list – keep your goals reasonable. When you finish something, cross it off your list. Before the day ends, try to start a new list for the next day.

And finally, tip number three: learn to say no. There are so many cool things to do on campus, so many new friends to hang out with – it’s hard to stick to a schedule. But sometimes it’s necessary to just say no and do what you planned.

Any questions so far? Sure? OK, then, let’s move on to the next topic.

Answer Key

- Use calendar/daily planner: Write down your weekly schedule for everything. Set your smart phone to remind you of important deadlines or meetings.
- To-do list: Write down everything you need to do each day and cross it off when you do it.
- Say no: Stick to your schedule and do what you planned.

After You Listen**5. Critical thinking**

- Tell students to read through the list of study habits. Explain that the check marks on the chart show which of these things the two students, Katerina and Miguel, usually do. Ask them to work individually to put a check mark next to the ideas they think are good advice.
- Have students work in groups or pairs to compare the two students. Then ask them to compare their own habits with these.
- Ask students whether they think they should change any of their own study habits. Tell them to add any other advice they think would be useful to other new students.

Answer Key

Answers will vary.

Listening 3 – Did You Say That?**Section Aims**

Listening: Listening to conversations between students about buying things online; listening for specific information

Vocabulary: Brainstorming and thinking of words and ideas that are related to communication; understanding adjectives related to body language

Critical Thinking: Getting meaning from context

1. Topic

- Read the instructions with the class. Make sure students understand the questions. If students have questions, have another student answer, or give a paraphrase of the question to help them understand.
- Explain that the images show different aspects of campus life. Tell students to look at each image and think about where these students are and what they are doing. Have students work with a partner to brainstorm ideas and note any words they can think of on this topic.
- Ask a few volunteers to share their answers with the class.

Answer Key

Answers will vary.

While You Listen

2. Listening for specific information

- Read the instructions with the class.
- Tell students that they are going to listen to short conversations. Tell them that they will need to listen carefully to answer the questions.
- Tell students to read through the questions before they listen, so they know what information to listen for.
- Play the recording.
- Ask each question and elicit students' answers. Check as a class.

Answer Key

1. In line at a crowded cafeteria; 2. Their textbooks; 3. To exercise; 4. Their friends and relatives are worried about them or miss them; 5. He needs to manage his time better.

Audio Script

1

Student 1: Wow, look at that line. Are you guys sure you want to wait?

Student 2: Uh, I'm hungry but I hate waiting. Is there another place that's not so crowded?

Student 3: They're all crowded right now. It's lunchtime.

Student 1: Okay. Let's eat here. At least this cafeteria has better food than the others on campus.

2

Student 2: It took me over an hour to buy "Introduction to Economics" this morning.

Student 3: Really? I just got mine online. It's so much easier.

Student 1: Me, too. I just go to websites like Amazon or ecampus.com. They're cheaper, too.

Student 2: Thanks for the tip. I already bought my textbooks for this term, but I'll buy them online next semester.

3

Student 2: So, what other tips do you have for me?

Student 1: Do you work out?

Student 2: Yeah. Why?

Student 1: Well, the gym gets super crowded in the evening. Not a good time to work out then.

Student 2: Oh, I see. But I like to exercise outside, not in the gym. I'm a runner.

4

Student 3: Oh, my sister is texting again. This is the fifth time today.

Student 1: I know what you mean. My father Skypes me whenever he knows I'm online.

Student 2: Oh, yeah. My best friend sends these long emails, asking a thousand questions.

Student 3: When will they stop worrying about us so much?

5

Student 1: Speaking of worrying, I have a huge history test tomorrow. And a deadline for an English essay. I'm not going to get much sleep.

Student 3: Hey, but what about dinner at Jack's tonight?

Student 1: Oh, yeah. I forgot about that. I'll stop by for a little bit.

Student 3: I think you need to learn to manage your time better. Skip the meal at Jack's.

Strategy – Using Context Clues

Read the hints in the Strategy box with students. Give them some time to ask questions about the hints.

3. Thinking and discussing

- Read the instructions with the class.
- Ask students to work in pairs to write down words that helped them answer the questions in Activity 2. First, they should write the words they already knew. Then they should note any general points about grammar (e.g. verb tenses, comparative adjectives), word stress and sentence intonation (e.g. on questions or imperatives).
- If necessary, play the recording again as a reminder.
- Have students compare answers in groups or as a class.

Answer Key

Answers will vary.

After You Listen

4. Communication

- Read the instructions aloud. Ask students to look at the photos.
- Put students in groups. Have them discuss the meanings of the gesture shown in each of the seven images. Tell them to match the clues to the images, and to use these words in their answers.
- When groups have finished discussing, check answers as a class. Note that students' answers may vary slightly, although the general meaning should be the same.
- If there is time, elicit from students other gestures that are important in their cultures. (Tell them to avoid gestures that have an offensive or bad meaning.)

Answer Key

Suggested answers:

1. He's confused or doesn't know the answer.
2. He's annoyed that someone is late.
3. He's telling someone to call him.
4. She's disappointed with her present.
5. She's happy about the result of something or some good news.
6. He's unhappy about the result of something.
7. She's surprised or shocked at the news.

Speaking 1 – Introducing Yourself and Others

Section Aims

Listening: Listening to formal and informal introductions

Speaking: Practicing introducing yourself in formal and informal contexts

Vocabulary: Understanding expressions for making introductions and checking names

Language Focus: Role-playing introductions

Language Focus – Role-play

- Read out the instructions in the Language Focus box about role-play. Explain that this is part of the conversation they will hear and it gives an example of informal introductions.
- Ask students to play the roles of the three speakers to read the short conversation.

1. Listening and speaking

- Read the instructions with the class. Explain that they will hear five short conversations in which people give introductions.
- Give students time to read through the parts of the conversations on the chart. Then tell them to complete the phrases used by Speaker C in each conversation with a suitable short expression. Tell them to think about whether each conversation is formal or informal.
- Play the recording, pausing after each conversation to allow students time to check or correct their answers.
- Check answers as a class.

Answer Key

1. Nice to meet you; 2. You, too; 3. Same here; 4. Pleased to meet you; 5. Good morning

Audio Script

1

Male speaker 1: Abdul, this is my friend, Steve.

Abdul: Hi, Steve.

Steve: Nice to meet you.

2

Woman 1: Linda, I'd like you to meet my roommate, Eunnim.

Linda: Good to meet you, Eunnim.

Eunnim: You, too.

3

Man 1: Maria, I'd like to introduce you to Mr. Owen. He's my English teacher.

Maria: Pleasure to meet you.

Mr Owen: Same here.

4

Caroline: Good afternoon, I'm Caroline Spears. I'm your new Economics tutor for this year.

Female student 1: Hello, Ms. Spears. I'm Jane Lee.

Female student 2: Pleased to meet you. I am Jenny Thomas.

5

Ellen: Hello. My name is Ellen. I work in the office next door.

Ricardo: Hi, Ellen. I'm Ricardo.

Tom: Good morning, Ellen. I'm Tom, your new assistant.

2. Role-playing

- Read the instructions with the class. Make sure that students understand the three different contexts. Ask them to work in pairs.
- Remind students to look back at the chart to help build their dialogues. Tell them to decide whether each context is formal or informal.
- Allow students time to write their own dialogues for each context.
- Tell students to practice each conversation with their partner.
- Choose a different pair to role-play each context in front of the class.

Answer Key

Answers will vary.

3. Using expressions

- Read the instructions with the class. Make sure that students understand what to do.
- Have them move around the room, checking their classmates' names, using the expressions given. If students already know each other, they should pretend to have just met.

- While students are doing the activity, walk around the room to monitor their use of the expressions.

Answer Key

Answers will vary.

Speaking 2 – Talking About Study Habits

Section Aims

Listening: Identifying speakers

Speaking: Role-playing; talking about study habits

Vocabulary: Understanding context clues

Language Focus: Identifying verb forms

Skills Focus: Speaking from notes

1. Brainstorming

- Read the instructions with the class. Make sure that students understand what to do. Tell them to note down their own answer to each question.
- Tell students to work in small groups to discuss and compare their answers. For question 3, remind them to look back at their notes about the counselor's presentation.
- Invite groups to feedback to the class.

Answer Key

Answers will vary.

2. Listening and speaking

- Read the instructions with the class. Explain that they will hear the three students, Tamara, Ken and Alice, describing their study habits.
- Tell them to listen for the phrases in question 1 to choose the initial of the speaker who says them.
- Tell them to look at the phrases again and match them with the context clues in question 2 which they heard.
- Check answers as a class. Answer any questions they have.

Answer Key

1.

A. Alice; B. Tamara; C. Ken

2.

A. tend to procrastinate; B. study party; C. can't concentrate

Audio Script

Host: Hi! Welcome to *This Is How I Study*, with your host, Mark Maroon. Today, we will talk to three students with very different study habits. Let's start with Tamara.

Tamara: I follow a strict routine when I study. I have to have absolute silence, or I can't concentrate. I also make sure I have lots of sharp pencils. First, I go through my notes and highlight the most important ideas. Then I make a new set of notes that I can review before the exam. I also do extra problems for my math and science classes if I don't understand everything perfectly.

Host: Thanks, Tamara. It sounds like you are very organized. Next up, we will hear from Ken. Ken, can you tell us about your study habits?

Ken: Sure. Honestly, I tend to procrastinate a lot. I usually wait until the night before the exam to study. Then I go to a café and read all the important information from the textbook. Sometimes, it's the first time I've actually read the book! I know putting things off till the last minute isn't the best way to study, but I pass my classes at least.

Host: Okay, thanks, Ken. Now let's hear Alice talk about her study habits.

Alice: I have a study group. Before our "study party", we make flashcards with all the most important information. Then, a few days before the exam, everybody in the group comes to my house. Each

person brings a dish to share. We sit around the living room, eating delicious food and we go through the flashcards. It's like a game!

3. Listening and checking

For the audio script, see Activity 2.

- Ask students to make three complete sentences, using each of the phrases from 2.1 once. If possible they can write the sentences they remember from the recording, but they do not need to be exactly the same. Make sure students have understood the meanings of each phrase.
- Play the recording again for students to check what was said.

Answer Key

Answers will vary.

Language Focus – Verb Forms

4. Identifying verb forms

For the audio script, see Activity 2.

- Explain that students will listen to the talk again. This time they should focus on the verbs and adverbs.
- Go through the questions with the class. Point out the example and make sure students have understood what to do.
- Ask students to take notes as they listen. Play the recording. Then ask them to compare and complete their answers with a partner.
- Check answers as a class.

Answer Key

1. present simple (e.g. *follow, study, go through, don't understand*, etc.)
2. present perfect simple (I've read); future simple (we'll talk); gerund (putting, eating); modal verbs (can, can't, have to)
3. frequency: usually; manner: actually, honestly, perfectly

Skills Focus –Speaking From Notes

Read through the Skills Focus box with the class. Stress that students don't have to remember every word, but should simply focus on the general meaning.

5. Role-playing

- Read out the instructions for role-playing.
- Put students into groups of three and ask them to choose the role of Tamara, Ken, or Alice.
- Ask students to play the roles of the three speakers to remake the talk, based on what they remember, using their notes.
- Invite groups to role-play their talk to the class.

Answer Key

Answers will vary.

6. Discussing

- Put students into their groups again. Tell them to discuss their own study habits, comparing them with Tamara, Ken, or Alice.
- Write the three speakers' names on the board and take a class vote to see which of the speakers was closest to the students' own study habits.

Answer Key

Answers will vary.

Speaking 3 – Do All Students Graduate?

Section Aims

Speaking: Understanding and interpreting information from a graph; comparing ideas; suggesting changes and solutions

Language Focus: Understanding comparatives and superlatives

Skills Focus: Researching and presenting

Critical Thinking: Discussing reasons that might prevent students from graduating

1. Critical thinking

- Put students in small groups. Read the instructions with the class.
- Tell students to make notes in their groups, listing the reasons they can think of.

Answer Key

Answers will vary.

2. Comparing and speaking

- Tell students to work in their groups to compare the reasons they listed for why students might not graduate. Then ask them to look at the graph to compare their own lists with the reasons there.
- Tell students to go through the reasons on the graph to match them to the categories 1–4.
- Check answers as a class.

Answer Key

1. finance/money: three reasons – need to go to work and make money; couldn't afford the tuition and fees; didn't seem to be worth the money
2. course content: three reasons – many of the classes were boring; too difficult; too many classes that I didn't think were useful
3. family reasons: two reasons – didn't have enough time for my family; needed to go to work
4. personality: two reasons – need a break; don't like sitting in class

3. Thinking and speaking

- Tell students to work in groups (or pairs) again to discuss what might help students solve each of the problems under the four main categories in Activity 2.
- Invite students to feed their solutions back to the class. Note their answers on the board and see how many students agreed with each solution.

Answer Key

Answers will vary.

Language Focus – Comparatives and Superlatives

4. Reading

- Before reading, ask students to look at the title of the article. Elicit a few answers to the title question.
- Read the instructions with the class. Make sure students understand the meanings of comparative and superlative forms. Remind them that we often use these forms when making comparisons.
- Play the recording while students read the article.
- Tell students to focus on the adjectives in the article to find the comparative and superlative forms.
- Check answers as a class.

Answer Key

Comparatives: older, more mature, easier, stronger, better

Superlatives: the worst, the best (reviews/source), the most suitable, the most important, the closest

Audio Script**Why Study Abroad?****Adventure and Independence**

You may cope better with leaving home and moving overseas to study when you're older and more mature. Feeling lonely, homesick and experiencing “culture shock” are the worst parts of studying overseas.

To get through these difficulties, you have to try hard to meet new people, learn the local language and understand the culture. Keep your mind open to new opportunities, and you'll find it easier to survive the freshman year.

Global Work Opportunities

You will impress multinational companies with the skills and experience you get when earning their degree in another country. The language skills and cultural understanding that comes from spending time abroad makes you a stronger candidate for many jobs – home or away.

Course Content and Best Tutors

If you are sure what you want to study, search worldwide to find the university with the best reviews for courses in your chosen subject. Also, look out for reviews of the most successful lecturers that you would like to learn from. University websites are the best source for information on specific study programs and teaching staff. It is also worth checking out some comparison websites to see which place is the most suitable to match your needs.

Saving Money

Nobody wants to waste money, but the cost of fees shouldn't be the most important factor motivating a person to study abroad. Some say “you only get what you pay for”. On the other hand, you may find that the quality of campuses and course content at some low-fee or free universities that are the closest to home are better than the more high-ranking, big-name, expensive universities.

You should find out about all aspects of an international graduate program to help decide whether it's right for you. If you don't do enough research, who knows where you'll end up?

Skills Focus – Researching and Presenting**5. Researching and presenting**

1.

- Put students into small groups. Read the instructions with the class.
- Tell students to look for information about student drop-out rates on the Internet, or from any other source they can find, such as magazines or newspapers. Point out the aim of the research, as mentioned below the notes, which is to present the information clearly with facts to back up their findings.

2.

- Ask each group to present their research findings to the class.
- Have students discuss their presentations as a class. Remind them to use comparative and superlative forms to compare their information.

Answer Key

Answers will vary.

6. Blogging

- Tell students to complete OUR BLOG to sum up their discussions on reasons why students don't graduate.

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation Log at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the instructions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 2 – Come Rain or Shine

Chapter Goals

Listening: Students will listen for main ideas and specific information. They will also distinguish *can* and *can't* and they will listen to a story about camping, listening to weather forecasts.

Speaking: Students will discuss vacation plans. They will also talk about their abilities, summarizing, comparing and contrasting, telling a story, explaining rules, talking about the weather and seasons, and using critical thinking (using a T-chart).

Focus on the Images

Ask students to:

1. look at the images of different locations for vacation; tell them to compare the settings to find similarities and differences.
2. look at the three questions in this section; discuss the answers with the class, saying how these images are connected with the topic of this chapter: *Come Rain or Shine*.

Answer Key

Answers will vary.

Brainstorm and Associate

- Ask students to:
1. make a list of words and phrases that come to mind about these images, focusing on seasons, weather, and the activities shown
 2. make a list of words and phrases about their memories and feelings about different places and weather
 3. say whether there are any words or phrases that can go into both lists; have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote aloud; explain any unknown words
2. explain what the quote means, as a class.

Answer Key

Answers will vary.

Listening 1 – Nice to Meet You!

Section Aims

Listening: Predicting and expecting; the difference between *can* and *can't*

Speaking: Discussing abilities

Pronunciation: Understanding stress and reductions

Vocabulary: Understanding words and expressions related to weather, seasons, and activities

Language Focus: Understanding stress, reductions, *can* or *can't*; talking about abilities

Critical Thinking: Interpreting images

Best Practice – Activating Prior Knowledge

The pre-listening questions connect new concepts to students' prior knowledge. This activity will help students relate their own experiences of taking outdoor vacations to the new language in this chapter. When students activate their prior knowledge before learning new material, they are better able to map new language onto existing concepts, which aids understanding and retention.

Before You Listen

1. Topic

- Point to the image of Ming, Peter, and Jack.
- Put the students in pairs. Have the pairs discuss the two questions.
- Have each pair of students report their thoughts to the class.
- As the students report on their perfect day outdoors, write down any interesting and important vocabulary that comes up.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the words. Remind students that they may not understand all of the words and phrases yet, but they will as they work through the sentences.
- Have students read the sentences and fill in the blanks with the words and phrases from the list. Encourage them to guess the meanings of unknown vocabulary based on the context of the sentences.
- Put the students in pairs to discuss their answers.
- Go through the sentences as a class asking students to volunteer the answers.

Answer Key

1. A. How come; B. pouring; 2. tan; 3. chance of; 4. degrees; 5. sick of; 6. A. weather forecast; B. sunny; 7. freezing; 8. warm

Audio Script

Nouns

beach; degrees; mountain; snorkeling; snowboarding; sunbathing; tan; weather forecast; winter break;

Verbs

borrow; hate; prefer

Adjectives

cloudy; dry; freezing; sunny; warm

Expressions

By the way...; chance of; How come...?; pouring (rain) ; sick of

3. Predicting and expecting

- Read the instructions with the class.
- Explain that these questions will help students focus on the main ideas they will hear in the listening activity. They do not need to understand every word to answer the questions. Tell them to focus on what they do understand, rather than worrying about what they don't understand.
- Tell students to think of their answers to 1.1 as they read through the questions, and that they should circle whichever they think is the most likely answer for each one.

Answer Key

Answers will vary.

While You Listen

4. Listening

- Play the recording.
- After listening, have students check and correct their answers quickly and then compare their answers in pairs.
- Finally, go over the answers to the questions in Activity 3 with the whole class. Ask students for specific words or phrases they heard that support their answers.

Answer Key

1. October; 2. he studies so much; 3. go to the mountains; 4. prefer warm weather; 5. ski; 6. Jack; 7. cold and wet; 8. umbrella

Audio Script

Peter: Wow. Look. It's pouring again! I hate this weather. When does winter break start?

Jack: Winter break? It's only October.

Peter: I know, but I'm sick of studying. I want to go someplace warm and lie on the beach for a week. Someplace where it's sunny and dry. Florida or Hawaii, maybe?

Jack: Yeah. Where we can go swimming and snorkeling and get a great tan. Now that's my idea of a perfect vacation.

Ming: Not mine. I can't swim very well, and I don't like lying in the sun.

Peter: Oh, yeah? How come?

Ming: I don't know. I just prefer the mountains, especially in winter. I love snowboarding. In fact, I'm planning to go to Bear Mountain with some friends in December. Do you guys want to come?

Jack: No thanks. I went there last year. I was freezing the whole time. Anyway, I don't know how to ski very well. Last year I fell about a hundred times.

Ming: Peter, how about you?

Peter: Sorry, I'm like Jack. I don't want to go any place where it's below 70 degrees.

Jack: By the way, what's the weather forecast for tomorrow?

Ming: The same as today. Cloudy, cold, and a 90 percent chance of rain.

Jack: Oh, no! I left my umbrella at the library.

Ming: You can borrow mine. I've got an extra one.

Language Focus – Stress

5. Listening for stressed words

- Tell students to read through the conversation to focus on the missing words. Play the recording again.
- Have students write the missing words.
- After listening, have students check their answers with the audio script in their books.
- After checking answers, put students in groups of three to play the roles of Peter, Jack, and Ming reading the conversation.

Audio Script

For the audio script, see Activity 4.

Answer Key

1. again; 2. hate; 3. break; 4. October; 5. sick of; 6. beach; 7. dry; 8. that's; 9. don't; 10. How; 11. mountains; 12. freezing; 13. ski; 14. any; 15. forecast; 16. Cloudy; 17. 90%; 18. extra

Language Focus – Reductions

6. Comparing pronunciation

- Read the instructions to the students. Ask them to complete the correct headings for each column. Elicit and check answers.

- Play the recording. Tell the students to repeat both forms of the sentences out loud after they hear it.
- Listen to the class. Give the students general feedback on their reductions.
- Ask individual students to volunteer to say each form and give individual feedback.
- **Note:** If your school has a language lab, this activity (as well as all others that require oral responses/repetition) is particularly suitable for a lab setting, where you can randomly monitor students and give individual feedback.
- Read the Tip out with the class to remind them that reduced forms are not acceptable spellings in written English.

Answer Key

Headings: Unreduced; Reduced

Audio Script

- | | |
|--------------------------------------|--------------------------------|
| 1. I am sick of this weather. | I'm sicka this weather. |
| 2. I want to go someplace warm. | I wanna go someplace warm. |
| 3. We can swim. | We kin swim. |
| 4. I'm going to go to Bear Mountain. | I'm gonna go ta Bear Mountain. |
| 5. How about you? | How bouchu? |
| 6. I don't want to go. | I donwanna go. |

7. Listening for reductions

- Read the instructions with the class.
- Play the conversation. If necessary, pause the recording after each sentence and ask students to repeat it aloud..
- Tell students to fill in the missing words in the activity. Remind them to write the full forms.
- Check the answers as a class.
- Divide the students into groups of three. Have them take parts and read the dialogue. Tell the students to focus on pronouncing the reduced forms correctly.
- Have the students look at their line, look up, and then say it. Tell them not to read directly from the book.
- Walk around the room giving pronunciation feedback to the students.

Answer Key

1. Do; 2. you; 3. want; 4. to; 5. going; 6. to; 7. can; 8. and; 9. don't; 10. want; 11. to; 12. about; 13. you; 14. got; 15. to; 16. and

Audio Script

Jack: Hi, Ming. Hi, Peter.

Ming and Peter: Hey, Jack.

Ming: What's happening?

Jack: I'm going to the campus recreation center. Do you want to come?

Ming: What are you going to do there?

Jack: Well, it's a nice day. We can swim and lie in the sun.

Ming: Thanks, but I don't want to go. I'm too tired.

Jack: How about you, Peter?

Peter: I can't. I've got to stay at home and study. Maybe tomorrow.

After You Listen

8. Discussing

- Put the students into pairs.
- Tell the students to ask each other the questions. The person asking the question should try to look at the other person when asking; in other words, try to read, look up, and then ask the question. The person answering the question should have his or her book closed.
- Emphasize to the students the importance of using the new vocabulary in their answers.

- As a class, go through the questions. Have several students give answers to each question.

Answer Key

Answers will vary.

Language Focus – *Can or Can't*

- Play the recording of the Language Focus box
- Ask students to repeat the example sentences. Correct their pronunciation and stress.
- Answer any questions students have.

Audio Script

Notice the difference between the pronunciations of *can* and *can't* in the following sentences.

I *can* meet you tomorrow.

I *can't* meet you tomorrow.

9. Using can or can't

- Read the instructions to the students. Make sure that they understand the meanings of the words in the word bank.
- Have students complete the rules individually.
- Check the answers as a class.

Answer Key

1. *Can* is unstressed, so the vowel is reduced. It sounds like “kin.” Stress only the main verb: can meet
2. *Can't* is stressed, so the vowel is not reduced. Stress both can't and the main verb: can't meet

10. Listening

- Read the instructions to the students.
- Play the recording.
- Put the students in pairs to check their answers.
- If the students are unsure of some of the answers, play the recording one more time.
- Check the answers as a class, writing the correct answers on the board.

Answer Key

1. can't; 2. can; 3. can; 4. can't; 5. can't; 6. can; 7. can't; 8. can; 9. can't; 10. can

Audio Script

1. She can't swim very well.
2. Michael can drive.
3. The boys can cook.
4. I can't find his phone number.
5. Kenji can't speak Spanish.
6. He can speak Japanese.
7. I can't understand him.
8. Peter can come with us.
9. You can't take photographs in the rain.
10. We can play tennis tomorrow.

Language Focus – Talking About Your Abilities

11. Discussing your abilities

- Read the instructions to the students. Give students time to complete the chart alone.
- Put students in pairs to take turns to tell each other about things they can do and things they can't do, but would like to learn. Encourage them to ask each other questions.

- Invite volunteers to tell the class about one of the things they can and one they can't do.

Answer Key

Answers will vary.

Listening 2 - Camping

Section Aims

Listening: Listening to conversations about a camping trip; listening for main ideas; listening for specific information

Speaking: Summarizing notes, role-playing

Vocabulary: Understanding words and phrases about camping

Skills Focus: Taking notes on specific information

Critical Thinking: Interpreting images; thinking and summarizing

1. Topic

- Put the students in pairs.
- Have them read and discuss the topic questions.
- As a class, go through the questions. Write new vocabulary words or phrases that are useful or interesting on the board.

Answer Key

Answers will vary.

2. Vocabulary

- Tell the students to read the instructions.
- Play the recording and have students listen to the underlined words.
- Have the students answer the questions individually.
- Tell the students to compare their answers with a partner.
- Check the answers as a class, writing the correct answers on the board.

Answer Key

1. D; 2. E; 3. B; 4. F; 5. C; 6. A

Audio Script

incredible; muddy; hiking; clear; couldn't wait; scared

While You Listen

Strategy – Taking Notes on Specific Information

Go over the Strategy box with students. Give students some time to ask questions about the hints.

3. Listening for main ideas

- Show the students the photo for this listening section. Ask the students to describe what is happening.
- Tell the students that they are going to listen to a long conversation.
- Have them read the instructions for the activity and ask questions about anything that they don't understand.
- Read the two questions to the students.
- Ask the students to make guesses about what will happen in the story.
- Play the recording.
- Put the students in groups of three or four and have them discuss the questions.
- Go over the questions as a class.

Answer Key**Suggested answers:**

1. They went hiking in summer clothes and it started pouring/raining heavily.
2. Two bears came into their tents and took their clothes.

Audio Script

Manager: You're all wet and muddy. What happened to you?

Sarah: You're not going to believe this! It's the most incredible thing! It all started when we decided to go hiking this morning.

Chloe: Yeah, the weather was sunny and clear when we got up. So, we put on summer clothes and went hiking. Half an hour later it started pouring!

Sarah: So, we hiked back to our tent as fast as we could. We couldn't wait to change into dry clothes.

Chloe: Right. But when we went into our tent, we couldn't find our clothes! So, we went back outside to look around. And then we saw the craziest thing. Two great big brown bears came out of the woods, and guess what? They were wearing our clothes!

Manager: Aw, come on. That's impossible! What do you mean, the bears were wearing your clothes?

Chloe: Well, one bear had my T-shirt around his neck. And the other one had Sarah's jacket over its head. We still don't know where the rest of our clothes are!

Manager: (laughing)

Sarah: I know it sounds funny, but we were so scared! Those bears were big! And now we have a big problem.

Manager: What's that?

Chloe and Sarah: We don't have any dry clothes to wear!

Best Practice – Organizing Information

Activity 4 uses a graphic organizer in the form of note-taking to categorize information. In this specific activity, the organizer is a partially completed list of the events in the story. The list encourages students to process and organize information while they are listening and also provides a record for them to refer to when they are summarizing the story later. This type of graphic organizer emphasizes narration. Other types of graphic organizers are used throughout this book.

4. Listen again

- Read the instructions and emphasize that the students are to write down key words only.
- Show the students the sentences with the blanks. They should listen carefully for this specific information.
- Play the recording.
- After the recording, give the students several minutes to finish writing down their notes.

Answer Key

1. hiking; 2. sunny and clear; 3. pour; 4. tent; into dry clothes; 5. clothes; 6. outside to look; 7. bears; clothes; 8. scared; 9. no dry clothes

Audio Script

For the audio script, see Activity 3.

5. Thinking and summarizing

- Tell the students to read the instructions.
- Put the students in pairs and tell them to take turns summarizing the story.
- Tell them to look at their notes when they need a reminder of the events.
- When the summaries are finished, put the students in groups of three.
- Tell them to role-play the story. Have each group decide who will play the role of the Chloe, Sarah, and the hotel manager.
- After the role-plays are finished, ask for volunteers to do the role-play in front of the class.

Answer Key

Answers will vary.

Listening 3 – Lecture: Learning from History

Section Aims

Listening: Listening to a podcast about environmental issues in history; listening for main ideas; listening for specific information; using a T-chart

Vocabulary: Understanding words and phrases related to the environment and nature

Critical Thinking/Speaking: Talking about extinct animals; discussing what you can learn from the past

1. Topic

- Put the students in pairs.
- Have them describe the images in pairs. Ask students what the images have in common (they represent different kinds of environmental problems). Tell students to guess what environmental issues are shown.
- As a class, go through the images. Write new vocabulary words or phrases that are useful or interesting on the board.

Answer Key

Answers will vary.

2. Vocabulary

- Read the instructions with the class.
- Play the recording and have students listen to the words and phrases.
- Tell students to guess the meaning of words they don't know.
- Put students in pairs to match the words to the images in Activity 1.
- Compare answers as a class. Ask which words match more than one image.

Answer Key

Answers will vary.

Audio Script

Nouns

ancestor; crops; environment; factory; farming; machine; mammoth; risk; species; waste

Verbs

gather; destroy; die out; hunt; protect; pollute; succeed

Adjectives

ancient; brave; extinct; kind; warm

3. Thinking and discussing

- Put the students in pairs.
- Have them describe the three images in pairs. Ask students what the animals have in common (they are extinct).
- Ask students what they know about these animals, e.g. what they were, when they lived, what happened to them. Write their ideas on the board.

Answer Key

They are all extinct animals.

4. Listening for the main idea

- Read the instructions with the class.

- Tell students that they are going to listen to a long podcast. Tell them to close their books and to listen and check their answers in Activity 3. Tell them to note down the main ideas as they listen. Play the recording.
- Tell students to open their books and go through the questions. Check understanding of the term *ancestor*. Tell them that they will need to listen carefully to answer the questions.
- Play the recording again. Go through the questions and check answers as a class.

Audio Script

Speaker: What can we learn from our ancestors? Students often ask their teachers why they need to study history. One answer is that we can learn a lot from our ancestors. Let's look at a few examples. First, why do we have to protect our planet? Some people say that our ancestors began to destroy Earth when they stopped hunting and gathering food 6,000 years ago! When farming began, our relationship with the planet changed and we began to try to control it. Farmers cut down trees and cleared land for animals and crops and, as more food was easy to get, the number of people in the world grew. Then more land had to be cleared to build towns. And this is still happening today. When our ancestors started to spend less time looking for food, they had more time for other activities. That's when they began to destroy Earth in more ways. They built factories and machines that polluted the land, rivers, seas, and air. Today we are still polluting Earth. This is all because our need to buy more and more things means that factories are making more and more. But then there's more waste that needs to go somewhere.

Some archaeologists believe that ancient cultures in South America and Southeast Asia died out because they destroyed their own environment.

Then we also have to think about protecting species – the different kinds of living things – that are in danger. The dodo, the woolly mammoth, the sabre-toothed tiger, the western black rhino. What do all these animals have in common? The answer is that they have disappeared. People hunted them until they became extinct. Groups of people also fought and killed other groups, and their languages and cultures died with them.

It's too late to bring back extinct species, but we still have time to learn from our ancestors' mistakes and protect the thousands of animals, plants and cultures which are in danger today.

So, was there anything our ancestors did RIGHT that we can learn from? Happily, the answer is "yes". In all cultures, there are stories of brave and kind people to learn from. The Sherpas, local guides on Mount Everest, didn't leave their climbers when an earthquake happened. Many of them took risks and saved other people's lives. These stories from our past teach us that we can work together to protect each other and our environment. We can succeed by thinking about the results of our actions.

Answer Key

Suggested answers:

Main ideas

1. When farming began, our relationship with the planet changed and we began to try to control it.
2. Farmers cut down trees and cleared land for animals and crops and, as more food was easy to get, the number of people in the world grew. Then more land had to be cleared to build towns.; people built factories and machines that polluted the land, rivers, seas, and air.
3. These stories from our past teach us that we can work together to protect each other and our environment.

5. Listening for specific information

- Read the instructions with the class. Show the students the chart.

Strategy – Using a T-Chart

- Go over the information about T-charts with the students.
- Play the recording and have students fill in the chart as they listen.
- When they have filled in the chart, put the students in pairs to compare answers. Ask if they learned anything surprising about our ancestors.

Answer Key**Suggested answers**

Good Things: more food was easy to get; they had more time for other activities; local guides on Mount Everest didn't leave their climbers when an earthquake happened

Bad Things: land had to be cleared to build towns; there's more waste that needs to go somewhere; people hunted animals until they became extinct; groups of people also fought and killed other groups, and their languages and cultures died with them.; we are still polluting Earth; ancient cultures in South America and Southeast Asia died out

Audio Script

For the audio script, see Activity 4.

6. Completing sentences

- Read the instructions with the class.
- Tell students to complete the sentences individually.
- Check answers as a class.

Answer Key

1. farming; 2. polluted; 3. destroyed; 4. extinct; 5. ancestors; 6. protect

7. Thinking and discussing

- Read the instructions with the class. Put students in pairs to discuss the questions. Tell them to think about the issues they heard in the podcast. Remind them to use some of the vocabulary from Activity 2.
- Invite volunteers to share their ideas with the class.

Answer Key

Answers will vary.

Speaking 1 – A Nature Story

Section Aims

Speaking: Interpreting images to tell a story; describing an event; using present simple to narrate a story

Vocabulary: Understanding words related to nature and outdoor activities

Skills Focus: Story telling

Critical Thinking: Thinking and describing

1. Vocabulary

- Read the instructions with the class. Tell students that they will use these images to make up a story about something that happened to Chloe and Ryan. Tell them to look at the images A–F and to think for a minute about what is happening in each one.
- Have students make notes for their story on the space provided. Remind them to use the clues in the word box, and that they should only note down words and phrases at this stage.
- Invite different students to give words and phrases for each image. Write any interesting additional words and phrases on the board.

Answer Key

Answers will vary.

2. Thinking and describing

- Tell students that they are now going to make the story, using their notes from Activity 1. Tell them to write at least one sentence about each image to describe the sequence of events in the story. Encourage them to add details, using their imagination.

- Point out that there are no right or wrong answers, but they should write as many details as they can about the event. They should organize their notes so the story follows the order of the images to give it a clear beginning, middle, and an end.
- Monitor students as they write and help by pointing out some words and phrases for each image where necessary.

Answer Key

Answers will vary.

3. Telling a story

- Tell the students to read the instructions.
- Put the students in pairs and tell them to take turns at telling their stories. Tell them to take notes as they listen to each other's stories so they can summarize their partner's story afterwards.
- After each student tells their story, their partner should then repeat the story, referring to the notes if necessary. The student should then tell their partner if they missed any details from the story.
- When the pairs have finished telling and summarizing their stories, ask a few volunteers to tell their summary of their partner's story. Then check with the partner whether the summary was correct.
- Ask the class to decide which story was the most realistic that could really happen and which was the funniest story.

Answer Key

Answers will vary.

Speaking 2 – Explaining Rules

Section Aims

Listening: Listening to a weather report and using a chart to take notes

Speaking: Discussing signs and rules; role-playing a story

Vocabulary: Understanding environment-related words, weather words and phrases

Language Focus: Explaining rules; using modal verbs; talking about weather

Critical Thinking: Interpreting images and making creative comments

1. Brainstorming

- Read the instructions with the class. Make sure that students understand what to do. Tell them to look at each sign to decide what it shows.
- Tell students to work in groups of three to think of words and phrases to describe what each sign means. Answer any questions they have about the signs.

Answer Key

Answers will vary.

2. Thinking and discussing

- Put the students in the same groups of three. Read the instructions and make sure students understand what to do (write a description of what each sign in Activity 1 means). Tell them to use their notes from Activity 1 to write the meanings on their own first, and then to discuss and compare their answers with their group.
- Have the groups take turns telling you their answers. If none of the groups understand the signs, tell the students the meaning. e.g. *You should drive slowly near animals; You shouldn't light a fire in the park.*
- Then tell the students to read the four questions (A–D) below and ask them if they understand them.
- Explain any words that they don't understand (e.g. *litter*). Show them the photo as an example.
- Give the students five minutes to discuss the four questions. Invite volunteers to share their answers with the class.

Answer Key

Answers will vary.

Culture Note

North America has many large, beautiful national parks. It is illegal (against the law) to leave garbage in a park. It is also illegal to take plants or animals out of a park. Parks and camping areas always have rangers. Their job is to protect the parks and help visitors.

Best Practice – Cultivating Critical Thinking

This is an example of an authentic problem-solving activity. This type of task-based activity requires students to process the information they have learned and apply it to a real situation. Students must make up their own ending to a story using information from their own experiences. This involves reinterpretation, synthesis, and application of concepts. The process of manipulating language and concepts in this way will create deeper processing of new material which will allow students to evaluate whether they have understood the new material and help them remember it better.

Language Focus – Explaining Rules

● Ask students to read the Language Focus box about Explaining Rules. Make sure they understand the meanings of the expressions. Answer any questions they have.

3. Completing sentences

- Read the instructions with the class. Tell students that they will use the expressions from the Language Focus box and there may be more than one correct answer, the main point being that students understand which sentences will match the “Do” expressions and which match the “Don’ts”.
- Tell them to do the task individually.
- Ask volunteers to read out the rules with their answers. Correct as necessary.

Answer Key

2. You shouldn’t/You mustn’t/It’s against the rules/law to.../You’re not allowed to...
3. you shouldn’t/you mustn’t /it’s against the rules/law to.../you’re not allowed to...
4. You should.../You need to.../You must...
5. You should.../You need to.../You must...
6. is illegal

4. Role-playing

- Read the role-play to the students. Again, ask the students to paraphrase the situation back to you.
- Tell the students to look back at the expressions for Explaining Rules. Ask the students to give you one or two sample sentences for each expression, e.g. *It’s against the rules to leave garbage in the campsite.*
- Divide the students into groups of three. Tell the students to decide who is George, Lou, and Rick.
- Have the students do the role-play. When the groups are all finished, ask a group to volunteer to do their role-play in front of the class.

Answer Key

Answers will vary.

5. Vocabulary

- Play the recording and have students listen to the words.
- Read the instructions to the students. Have the students match the words and weather icons.
- Give the students a few minutes to complete the activity.

Answer Key

1. C; 2. E; 3. D; 4. H; 5. A; 6. B; 7. G; 8. F

Audio Script

1. chilly; 2. fair skies; 3. partly cloudy; 4. shower; 5. high (temperature); 6. low (temperature); 7. windy; 8. thunderstorm

6. Listening

- Read the instructions to the students.
- Go through the chart with the students showing them the four days at the top and the information categories along the left side. Give the students some time to ask questions.
- Tell the students to fill in the chart as they listen to the recording. Play the recording.
- Put the students in groups of four. Have the students go through the chart and compare their answers. If they can't agree on some items, play the recording again.
- Read out the tip to the class and answer any questions students may have.
- Check the answers as a class.

Answer Key

	Friday	Saturday	Sunday	Monday
Sky (Cloudy? Fair?):	partly cloudy	Fair	fair	(not stated, but probably cloudy since there's a chance of rain)
Temperature: High:	61°F/16°C	sixties F/16–20°C	70°F/21°C	not stated
Temperature: Low:	mid-fifties F/around 12°C	45°F/7°C	below 50°F/10 °C	not stated
Rain (Yes? No?)	Yes	No	No	Yes, 50% chance

Audio Script

Female voice: This is the National Weather Service report at five in the afternoon, Friday. The forecast for the Bear Mountain area is partly cloudy with some showers through the night, clearing by early morning. The high today was sixty-one degrees Fahrenheit, sixteen degrees Celsius; overnight lows will be in the mid-fifties Fahrenheit – around twelve degrees Celsius. Tomorrow's highs will be in the sixties Fahrenheit – between sixteen to twenty Celsius – with fair skies continuing throughout the day. Temperatures will drop Saturday night to a chilly low of forty-five degrees Fahrenheit, seven degrees Celsius. Sunday will continue fair, warming up to a high temperature of seventy Fahrenheit, twenty-one Celsius. Sunday night lows will get down below fifty Fahrenheit, ten Celsius again. There will be a fifty percent chance of rain on Monday.

Speaking 3 – Talking about Seasons

Section Aims

Speaking: Discussing seasons and climate

Vocabulary: Understanding words and phrases related to seasons and climate

Skills Focus: Researching and finding out about climate in different countries

Critical Thinking: Blogging about good and bad points of different climates

1. Brainstorming

- Have students look at the four photos of the seasons (spring, summer, fall, winter).
- Read the instructions for the activity. Make sure that all of the students understand the words in English for the seasons. Tell them that we also use the word *autumn* to describe *fall*.
- Ask the students what months are usually associated with the seasons in their country.

Answer Key

1. winter; 2. spring; 3. summer; 4. fall

Content Note

The concept of “four seasons” is prevalent through much of Europe and North America. Temperature may be the main factor in differentiating the seasons along with trees losing their leaves or flowers blooming. In many parts of the world, however, people may talk about three seasons or five seasons that depend more on the amount of rain than on changes in temperature. Students may talk about “wet” seasons and “dry” seasons.

2. Discussing

- Put the students in pairs. Have them read the instructions and discuss the questions.
- After they have discussed the questions, tell them to complete the charts in Activity 3. Alternatively, students could copy the charts in Activity 3 to record their answers on a separate page.
- Invite some students to describe the climate in their partner’s country, using their notes.

Answer Key

Answers will vary.

3. Researching

- Put students into small groups. Read the instructions with the class.
- Tell students to look for information about the climate in their own country and the climate in another country, using the Internet, or any other source they can find. Point out the aim of the research, as mentioned below the notes, is to present information about the weather in different seasons for each.
- Students may use their notes from Activity 2 to research more details about their partner’s country, or choose any other country. Encourage them to research the climate in a country where the climate is different from their own.

Answer Key

Answers will vary.

4. Presenting

- Ask each group to present their research findings to the class.
- Have students discuss their presentations as a class. Remind them to use the weather words from Speaking 2 and their notes from Activity 1 and Activity 2 and to use comparative forms in their information.

Answer Key

Answers will vary.

5. Blogging

- Tell students to complete OUR BLOG to give their opinions on the good and bad points about different climates.

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation Log at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the instructions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree

to which they learned them. Have students work individually to circle the numbers which represent their progress.

- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 3 – Diet? A Piece of Cake!

Chapter Goals

Listening: Students will listen for main ideas and details. They will listen to advice and take notes. They will also listen and follow instructions, and develop their critical thinking.

Speaking: Students will speak about food shopping, and recipes. They will compare eating habits. They will also give and take an order at a restaurant, complain politely, explain a process, and develop their critical thinking.

Focus on the Images

Ask students to:

1. look at the images of different types of food; tell them to describe the different kinds of food
2. answer the questions in this section; discuss the answers with the class, saying how these images are connected with the topic of this chapter: *Diet? A piece of cake!*

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about these images, focusing on the kinds of food shown
2. make a list of words and phrases about their memories and feelings about food and shopping for food
3. say whether there any words or phrases that can go into both lists; have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote aloud; explain any unknown words
2. explain what the quote means, as a class.

Answer Key

Answers will vary.

Listening 1 – Shopping for Food

Section Aims

Listening: Interpreting images and making creative comments; listening to a conversation about shopping in a supermarket; distinguishing between reduced and unreduced pronunciation; identifying stressed items as information carriers

Speaking: Discussing shopping preferences and habits

Pronunciation: Understanding stressed words and reductions

Vocabulary: Understanding terms to talk about healthy eating; shopping-related words and phrases; count and non-count nouns to express quantities of food

Language Focus: Understanding stress; reductions; stress in numbers; count and non-count nouns

Critical Thinking: Anticipating language and content based on experience and knowledge; surveying and interviewing people about shopping habits

Before You Listen

Best Practice – Activating Prior Knowledge

The Topic questions activate students' prior knowledge. This activity will help students relate their own experience of shopping for groceries to the new language in this chapter. When students activate their prior knowledge before learning new material, they are better able to map new language onto existing concepts, which aids understanding and retention.

1. Topic

- Have students look at the images and describe what they see.
- Have the students read the four questions and discuss them in pairs.
- Compare answers as a whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the words.
- Read through the vocabulary list making sure that the students understand all of the words and phrases.
- Read out the Tip box that explains the asterisked items. Explain the difference between the verb produce and the noun PRO-duce.
- Tell students to read through the sentences and ask questions about any words or expressions that they do not understand (e.g., “pretty” as an adverb).
- Have students fill in the blanks with the words and phrases.
- Tell them to check their answers with a partner.
- Go through the sentences as a class asking students to volunteer the answers.

Answer Key

1. pound; 2. quart; 3. take credit cards; 4. produce; 5. groceries; 6. aisle; 7. in line; 8. tofu

Audio Script

Nouns

aisle; produce; groceries; pound; quart; tofu

Expressions

in line; pay by credit card; pay in cash; take credit cards

3. Predicting and expecting

- Read the instructions with the class.
- Explain that these questions will help students focus on the main ideas they will hear in the listening activity. They do not need to understand every word to answer the questions. Tell them to focus on what they do understand, rather than worrying about what they don't understand.
- Have students look at the image and describe what is happening.
- Have the students read the three questions and discuss them in pairs.

Answer Key

Answers will vary.

While You Listen

4. Listening and comparing

- Play the recording.
- After listening, have students check and correct their answers quickly and then compare their answers in pairs.
- Finally, go over the answers to the questions in Activity 3 with the whole class. Ask students for specific words or phrases they heard that support their answers.

Answer Key

1. They are discussing what food to buy in the grocery store.
2. Andrew always buys too much food when he's hungry.
3. They can't use the express line because they have more than ten items. Also, you can't pay by credit card in the express line.

Audio Script

Andrew: Well, I got a few groceries that aren't on the list.

Nancy: I can see that! We're not shopping for an army, you know.

Andrew: I always do this when I'm hungry.

Nancy: Well, let's see what you have here.

Andrew: Some nice, fresh strawberries for only \$1.79 a pound.

Nancy: Well, that's fine. They always have nice produce here. But why do you have all these cookies?

Andrew: Don't you like them?

Nancy: Oh, I don't know... I hope you got a box of tofu.

Andrew: I think I forgot. Where's the aisle with the Asian foods again?

Nancy: Aisle three.

Andrew: I'll go get it.

Nancy: Wait – this steak you got looks really expensive!

Andrew: Well, it isn't. It's on sale for just \$3.99 a pound.

Nancy: And what's this? More ice cream? We already have a quart at home. Why don't you put it back? Meanwhile, I'll get in line right here.

Cashier: I'm sorry, Miss; this is the express line, and it looks like you've got more than ten items. Oh, and we don't take credit cards here.

5. Listening for details

- Tell the students to read the three True–False questions.
- Play the recording.
- Put the students in pairs to answer the questions.
- Go over the questions as a group.

Answer Key

1. T; 2. F – Nancy wants Andrew to put the ice cream back because they already have a quart at home;
3. F – strawberries cost \$1.79.

Audio Script

For the audio script, see Activity 4.

Language Focus – Stress

6. Listening for stressed words

- This is the third time the students have done this type of activity, so little explanation should be necessary.
- Play the recording again. Have students write the missing words.
- After listening, have students check their answers with the audio script in their books.
- After checking answers, put students in pairs to play the roles of Andrew and Nancy reading the conversation.

Answer Key

1. aren't; 2. see; 3. army; 4. always; 5. have; 6. strawberries; 7. \$1.79; 8. produce; 9. why; 10. cookies; 11. box; 12. tofu; 13. forgot; 14. aisle; 15. three; 16. Wait; 17. steak; 18. isn't; 19. sale; 20. \$3.99; 21. this; 22. quart; 23. back; 24. line; 25. sorry; 26. express; 27. ten; 28. credit

Audio Script

For the audio script, see Activity 4.

Language Focus – Reductions**7. Comparing unreduced and reduced pronunciation**

- Read the instructions to the students. Ask them to complete the correct headings for each column. Elicit and check answers.
- Play the recording. Tell the students to repeat both forms of the sentences out loud after they hear it.
- Listen to the class. Give the students general feedback on their reductions.
- Ask individual students to volunteer to say each form and give individual feedback.
- **Note:** If your school has a language lab, this activity (as well as all others that require oral responses/repetition) is particularly suitable for a lab setting, where you can randomly monitor students and give individual feedback.
- Read the Tip out with the class to remind them that reduced forms are not acceptable spellings in written English.

Audio Script

Unreduced Pronunciation	Reduced Pronunciation
1. Let's see what you have here.	Let's see <u>whatcha</u> have here.
2. Why do you have all these cookies?	Why <u>d'ya</u> have all these cookies?
3. Don't you like them?	<u>Dontcha</u> like <u>'em</u> ?
4. I don't know.	I <u>dunno</u> .

Answer Key

1. **Headings:** Unreduced, Reduced
2. Answers will vary.

After You Listen**8. Discussing**

- Put the students into pairs.
- Tell the students to ask each other the questions. The person asking the question should try to look at the other person when asking; in other words, try to read, look up, and then ask the question. The person answering the question should have his or her book closed.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.

Answer Key

Answers will vary.

Language Focus – Stress in Numbers

- Read the information in the Language Focus box. Point out the difference in sounds and meanings between *-teen* and *-ty* endings.
- Play the recording. Ask students to pronounce the numbers in the chart.

Answer Key

Answers will vary.

Audio Script

Teens or Tens?

Notice the differences in stress between the following pairs of words. In the numbers 13 to 19, be sure to stress the *-teen* ending. For 20, 30, 40, etc., to 90, stress the first syllable only. Listen and underline the stressed syllables.

thirteen thirty

fourteen forty

fifteen fifty

sixteen sixty

seventeen seventy

eighteen eighty

nineteen ninety

9. Listening and writing

- Read the instructions to the students.
- Show them the illustrations with the blanks.
- Play the recording.
- Put the students in pairs to check their answers. If necessary, play the recording again.
- Check the answers as a class

Answer Key

1. 14; 2. 10:30; 3. 40; 4. 1.90; 5. 30; 6. 13; 7. 70. 8. 19; 9. 15

Audio Script

1. This turkey weighs fourteen pounds.
2. The market is open until ten thirty p.m.
3. We spent forty dollars on groceries yesterday.
4. Those peaches cost one dollar ninety a pound.
5. Everything in this store is about thirty per cent cheaper today.
6. This milk is good until November thirteenth.
7. By using this coupon, you can save seventy cents on this ice cream.
8. Canned vegetables are in aisle nineteen.
9. The store will close in fifteen minutes.

Language Focus – Count and Non-Count Nouns

- Go over the Language Focus box on Count and Non-Count nouns.
- Make sure students understand the meanings of the examples of types of measurements. Answer any questions they have.

10. Matching phrases to non-counts

- Have students work individually to match the phrases with the non-count nouns.
- Compare answers as a whole class and write the correct answers on the board.

Answer Key

1. G; 2. A; 3. E; 4. F; 5. H; 6. B; 7. C; 8. D

11. Surveying and interviewing

- Read the instructions to the students.
- Read the sample sentences to the students. Make sure that they understand the difference between *how much* (use with non-count nouns) and *how many* (use with count nouns).
- Go over the chart with the students. Make sure that they understand the time expressions at the top of the chart and the food vocabulary in the chart.
- Tell the students to ask you how much and how many questions. Have them fill in your information in the chart.

- Put the students in groups of four. Tell them to ask each member of the group the questions. Tell them to fill in all of the information in the chart.
- Go over the information together. Ask questions about the information: *Who drinks the most coffee? Who eats the most bananas?*

Answer Key

Answers will vary.

Listening 2 – Healthy Eating

Section Aims

Listening: Listening to a radio show on health advice for specific information; listening and taking notes

Speaking: Using *should/shouldn't* to give advice on healthy eating

Vocabulary: Understanding words and phrases related to diet and eating habits; *should/shouldn't* for advice

Critical Thinking: Interpreting images and making creative comments about fast food and healthy eating

1. Topic

- Read the instructions with the class. Make sure students understand the questions. If students have questions, have another student answer, or give a paraphrase of the question to help them understand.
- Explain that the images show different types of fast food. Tell students to look at them for ideas. Have students work with a partner to brainstorm ideas and note any words they can think of on this topic.
- Ask a few volunteers to share their answers with the class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and have students listen to the underlined words.
- Tell the students to read the instructions.
- Have the students match the definitions individually.
- Tell the students to compare their answers with a partner.
- Check the answers as a class, writing the correct answers on the board.

Answer Key

1. G; 2. E; 3. H; 4. F; 5. A; 6. C; 7. B; 8. D

Audio Script

source; vitamins and minerals; gain; skip; decay; cut down on; calories; fiber

While You Listen

3. Listening for specific information

- Read the instructions to the students.
- Have the students read the specific question. Remind them to listen for answers to this question.
- Put the students in small groups.
- Play the recording.
- Have them say all the things that they remember from the advice given in the recording about what they can do to eat right.
- Check the answers orally as a class

Answer Key

Answers will vary.

Audio Script

Bob: Hi everyone, I'm Bob.

Pam: And I'm Pam, and this show is all about "Eating Right!"

Bob: You know, Pam, with people so busy today, they don't have a lot of time to shop or plan what to eat.

Pam: That's true, but healthy eating might just give you a longer and happier life! So, here are some things we all should think about regarding our diet.

Bob: First, eat lots of fruits and vegetables. Why? Well, they're a good source of vitamins and minerals...

Pam: Right, and they're a good source of fiber, too. Also, they're almost all low in calories and fat, and eating them may help protect you against cancer. So, put an apple or a banana in your lunchbox, or have a carrot for a snack – skip those potato chips.

Bob: That's right. Fruits make a great dessert – you don't need all those sugary sweets and drinks, cookies, cakes, candies, sodas.

Pam: You bet you don't. So, a second point to remember: too much sugar in your diet can lead to health problems like weight gain, tooth decay – that's trips to your dentist...

Bob: Owwww! Or even diabetes, and that's serious!

Pam: Now the third thing we want you to think about is reducing the fat you eat.

Bob: Uh-huh. Cutting down on the fat in our diets would be good for many of us.

Pam: So true. It can help us lose weight.

Bob: Or *not* gain weight in the first place.

Pam: And it can lower our chance of getting heart disease, and cancer, too.

Bob: So, cut back on all those hamburgers, cheeseburgers, French fries...

Pam: And chips – they're full of fat...

Bob: And salt. Oh, I don't want to forget our fourth suggestion: eat more whole grains. You'll get plenty of fiber, vitamins, and minerals from them.

Pam: You mean, like, brown rice and whole wheat?

Bob: That's it. They're much healthier than white bread, white rice, and things like that.

Pam: Finally, you don't want to drink too much coffee. Coffee can make you nervous, and keep you awake at night. Or even affect your heart – but we'll talk about coffee on another show.

Best Practice – Activating Prior Knowledge

Activity 4 is an example of an activity that helps students map what they know about the real world into a framework in English. This activity asks students to use the knowledge that they already have about nutrition in their native language and fit it into a framework in English in order to understand a listening passage about nutrition in English. By asking students to map concepts about nutrition onto this chart, we are helping the students put everything that they know about nutrition together into a coherent whole.

4. Listening and taking notes

- Read the instructions to the students.
- Show the students the chart for the information from the conversation. Make sure that the students understand what "Reasons" are.
- Play the recording. Tell the students to fill in the chart, working individually.
- Walk around the room checking to see how the students are doing.
- If necessary, play the recording again.

Answer Key

Things You <i>Should</i> Eat	Reasons	Examples
<i>vegetables</i>	<i>Fiber, vitamins</i>	<i>carrots</i>
fruit	good source of fiber, vitamins and minerals, low in calories and fat	apples, bananas
whole grains	have plenty of fiber, vitamins and minerals	brown rice, whole-wheat bread

Things You <i>Shouldn't</i> Eat	Reasons	Examples
sugar	can cause weight gain, tooth decay, and diabetes	cookies, cakes, candies, sodas
fat	causes heart disease and cancer	hamburgers, cheeseburgers, French fries, potato chips
coffee	makes people nervous, can keep them up at night or affect the heart	(coffee: if students put coffee here, it should be considered correct)

Audio Script

For the audio script, see Activity 3.

5. Summarizing

- After the students have filled in the chart, put them in pairs. Have them compare answers.
- Read the instructions to the students.
- Have pairs summarize the advice. Walk around the room to make sure that they are using complete sentences.
- Have the class tell you which pieces of advice on the dos and don'ts they have tried and how effective they were.

Answer Key

Answers will vary.

Listening 3 – Recipes and Regional Foods

Section Aims

Listening: Listening for specific information and taking notes; following cooking instructions and advice about food.

Speaking: Describing a recipe

Vocabulary: Understanding food ingredients; verbs related to food preparation

1. Topic and vocabulary

- Read the instructions with the class. Make sure students understand the questions. If students have questions, have another student answer, or give a paraphrase of the question to help them understand.
- Explain that the images show different regional foods from around the world. Tell students to look at each image and think about what each dish is and what its ingredients are. Have students work with a partner to brainstorm ideas and note any words they can think of on this topic.
- Ask a few volunteers to share their answers with the class.

Answer Key

1.

- A. French toast served with honey and cheese.
- B. Noodles with chicken and peppers.
- C. Hummus, falafel and chickpeas served with salad, pita and spices.
- D. Greek salad served with black olives, feta, red onion, lettuce and tomatoes.
- E. Mushroom soup with dill and toast.
- F. Paella.

2. Answers will vary.

3. Answers will vary.

2. Looking and matching

- Read the instructions to the students.
- Point to the images in the activity. Give the students a few minutes to look at them.

- Have the students match the verbs and images.
- Give the students a few minutes to complete the activity. Don't check answers at this stage as students will check them in Activity 3.

Answer Key

Answers will vary.

While You Listen**3. Listening and checking**

- Tell students that they are going to listen to the recipe shown in the images in Activity 2. Tell them to listen for the verbs used in the instructions to check their answers.
- Play the recording.
- Check answers as a class.

Answer Key

1. serve; 2. fry; 3. beat; 4. dip; 5. melt;

Audio Script

Tom: To make French toast for four people, here's what you'll need:

eight slices of bread, two eggs, one cup of milk, one-half teaspoon of salt, and about a tablespoon of butter.

Have you got all that?

First, beat the eggs, milk, and salt with a fork for a minute until they're well mixed.

Then melt the butter in a frying pan. While the butter is melting, dip eight slices of bread into the egg mixture.

Then, when the butter is hot, fry the bread slices until they're golden brown.

Serve them on a warm plate with butter and syrup or jam.

4. Listening for specific information

- Read the instructions to the students.
- Show the students the lines for the steps of the recipe.
- Play the recording again.
- Give the students some time to write down the five steps in the cooking process. If necessary, play the recording again.

Answer Key

Step 1. Beat the eggs, milk, and salt for one minute.

Step 2. Melt the butter in a frying pan.

Step 3. Dip eight slices of bread in the egg mixture.

Step 4. Fry the slices of bread until they're golden brown.

Step 5. Serve them on a warm plate with butter and syrup or jam.

Audio Script

For the audio script, see Activity 3.

After You Listen**5. Working together**

- Put the students in pairs. Tell the students to check their answers from the previous activity with each other.
- Then have the students take turns playing the role of Tom explaining how to make French toast. Walk around the room helping students as needed.

Answer Key

Answers will vary.

6. Preparing and sharing

- Tell the students to read the instructions. Give them a few minutes to think of a recipe that they would like to teach the class.
- Have the students write down the ingredients for their recipe. Then tell the students to write down brief notes on each step of the recipe (e.g. *stir in rice*).
- Have the students take turns presenting their recipe to the class. Tell the students to take notes so that they can retell the recipe.
- After each presentation, choose a student to retell the recipe.

Answer Key

Answers will vary.

Speaking 1 – Ordering at a Restaurant

Section Aims

Listening: Listening to a dialogue between a restaurant server and a customer

Speaking: Ordering food; asking for information about food; complaining at a restaurant; role-playing server and customer

Vocabulary: Understanding words and phrases related to meals and ordering food

Language Focus: Understanding vocabulary related to restaurants verb forms; understanding modal verbs

1. Brainstorming

- Read the instructions with the class. Make sure that students understand what to do. Tell them to note down their own words and phrases for each image.
- Tell students to work in pairs to discuss and compare their answers.
- Invite pairs to feed back to the class, listing their ideas under three headings: *ordering food, asking about dishes, complaining at a restaurant*.

Answer Key

Answers will vary.

2. Thinking and describing

- Have students read the instructions. Tell them to use their words and phrases from Activity 1 to help them.
- Tell students to compare answers with a partner.
- Compare answers as a class.

Answer Key

Answers will vary.

3. Who is saying what?

- Read the instructions with the class. Make sure that students understand what to do.
- Have students work individually to decide who says each question or answer.
- Check answers as a class.

Answer Key

1. S; 2. C; 3. C; 4. C; 5. S; 6. S; 7. C; 8. S; 9. S; 10. S; 11. C; 12. C

4. Matching

- Have students work individually to match the questions and answers from Activity 2 under the correct headings. Tell them to use their answers from Activity 3 as a guide.
- Tell students to compare answers with a partner.
- Compare answers as a whole class.

Answer Key

Server:

Are you ready to order?

Would you prefer (French fries) or (a baked potato)?

May I take your order?

Would you like (soup) or (salad)?

Do you want a starter?

What would you like to drink?

Customer:

What kind of (salad dressing) do you have?

I'd like (the grilled fish).

I'll have (the beans and rice).

May I please have (a glass of iced tea)?

Do you have (tofu)?

Does that come with (a vegetable dish)?

5. Completing the dialogue

- Have the students read the restaurant conversation. Tell them to complete the dialogue with the words and phrases from the box.
- Tell students to listen and check their answers as they hear the conversation. Play the recording.
- Put the students in pairs to check their answers. Have the students take the roles of server and customer to practice the conversation.

Answer Key

1. I'd like; 2. starter; 3. What kind of; 4. main course; 5. Could you tell me if; 6. Would you prefer; 7. What would you like; 8. appetizer; 9. No, thanks.; 10. Of course.

Audio Script

Ordering in a Restaurant

Server: Are you ready to order, ma'am?

Customer: Yes, I am.

Server: What would you like?

Customer: I'd like the grilled fish.

Server: Would you like soup or salad for a starter?

Customer: What kind of soup do you have?

Server: We have Japanese miso soup or Italian minestrone.

Customer: I think I'll have the minestrone.

Server: And would you like potatoes or rice with your main course?

Customer: Rice, please. Could you tell me if the fish comes with a vegetable dish?

Server: Yes. Would you prefer green beans or broccoli?

Customer: Green beans, please.

Server: What would you like to drink?

Customer: I'd like a glass of iced tea.

Server: OK, that's minestrone soup, followed by grilled fish with rice and green beans, and a glass of iced tea. Would you like an appetizer while you're waiting?

Customer: No, thanks. But may I please have a glass of water?

Server: Of course. I'll bring it right away.

Customer: Thank you.

Language Focus – Verb Forms

● Ask students to read the Language Focus box. Make sure they understand the meanings of the expressions. Answer any questions they have.

6. Role-playing

- Read the instructions to the students.
- Put the students in pairs. Tell them to decide which student is the server and which is the customer.
- Have the servers read the Server's Instructions and have the customers read the Customer's Instructions.
- Give the students time to read the menu. Ask them what they don't understand.
- Encourage the students to practice the role-play without reading the conversation and to use the expressions that they have studied. Walk around the room to help get them started.

Answer Key

Answers will vary.

Speaking 2 – Compare Eating Habits

Section Aims

Speaking: Interviewing and reporting findings on eating habits

Vocabulary: Understanding words about meals and snacks

Language Focus: Reporting findings

Skills Focus/Critical Thinking: Interviewing and reporting findings on eating habits

1. Topic

- Put the students in pairs. Tell them to look at the images and think about which foods people might have for a meal or for a snack.
- Have them read and discuss the topic questions.
- As a class, go through the questions. Write new vocabulary words or phrases that are useful or interesting on the board.

Answer Key

Answers will vary.

Best Practice – Interacting with Others

Activity 2 is an example of collaborative learning to encourage fluency and confidence. In these discussion questions, based around the topic of nutrition and health, communication is more important than grammar. Students can discuss the questions, exchanging authentic information and opinions. By the time they discuss their answers with the class, they should feel more confident in the use of the new language.

2. Thinking and making notes

- Read the instructions to the students.
- Show the students the chart for the information and explain the three columns. Make sure they understand that they should write their own information first under *Myself*, and then interview three other students.
- Have the students fill out the chart individually
- Put students in groups of four to do the activity. Alternatively, they can walk around the class to interview other students.
- Walk around the room checking to see how the students are doing.
- Go over the charts as a class. Ask the students to look for any general tendencies (e.g., they eat more traditional food when at home than when traveling).

Answer Key

Answers will vary.

3. Comparing and sharing

- Make sure students understand the instructions. Put groups or pairs together to compare and discuss their answers.

Answer Key

Answers will vary.

Language Focus – Reporting Findings

- Tell students to use the examples to report their findings to their groups.
- Invite groups to share their findings with the class.

Answer Key

Answers will vary.

Speaking 3 – Eating Green**Section Aims**

Listening: Listening to a podcast about food and the environment

Speaking: Explaining possibilities and effects or outcomes; sharing opinions

Vocabulary: Understanding words about food and the environment

Language Focus: Understanding titles; conditional sentences

Critical Thinking: Discussing the feasibility of “eating green”

1. Topic

- Put the students in pairs. Tell them to look at the title and images, and then discuss the topic question.
- As a class, compare students’ ideas. Write new vocabulary words or phrases that are useful or interesting on the board.

Answer Key

Answers will vary.

Language Focus – Titles

- Read through the information in the Language Focus box. Explain that the title of this lesson “Eating Green” is an example of a short title to give the message of eating in a way that is less damaging to the environment.

2. Listening

- Tell students they will hear someone giving a talk on a podcast about ways of saving the environment. Tell them to read the question and to note down the different examples mentioned as they listen.
- Play the recording. Have students listen to take notes. Then ask them to share their notes in pairs.

Answer Key

Answers will vary. (Accept any relevant points from the podcast.)

Audio Script

Everyone is aware that we need to make changes if we are going to save the environment. Many cities have started recycling programs and there have been many initiatives to save electricity and reduce

pollution. Still, people wonder what they can do at home to make the biggest impact. Some of the most effective changes we can make to help the environment have to do with what we eat.

The first thing you can do is cut down on waste.

Careful shopping and meal planning can reduce the amount of food you throw away. Write a list of the food you need, and try not to buy anything extra. If you are eating at a restaurant, you can ask to take leftover food home with you.

Packaging is another source of waste. When you are shopping, take along some reusable bags so that you don't need to use plastic bags each time. You can also choose food that comes in recyclable or biodegradable packages. Biodegradable means that the package will disappear over time instead of ending up in a landfill or ocean forever.

Another thing you can do is eat less meat. The animals we raise for food produce a lot of gases that increase the problem of global warming. Some studies have shown that when cows eat grass instead of grains, they produce less gas. Grass-fed cows are a better choice for the environment, although grass-fed beef may be more expensive to buy. Even better, try to have one or two vegetarian days. Some people have "Meatless Mondays." In this way, they can cut down on meat without changing their entire lifestyles.

3. Explaining

- Put students in pairs or small groups to make notes and discuss their answers.
- Make sure students understand the vocabulary in the mind map. Explain as necessary, or encourage students to explain words to each other by paraphrasing.

Answer Key

Answers will vary.

Language Focus – Conditional Sentences

- Tell students to read through the instructions in the Language Focus box. Make sure they understand which verb forms are used.
- Ask them to identify the verb tenses used in the example sentences in the *If* clause (present simple) and in the result clause (future simple). Elicit or explain that these are examples of First Conditional.
- Tell students to use conditionals to explain the ways of cutting waste and pollution conditionals.
- Invite pairs to use their notes to explain their ideas to the class.

Answer Key

Answers will vary.

4. Sharing opinions

- Put students in pairs and tell them to read the instructions and example sentences.
- Make sure they understand what to do. Stress that there are no right or wrong answers, but they should back-up their ideas with examples, just as the speaker did on the podcast.

Answer Key

Answers will vary.

5. Discussing

- Put students into groups of four to discuss the question. Remind them to use conditionals to express the ideas of cause and effect.
- Invite groups to feed back their conclusions to the class.

Answer Key

Answers will vary.

Speaking 4 – Research and Present

Section Aims

Speaking: Discussing how national eating habits affect the environment

Vocabulary: Understanding words and phrases related to national eating habits and the environment

Skills Focus: Researching and finding out about different national eating habits, and about waste management and recycling

Critical Thinking: Blogging about the effects of good and bad eating habits

1. Topic

- Have students look at the images of different environmental issues. Tell them to describe what they show and how each one affects the environment. Tell them to think about the issues which they discussed in Speaking 3 and to use the words and phrases from the mind map.

Answer Key

Answers will vary.

2. Researching

- Put students into small groups. Read the instructions with the class.
- Tell students to choose a country apart from their own and to look for information about traditional eating habits there and their effect on the environment. They may use the Internet, or any other source they can find.
- Point out the aim of the research is also to present information about waste management and recycling, especially in relation to food, for their chosen country.

Answer Key

Answers will vary.

3. Preparing and presenting

- Ask each group to prepare their presentation on slides to present their research findings to the class.
- Have students discuss their presentations as a class. Remind them to use conditionals in presenting their information.

Answer Key

Answers will vary.

4. Blogging

- Tell students to complete OUR BLOG to give their opinions on the effects of bad and good eating habits

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation Log at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the instructions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.

- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 4 – A Connected World

Chapter Goals

Listening: Students will listen for main ideas and specific information in conversation. They will take notes using a concept map. They will listen to instructions and follow instructions on a map.

Speaking: Students will talk about community activities. They will also describe locations in a city, comparing colleges in small towns and cities. They will ask for, and give instructions, and will develop their critical thinking skills.

Focus on the Images

Ask students to:

1. look at the images of people communicating in different ways; tell them to compare the settings to find similarities and differences
2. answer the four questions in this section; discuss the answers with the class, saying how these images are connected with the topic of this chapter: *A Connected World*.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about the idea of community
2. make a list of words and phrases about their memories and feelings about connecting with other people
3. say whether there are any words/phrases that can go into both lists; have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. read the quote aloud; explain any unknown words
2. explain what the quote means, as a class.

Answer Key

Answers will vary.

Listening 1 – Getting Involved

Section Overview

Listening: Interpreting images and making creative comments; activating and answering questions about a topic

Speaking: Discussing answers from a questionnaire about personal and community events

Pronunciation: Understanding stress and reductions

Vocabulary: Understanding vocabulary from context; understanding and using phrases and expressions related to communities and community services

Language Focus: Understanding stress and reductions

Critical Thinking: Thinking and predicting; discussing answers from a questionnaire about personal and community events

Best Practice – Activating Prior Knowledge

The pre-listening questions connect new concepts to students' prior knowledge. This activity will help students relate their own experiences of taking outdoor vacations to the new language in this chapter. When students activate their prior knowledge before learning new material, they are better able to map new language onto existing concepts, which aids understanding and retention.

Before You Listen

1. Topic

- Go over the questions with students. Give them time to match the images with the words from the box below. Explain any vocabulary that they don't understand.
- Have students discuss the questions in small groups.
- Compare answers as a whole class.
- Write new vocabulary that students use on the board for their classmates to learn.
- For question 2, list local fun activities and events that the whole class might enjoy on the board. Also list the opportunities for volunteer work that students mention for question 3.

Answer Key

1. beach cleaning; 2. homeless shelter; 3. community teaching; 4. distributing aid; 5. elderly care; 6. animal welfare

Discussion answers will vary.

2. Vocabulary

1

- Read the instructions aloud.
- Play the recording and have students read and listen to the words and phrases.
- Go over the vocabulary chart on page 65 with the class. Have students read the words and phrases and match them to their definitions.
- Check answers as a class.

Answer Key

1.

A g; B i; C b; D j; E f; F h; G k; H a; I d; J l; K c; L e.

Audio Script

(be) supposed to
do community service
lose track of time
refugee
See what I mean?
shelter
show up
sign up
Sounds good.
to get out
tons of stuff
volunteering

2.

- Have students work individually to read through the sentences and fill in the blanks, using the words and phrases from 2.1. Tell them to guess from context if they don't know the answer.
- Ask students to compare answers with a partner. Then check the answers as a class.

Answer Key

- A. lost track of time
- B. get out
- C. tons of stuff
- D. See what I mean
- E. refugee
- F. Sounds good
- G. do community service
- H. Volunteering
- I. shelter
- J. show up
- K. is supposed to
- L. sign up

3. Thinking and predicting

- Read the instructions with the class.
- Call students' attention to the photo above Activity 3. Ask students to guess where the two people are and what they are talking about.
- Explain that these questions will help students focus on the main ideas they will hear in the listening activity. They do not need to understand every word to answer the questions. Tell them to focus on what they do understand, rather than worrying about what they don't understand.
- Tell students to think of their answers to 1.2 as they read through the questions, and that they should write whatever they think is the most likely answer for each one.

Answer Key

Answers will vary.

While You Listen**4. Listening**

- Play the recording.
- After listening, have students check and correct their answers quickly and then compare their answers in pairs.
- Go over the answers to the questions in Activity 3 with the whole class. Ask students for specific words or phrases they heard that support their answers.

Audio Script

Ryan: Dude, you still have the computer on? You've been sitting in front of it for hours!

Matt: I'm just chatting with some friends. I guess I lost track of time.

Ryan: Yeah, you're online way too much. You've got to get out more. It'll help you to get to know people on the campus.

Matt: To tell you the truth, I'm not sure where to go. I'm still kind of new here. And I have to study!

Ryan: Well, there is tons of stuff to do in town.

Matt: Like what?

Ryan: Like the free concert in the park last Saturday, and...

Matt: Oh. I watched some of it on YouTube.

Ryan: See what I mean? You're not going to meet anyone that way! Come hang out with us more.

Matt: OK, what are you guys doing this weekend?

Ryan: There is this street festival downtown. It's supposed to have some great food from different countries, some bands, and an art show. It's a fundraiser to help the refugee families.

Matt: Sounds good. Saturday or Sunday?

Ryan: Actually, it's both days. But we're going to go on Saturday because Sunday we're doing community service.

Matt: Community service? You mean like volunteering?

Ryan: Yeah. That's another thing you should do with us. We volunteer at a homeless shelter twice a month. It's really cool because we get to help out and meet some interesting people at the same time.

Matt: Hmm... I might be interested in that. Can I just show up?

Ryan: Yeah, I guess so, but first sign up online. The link is www.volunteer.com. Just don't stay in front of that screen forever...

Matt: Man, you sound just like my mother. OK, I'll study a bit more, then look up that link.

Answer Key

1. Answers may vary. (Matt may be on the right, asking questions.)
2. go to the street festival/community service
3. (He says) he might be interested in it.

5. Listening for details

- Tell students to look at the three True–False questions.
- Play the recording.
- Have students work individually to answer the questions.
- Go over the questions as a group. Ask students to correct the false statements.

Answer Key

1. F; 2. T; 3. F

Audio Script

For audio script, see Activity 4.

Language Focus – Stress

6. Listening for stressed words

- Tell students to read through the conversation and try to fill in the missing words. Play the recording again.
- Have students check the missing words.
- After listening, have students check their answers with the audio script in their books.
- After checking answers, put students in pairs to play the roles of Matt and Ryan reading the conversation.

Answer Key

1. still; 2. hours; 3. chatting; 4. lost; 5. way; 6. out; 7. know; 8. truth; 9. new; 10. tons; 11. stuff; 12. what; 13. concert; 14. YouTube; 15. mean; 16. anyone; 17. this

Audio Script

Ryan: Dude, you still have the computer on? You've been sitting in front of it for hours!

Matt: I'm just chatting with some friends. I guess I lost track of time.

Ryan: Yeah, you're online way too much. You've got to get out more. It'll help you to get to know people on the campus.

Matt: To tell you the truth, I'm not sure where to go. I'm still kind of new here. And I have to study!

Ryan: Well, there is tons of stuff to do in town.

Matt: Like what?

Ryan: Like the free concert in the park last Saturday, and...

Matt: Oh. I watched some of it on YouTube.

Ryan: See what I mean? You're not going to meet anyone that way! Come hang out with us more.

Matt: OK, what are you guys doing this weekend?

7. Comparing pronunciation

- Read the instructions to the students. Ask them to complete the correct headings for each column. Elicit and check answers.

- Play the recording. Pause the recording after each pair of sentences, and tell the students to repeat both forms out loud after they hear it.
- Listen to the class. Give the students general feedback on their reductions.
- Ask individual students to volunteer to say each form and give individual feedback.
- **Note:** If your school has a language lab, this activity (as well as all others that require oral responses/repetition) is particularly suitable for a lab setting, where you can randomly monitor students and give individual feedback.

Answer Key

1. Headings: Unreduced; Reduced
2. No answer.

Audio Script

- | | |
|---|---|
| 1. I guess I lost track of time. | I guess I lost <u>tracka</u> time. |
| 2. You've got to get out more. | You <u>gotta gedout</u> more. |
| 3. I'm still kind of new here. | I'm still <u>kinda</u> new here. |
| 4. Well, there's tons of stuff to do in town. | Well, there's <u>tonsa</u> stuff to do in town. |
| 5. Supposed to have some great food... | <u>Sposta</u> have some great food... |
| 6. We're going to ride our bikes there. | We're <u>gonna</u> ride our bikes there. |
| 7. Can I just show up? | Can I <u>jushow</u> up? |

After You Listen

8. Discussing

- Tell students to complete the questionnaire with their own answers. Then have students go around the class to compare each other's answers and find people with the most similar answers.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.
- Have students form their "community groups" to discuss ideas for community projects or events. Invite groups to feedback their ideas to the class.

Answer Key

Answers will vary.

Listening 2 – Choosing a College Location

Section Aims

Listening: Listening to a student giving a tour of her college; taking notes on specific information

Speaking: Sharing opinions about study locations

Vocabulary: Understanding words and phrases about college campuses

Skills Focus: Using a graphic organizer/concept map; summarize notes from a concept map

Critical Thinking: Summarizing notes from a concept map

Before You Listen

1. Topic

- Read the instructions with the class. Make sure students understand the cues.
- Explain that the images show different college campus locations. Tell students to look at them for ideas. Have students work with a partner to brainstorm ideas and note any words they can think of on this topic.
- Ask a few volunteers to share their answers with the class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and have students listen for the underlined words.
- Tell the students to read the instructions.
- Have the students match the definitions individually.
- Tell the students to compare their answers with a partner.
- Check the answers as a class, writing the correct answers on the board.

Answer Key

1. B; 2. C; 3. E; 4. A; 5. F; 6. G; 7. D

Audio Script

1. Los Angeles has a diverse population, including many Asians, African-Americans, and Latin-Americans.
2. Urban areas have lots of excitement as well as heavy traffic and big crowds.
3. Rosa was born in Brazil, but her background is Japanese.
4. Everybody knows Edinburgh University's high academic reputation.
5. Music and television are too distracting when I study. I can only focus in complete quiet.
6. We don't have a washing machine at home, so we go to a laundromat once a week.
7. The high cost of housing is one downside to living in a big city.

While You Listen

3. Listening for main ideas

- Tell students that they are going to listen to a long conversation. Tell them that they must focus on the main ideas in the conversation.
- Read the instructions for the activity. Tell students to read the possible titles for the conversation.
- Play the recording.
- Have students decide individually which title is the best for the conversation. Tell them to fill in the bubble completely.
- As a class, discuss the different titles. Elicit from students reasons why the incorrect titles are inappropriate.

Answer Key

4. The Good and Bad Sides of Studying in a Large City

Audio Script

A: So, Jessie, you picked this school because of the business department, right? I mean the academics...

Jessie: Yeah, mostly because of its academic reputation. But that's not the only reason.

A: Oh?

Jessie: I also liked the community the college is in. I'm from a small town, and I was really excited about living in a big city like this; in an urban environment. If you choose a college in a small town, you spend most of your time on campus. You get to know your classmates and your dorm mates really well, and that's good, but there is not much to do outside campus. I wanted something bigger.

A: How is this community different from your home town?

Jessie: Oh, it's a lot more diverse. I mean, in my home town there was no variety, everyone knew each other, everyone was from the same background. Here, my neighbors are from around the world, there're lots of ethnic restaurants, lots of cool jazz clubs, always tons of stuff do. And it's easy to get to great museums, parks, and stuff like that. I take the subway everywhere – it's so convenient.

A: So, the campus is right in the center of the city?

Jessie: Oh, yeah. Everything I need is nearby: laundromat, great coffee shops with wifi where I can study, there's a little store around the corner that's open 24 hours, you know, if I need to get basic groceries.

A: So what's the downside?

Jessie: The downside? Well, there is so much to do in this city, it can be distracting. You know what I mean? A young 18-year-old can get very excited and want to do everything and see everything, go out late at night... you know, it's hard to focus on your studies.

A: Did that happen to you?

Jessie: Yeah, a little bit. My grades were not great freshman year. But I've learned to balance things – do my school work and also enjoy this great community.

Skills Focus – Using a Graphic Organizer

Strategy – Using a Concept Map

- Read the description of the concept map to students. Give them time to ask for clarification of anything that they do not understand.
- Point out the concept map in Activity 4. Make sure that they understand where the different types of information will be entered in the map.

Best Practice – Organizing Information

Activity 4 uses a graphic organizer to compare and contrast information. Taking notes about the conversation encourages students to process and organize information while they are listening and also provides a record for them to refer to when they are studying later. This type of graphic organizer emphasizes comparing and contrasting skills. Other types of graphic organizers are used throughout this book.

4. Listening and taking notes

- Read aloud the instructions for the activity. Have one or two students paraphrase back to you what they are going to do.
- Play the recording again. Give students time to write down the key words in the chart.

Answer Key

Campus in Urban Area

Good 1-4: diverse, lots of stuff to do; convenient subway; everything you need nearby

Bad: can be distracting

Campus in Small Town

Good: get to know classmates and dorm mates well

Bad: not much to do outside campus

Audio Script

For the audio script, see Activity 3.

After You Listen

5. Summarizing

- Read the instructions to students. Read the example. Give students the opportunity to ask questions.
- Put students in pairs. Tell them to compare their concept maps.
- Tell students to use the ideas in their concept maps to help them summarize what Jessie said. Remind them that this is oral practice and that they should not write anything down.
- Walk around the room, helping students as necessary. Make sure that they use complete sentences.
- Call on a few volunteers to summarize what Jessie said for the class.

Answer Key

Answers will vary.

6. Sharing opinions

- Read the instructions aloud.
- Tell students to read all of the questions and to ask for clarification of anything that they don't understand. Point out that the underlined words are vocabulary from the conversation.

- Put students in pairs. Have them discuss the questions, using the underlined vocabulary from activity 2 in their answers.
- Go over the questions as a class. As students' answers will vary, call on multiple students to answer each question. Make sure that they use the underlined words in their answers.

Answer Key

Answers will vary.

Listening 3 – Asking For and Giving Instructions

Section Aims

Listening: Listening to instructions and finding/following them on a map; completing instructions

Speaking: Role-playing asking for and giving instructions

Language Focus: Asking for and giving instructions; finding locations on a map

Before You Listen

1. Topic

- Have students look at the images and describe the locations they see.
- Have the students brainstorm words and phrases about cities.
- Put students in pairs to discuss where they would like to visit in a particular city.
- Compare answers as a whole class.

Answer Key

Answers will vary.

Best Practice – Making Use of Academic Content

The following activities expose students to situations that they will actually face in an academic setting. Students at a university will often have to ask for and give instructions. These activities will give students the authentic practice that they will need to develop this skill.

2. Vocabulary

- Read the instructions with the class. Make sure that students understand what to do.
- Tell students to work in groups of three to think of words and phrases to ask for or give instructions. Answer any questions they have about the activity.

Answer Key

Answers will vary.

Language Focus – Asking and Giving Directions

- Go over the expressions in the box for asking for instructions and giving instructions.
- Ask students to read the expressions and complete them with a real place in their community, e.g., *Could you tell me where the Campus Center is?*
- Have students read the explanatory note about the use of *block* and the example sentences. Answer any questions they have about this.

3. Finding locations

- Have students look at the map for this activity.
- Have students work individually to find the places 1–6 on the map. Then ask them to describe the locations in pairs, saying which street each place is on and giving any other information about other buildings next to it.
- Check answers with the class.

Content Note

Point out or elicit from students the abbreviations used on the map:

Bld = Boulevard

Ave = Avenue

Pl = Place

St = Street

English speakers sometimes use these words as synonyms today, but originally they were different types of roads. An avenue was a special type of street that was wider and led to an attraction or special destination. A boulevard was a wide street with a median of trees and grass in the middle. A street was typically an urban connector (rather than a rural road).

Answer Key

(See map) Answers will vary.

Example:

1. The Regency Theater is on Weyburn Avenue.
2. Italian Cultural Institute of LA is on Tiverton Avenue.
3. The Strand restaurant is on Western Boulevard.
4. Trader Joe's supermarket is on (the corner of) Weyburn Avenue and Glendon Avenue.
5. Geffen Playhouse is on Weyburn Avenue (near Best Buy store).
6. UCLA Westwood Center is on Westwood Boulevard (across from the InsurAide Insurance Agency).

While You Listen**4. Listening to instructions**

- Call students' attention to the map for this activity. Tell them that they will listen to four conversations and follow the instructions on the map for each.
- Read the instructions to students. Make sure that all students can find the X at Le Conte Ave and Westwood Blvd on the map. This is the starting point for all of the instructions.
- Play the recording, pausing after each conversation for students to write the name of the place the visitors are looking for. Tell students to write the name of the place on the line with the matching letter.
- When students have finished, go over the answers as a class and check to see if students had any problems. Understanding instructions can be a challenge. If students are struggling, put them in pairs and have them read the audio script in their book.

Answer Key

1. Answers will vary.
2. Answers will vary.
3.
 - A. (the nearest) supermarket/Whole Foods
 - B. an ATM
 - C. a drugstore/CVS
 - D. a Thai food restaurant/Thai Café

Audio Script**Conversation 1**

Man: Jessie, where is the nearest supermarket?

Jessie: Oh, there is Ralph's just down the street on Le Conte. But I prefer Whole Foods.

Man: Oh, I've heard of Whole Foods. Is that far from here?

Jessie: No, not really. Just walk down Westwood, one block. Turn right on Weyburn, go two blocks, and make a left on Gayley. Whole Foods is in the middle of the block.

Man: So, one block on Westwood, two blocks on Weyburn

Jessie: Right. It's pretty easy to find.

Conversation 2

Woman: I need to get some cash. Is there an ATM nearby?

Jessie: An ATM? Let's see. There is a Citi Bank a couple of blocks from here. Go west on Le Conte, and make a left on Broxton. You'll see a cookie shop, Diddy Riese Cookies, on your left. Citi Bank is right across the street.

Conversation 3

Man: How can I get to a drugstore? I heard there's a CVS on Glendon.

Jessie: Yes, there is one on Glendon. Between Weyburn and Kinross.

Man: Do I go north?

Jessie: No, go south, south on Westwood and make a left on Weyburn. Turn right on Glendon. Go past Trader Joe's; you'll see the CVS on the other side, in the middle of the block.

Man: Wait, so I go south on Glendon and the CVS will be on my right?

Jessie: Yes, exactly.

Conversation 4

Woman: We're looking for a good place to eat Thai food. Do you know any?

Jessie: Thai food? Do you want to walk or are you driving?

Woman: We want something nearby. Walking distance.

Jessie: OK. Let me Google it... Oh, here is one: Thai Café. It got pretty good reviews.

Woman: Is it nearby?

Jessie: Yeah, on Tiverton. Go down one block to Weyburn. Turn left and walk two blocks until you see Tiverton. Make a right and walk one block, almost to the corner. The Thai Café is on the west side, across from Denny's.

After You Listen

5. Completing the directions

- Read the instructions to students. Put students in pairs to complete the directions using the words from the box.
- If students have difficulty, play the recording for Conversation 3 again.
- Check answers as a class by asking pairs to read out the dialogue with their answers.

Answer Key

1. get; 2. Between; 3. north; 4. go; 5. make; 6. turn; 7. past; 8. in; 9. block; 10. on

6. Role-playing

- Read the role-play instructions to the students.
- Tell the students to look back at the expressions for asking for instructions and giving instructions.
- Put students into pairs. Tell the students to decide who is Student A and Student B.
- Have the students do the role-play. When the groups are all finished, ask some pairs to volunteer to do their role-play in front of the class.

Answer Key

Answers will vary.

Listening 4 – How To Get There

Section Aims

Listening: Listening to conversations about instructions; identifying and taking notes of the main ideas and details in spoken discourse using a concept map

Speaking: Role-playing asking for and giving instructions from a map.

Skills Focus: Using a concept map; listening for details and taking notes

Before You Listen

1. Brainstorming

- Read the instructions and tell students to work in pairs to describe what they see and what ways of getting instructions in each image might represent.
- Brainstorm with the class types of public transportation in the images and write them on the board.

Answer Key

Answers will vary.

While You Listen

2. Listening for clues

- Ask students to read the instructions and the chart. Tell students they will hear three conversations that contain instructions for using public transportation. Tell them to listen for clues about the relationship between the speakers and where they are at the time of speaking.
- Play the recording. Stop after each conversation to give students time to fill in the chart.
- Play the recording a second time for students to confirm their answers.
- Have students compare their answers with a partner. If pairs have a question about the correct answer, have them check the audio script.
- Check answers as a class.

Answer Key

Conversation	1	2	3
Speaker relationship	concierge; hotel guest	visitor; local person/other visitor	friends/family members
Location	Hotel	street/train station	airport
Clues	concierge, in Room 318	do you know how to get to; the subway is fastest; go downstairs	just landed; terminal

Audio Script

Conversation 1

Hotel concierge: Hotel concierge. May I help you?

Woman: Hi, I'm in Room 318. I need to get to the new Apple Store. Can I walk there?

Hotel concierge: It's easier to catch the Number 8 bus – it goes right there, and it runs every five minutes.

Woman: OK, then where can I catch it – and, sorry, what's the fare?

Hotel concierge: There's a stop right across the street from the hotel. Going west. And it's a dollar seventy-five.

Woman: Thanks – and then where do I get off?

Hotel concierge: At the corner of University and Pine. Then walk back one block on University to Bush Street. You'll see the Apple sign on the right.

Woman: Well that sounds pretty easy...

Hotel concierge: It is – just make sure you get on the 8, not an 8A, or 8B – they won't get you where you want to go.

Conversation 2

Man: Hi – can we help you with that map?

Woman: Actually, yeah... thanks – do you know how to get to Saint Mark's Place?

Man: Well, the subway is fastest. You can go downstairs right here to the station and get on the Number 7 train east.

Woman: So, the 7 takes me to Saint Mark's...

Man: No, you'll get off at the Lexington Avenue station and change to a Number 6, south.

Woman: So, the 7 to the 6...

Mark: Right, then get off at Astor Place – about four stops. Go upstairs and ask anyone – Saint Mark’s is right there.

Woman: Astor Place – got it – well, thanks a lot!

Mark: No problem.

Conversation 3

Woman: Hi, Mark! My plane just landed – I’m here!

Mark: Great. I’m sorry I couldn’t pick you up – uh, the train to Berkeley isn’t too bad.

Woman: No problem – just tell me what to do.

Mark: Well, look for a sign for the Air Train station. Which terminal are you at?

Woman: International terminal G.

Mark: OK, well from G, get on the Air Train Blue line – *not* red, and go one stop to Garage G. When you get off, look for the arrow to the San Francisco train. It’s called “BART” – that’s B, A, R, T.

Woman: So, get off at “G” like George, and change to a BART train?

Mark: Correct. Get a ticket to Berkeley from a machine. It’s about \$9.

Woman: OK, then which train?

Mark: Go to the San Francisco track – that’s north, and make sure you get on a train to Richmond – that’s the only one that goes to Berkeley.

Woman: So, Air Train, Blue line, to BART, then a Richmond train, north?

Mark: Perfect. I’ll be at the Berkeley station – you’ll arrive in a little over an hour. See you soon.

Woman: See you.

3. Listening again

- Ask students to read the cues for Conversation 1. Ask them what kind of transportation the person will take (a bus). Repeat this procedure for Conversations 2 and 3. Elicit that the person will be taking a subway in Conversation 2 and a train in Conversation 3.
- Play the recording. Stop after each conversation to give students time to fill in the notes on the page.
- Play the recording a second time for students to confirm their answers.
- Have students compare their answers with a partner. If pairs have a question about the correct answer, have them check the audio script.
- Check answers as a class.

Answer Key

Conversation 1:

Place to get on: across the street from the hotel

Bus Number: 8

How often it runs: every 5 minutes

Bus fare: \$1.75

Place to get off: corner of University and Pine

Destination: the Apple Store

Conversation 2:

Destination: St. Mark’s Place

First subway train, Number: 7

Direction: east

Change at: Lexington Avenue station

Second subway train, Number: 6

Direction: south

Station to get off: Astor Place

Conversation 3:

Start at: International Terminal G

Get on Air Train: Blue Line

Get off at: Garage G

Change to a: BART train, ONLY going to: Richmond

Get off at (destination): Berkeley

Audio Script

For the audio script, see Activity 2.

After You Listen

4. Completing the conversation

- Read the instructions to students. Have students work individually to complete the conversation.
- Have students compare and check their answers in pairs. If they have difficulty, play the recording for Conversation 1 again.
- Check answers as a class by asking pairs to read out the dialogue with their answers.

Answer Key

1. May; 2. get to; 3. catch; 4. runs; 5. fare; 6. across; 7. get off; 8. corner; 9. block; 10. get on

5. Role-playing

- Read the role-play instructions to the students.
- Tell the students to look back at the expressions for asking for instructions and giving instructions.
- Put students into pairs or small groups. Tell the students to take turns at asking for and giving instructions.
- Have the students do the role-play. When the groups are all finished, ask some pairs to volunteer to do their role-play in front of the class.

Answer Key

Answers will vary.

Speaking 1 – Describing Locations

Section Aims

Speaking: Finding and describing locations; drawing and describing a map; discussing places to take visitors for a day out

Vocabulary: Understanding expressions used to describe locations

Language Focus: Describing locations

Skills Focus: Finding and describing locations; drawing and describing a map

Critical Thinking: Think and discuss questions about neighborhoods

Best Practice – Interacting with Others

Activity 1 is an example of collaborative learning to encourage fluency and confidence. In this discussion, based around the important skill of giving instructions, communication is more important than grammar. While students are focusing on communicating information about how to get from one place to another, they are learning how to use English naturally without worrying about making grammar or pronunciation mistakes.

Language Focus – Describing Locations

Strategy – Expressions Used to Describe Locations

- Go over the expressions in the box for describing locations.
- Ask students to read the expressions and complete them with a real place in their community, e.g.,
The post office is next door to the café.

Answer Key

Answers will vary.

1. Finding locations

- Tell students to look at the map and to read the three True–False statements.
- Have students work in pairs to decide if the statements are true or false. Ask students to correct the false statements.
- Tell them to decide who is Student A and Student B to read the incorrect statements and correct each other.
- Check answers as a class.

Answer Key

1. F Vivi's Restaurant is at the corner of Pine Street and Second Street.
2. F The woman buying a hot dog is standing near Moon Books.
3. T
4. T
5. F Star Movie Theater is across the street from the café with free WiFi.
6. F The mailbox is in front of Vivi's Restaurant.
7. F The park is on First Street.
8. T

2. Drawing and describing

- Have students work individually to draw a map of their neighborhood. Explain that they should draw a street plan with main places there, such as stores, schools, banks, parks, etc.
- Once all students have completed writing their maps, put them in pairs. Have each student take turns describing their map to their partner.
- At the end of the activity, discuss it as a class. Ask students how successful they were describing locations. What kind of mistakes did they make?

Answer Key

Answers will vary.

3. Thinking and discussing

- Read aloud the instructions.
- Tell students to read all of the questions and to ask for clarification of anything that they don't understand. Have them think about their own answers for each question before discussing them.
- Put students in groups to discuss the questions. Give students time to ask for clarification.
- While students are discussing their neighborhoods, walk around the class helping them with grammar and vocabulary. Make sure that they use the expressions.
- Go over the questions as a class. As students' answers will vary, call on multiple students to answer each question. Make sure that they use the correct expressions in their answers.

Answer Key

Answers will vary.

Speaking 2 – What Are You Gonna Do?

Section Aims

Listening: Distinguishing between reduced and unreduced pronunciation

Speaking: Understanding and using reduced forms; playing a story-building game

Pronunciation: Understanding reduced forms

1. Using reductions

- Read the instructions to the students. Remind them of the reduced and unreduced forms they heard in Listening 1. Ask them to write the reduced forms. Then have them compare answers in pairs.
- Check answers with the class.

Answer Key

1. hafta; 2. kinda; 3. gonna; 4. wanna; 5. gotta; 6. gedout; 7. 'cause/coz; 8. sposta

2. Listening for reductions

- Read the instructions to the students. Ask them to complete the conversation with the unreduced forms of the words they hear.
- Play the recording.
- Ask pairs to volunteer to read the dialogue using the reduced forms of the answers. Ask some students to write the unreduced forms on the board.

Answer Key

1. going to; 2. tons of; 3. got to; 4. just show; 5. get out; 6. supposed to; 7. kind of

Audio Script

Man: So, I hear you're going to study in the U.S. – in Los Angeles, right?

Woman: Yeah. I'm excited! There's tons of stuff to do there. You've got to come visit me.

Man: O.K. I'll just show up at your door one day and surprise you.

Woman: Great... Oh wow it's late. Let's get out of here. We're supposed to meet Anshu for dinner in ten minutes.

Man: Sorry I got here late – I kind of lost track of time.

Woman: No problem. We can catch a taxi.

3. Practicing pronunciation

- Go over all of the instructions for this activity.
- Read the Scenario aloud to students. Then go through the steps, explaining the activity. It's important for students to understand all of the steps before they begin. Give them time to ask for clarification.
- Put students into one or more circles. Choose one student to start and have each member of the group continue repeating the sentences that came before them and adding their own sentence.
- Encourage them to think of what they would do if there was a fire near their home. Tell them to think of what they would do to help themselves and others and what things they might take with them.
- While students are playing the game, listen and help them with grammar and vocabulary. Make sure that they are following the instructions and using reductions.
- Continue the game until only one student is left who can repeat all the sentences said by everyone else before.
- When each group has a winner, have the winners stand up for recognition.

Answer Key

Answers will vary.

Speaking 3 – Who Can Help?

Section Aims

Speaking: Offering advice or support; sharing opinions about support networks

Vocabulary: Understanding family; school; work; neighborhood

Critical Thinking: Searching and finding relevant sources on the Internet; evaluating and selecting appropriate sources and data; using data selectively to create your own document

1. Vocabulary

- Read the instructions aloud. Then have students read the vocabulary words in the word box.
- Ask students to complete the charts with the words under the correct headings. Tell them to compare answers with a partner.
- Check answers as a class, explaining any new vocabulary.

Answer Key

Family	Campus/School	Work	Neighborhood
brother cousin daughter husband parent sibling sister son wife	classmate counselor dean professor roommate tutor	assistant boss colleague customer workmate	BF/best friend coach doctor neighbor police officer social worker

2. Topic

- Read the instructions for the activity. Ask students to read the question and to give their own answers. Then tell them to read through the two answers in the discussion forum.
- Ask the students what type of questions they have read on discussion forums and whether people use forums like these in their own country.

Answer Key

Answers will vary.

3. Sharing opinions

- Tell students to make notes of their answers to the question in Activity 2, using the examples in the discussion forum.
- Put the students in pairs. Have them read the instructions and discuss their answers.
- Invite some students to say who they turn to for help, using their notes and giving reasons.

Answer Key

Answers will vary.

4. Researching

- Put students into small groups. Read the instructions with the class.
- Tell students to read the list of situations. Point out the aim of the research, as mentioned below the notes, is to present information about where different people go for advice in these different situations.
- Students may use their notes from Activity 3 to research more details about where their partners go for advice and support. Encourage them to interview classmates whose experience and opinions are different from their own.

Answer Key

Answers will vary.

5. Presenting

- Ask each group to present their research findings to the class.
- Have students discuss their presentations as a class. Remind them to use the words for different people and relationships from Activity 1 and their notes from Activity 3 and Activity 4 in their information.

Answer Key

Answers will vary.

6. Blogging

- Tell students to complete OUR BLOG to give their opinions on what makes a great neighbourhood.

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation Log at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the instructions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 5 – Make Yourself at Home

Chapter Goals

Listening: Students will listen for main ideas and details. They will listen to conversations about renting an

apartment and student housing. They will also listen for specific information about home-exchanges, following instructions on ordering, and arranging furniture.

Speaking: Students will make and answer requests for apartment repairs. They will ask for information about housing ads, and will research and present information on housing problems and solutions. They will also develop their critical thinking.

Focus on the Image

- Have students look at the image of young adults at home. Tell them to describe what they see.
- Ask them the three questions in this section. Discuss the answers with the class, saying how these images are connected with the topic of this chapter: *Make Yourself at Home*.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about this image, focusing on the concept of renting apartments
2. make a list of words and phrases about their memories and feelings about home to say whether there any words or phrases that can go into both lists; have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. look at the quote and read it out to the class; give them some time to ask for clarification of any words they don't understand.
2. to explain what the quote means, as a class.

Answer Key

Answers will vary.

Listening 1 – Apartment to Rent

Section Aims

Listening: Listening for specific information about renting a home; listening for stressed words; listening for reductions; listening for main ideas in a conversation

Speaking: Discussing accommodation

Pronunciation: Comparing reduced and unreduced forms

Vocabulary: Understanding phrases and expressions related to homes

Language Focus: Understanding stress and reductions

Critical Thinking: Predicting and expecting

Best Practice – Activating Prior Knowledge

The pre-listening questions connect new concepts to students' prior knowledge. This activity will help students relate their own experiences of taking outdoor vacations to the new language in this chapter. When students activate their prior knowledge before learning new material, they are better able to map new language onto existing concepts, which aids understanding and retention.

Before You Listen

1. Topic

- Have students look at the photo of the woman looking online for apartment rentals and the housing ad. Give them a few minutes to try to figure out the ad, including the abbreviations.
- Explain that the topic questions will help students with the conversation that they are going to hear.
- Ask a student to read aloud the housing ad. Check for understanding of all vocabulary. Point out that *mo* is an abbreviation for month and *uni* is an abbreviation for university.
- Have students read the questions and discuss them in pairs.
- Compare answers as a whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the words.
- Read the directions to students.
- Go over the vocabulary to make sure that students know what each word means.
- Have students complete the sentences individually.
- Compare their answers as a whole class and write the correct answers on the board. Point out that students need to make the answer plural in question 1 and use the correct form of the verb in question 2.

Answer Key

1. bus lines; 2. requires; 3. on-site; 4. available; 5. laundry; 6. refundable; 7. unfurnished; 8. landlord; 9. security deposit; 10. accommodation

Audio Script

Nouns

accommodation
bus line
landlord
laundry
owner
security deposit

Verbs

require
be located

Adjectives

available
on-site
refundable
unfurnished

3. Predicting and expecting

- Read the instructions with the class.

- Explain that these questions will help students focus on the main ideas they will hear in the listening activity. They do not need to understand every word to answer the questions. Tell them to focus on what they do understand, rather than worrying about what they don't understand.
- Have the students read the two questions and discuss them in pairs.

Answer Key

Answers will vary.

While You Listen**4. Listening and comparing**

- Play the recording.
- After listening, have students check and correct their answers quickly and then compare their answers in pairs.
- Go over the answers to the questions in Activity 3 with the whole class. Ask students for specific words or phrases they heard that support their answers.

Answer Key

1. She states her name and reason for calling.
2. She asks about: the location, laundry, deposit.

Audio Script

Manager: Hello?

Olivia: Hi. My name is Olivia. I'm calling about the apartment for rent.

Manager: Oh, yes. Which one?

Olivia: The two-bedroom one bath for \$1,500.

Manager: OK. That one is still available.

Olivia: I see. It's unfurnished accommodation, right?

Manager: Right.

Olivia: Can you tell me a little more about it? Like, uh, where is it located exactly?

Manager: We're at National Boulevard and Bundy. Did you see our ad online?

Olivia: Yes. It says you're near bus lines – that's good, 'cause I go to school every day.

Manager: Oh, so you're a college student. How many people is this for?

Olivia: Just me and my roommate. Um, can you tell me, is there laundry on-site?

Manager: Yes, there's on-site laundry, just there's no washing machine in the apartment though. We have a laundry room downstairs. It's a very nice building, security entrance, elevator, you've got a nice view of the park...

Olivia: That's good. What kind of deposit do you require?

Manager: Well, I can email you an application; it explains everything. But the main thing the owner requires is one-month rent as a security deposit and a \$200 cleaning fee – that's not refundable. And of course, we require a credit check.

Olivia: Oh, I see. Well, my roommate and I are international students, so I'm not sure about the credit...

Manager: Well, you know what? Don't worry about that right now. Why don't you come by and see the place. I'm here 9 to 5 every day.

Olivia: OK, we can come by later today, around 4:30. Can you give me the exact address?

Manager: 5443 National. And your name was Olivia, right?

Olivia: Right. Olivia Sandoval. Are you the landlord?

Manager: No, I'm the manager. I'm Larry. My office is next to the front door.

Olivia: OK. I'll see you later then.

Manager: See you later. Bye.

5. Listening for specific information

- Tell the students to read the questions and possible answers before they listen.
- Play the recording.
- Have students work individually to choose the correct options.

Answer Key

1. B; 2. B; 3. C; 4. C; 5. A; 6. A; 7. C

Audio script

For the audio script, see Activity 4.

6. Listening and checking

- Play the recording again.
- After listening, have students check and correct their answers quickly, and then compare their answers in pairs.
- Go over the answers to the questions in Activity 3 with the whole class. Ask students for specific words or phrases they heard that support their answers.

Audio script

For audio script, see Activity 4.

Answer Key

No answer.

Language Focus – Stress**7. Listening for stressed words**

- Have a student read the instructions aloud. Respond to any questions. Ask students to think about what type of words they will be listening for in each blank.
- Tell students to fill in as many blanks as they can with words that fit the context of the conversation.
- Play the recording again. Tell students to correct their answers, and to fill in any they missed, with the stressed words that they hear.
- After listening, have students check their answers with a partner. Then have each pair check their answers with the audio script in their books.

Answer Key

1. name; 2. calling; 3. apartment ; 4. two; 5. \$1,500; 6. available; 7. unfurnished; 8. exactly; 9. ad; 10. near; 11. school; 12. college; 13. people; 14. roommate; 15. laundry; 16. downstairs; 17. security; 18. park

Audio Script

Manager: Hello?

Olivia: Hi. My name is Olivia. I'm calling about the apartment for rent.

Manager: Oh, yes. Which one?

Olivia: The two-bedroom one bath for \$1,500.

Manager: OK. That one is still available.

Olivia: I see. It's unfurnished accommodation, right?

Manager: Right.

Olivia: Can you tell me a little more about it? Like, uh, where is it located exactly?

Manager: We're at National Boulevard and Bundy. Did you see our ad online?

Olivia: Yes. It says you're near bus lines – that's good, 'cause I go to school every day.

Manager: Oh, so you're a college student. How many people is this for?

Olivia: Just me and my roommate. Um, can you tell me, is there laundry on-site?

Manager: Yes, there's on-site laundry, just there's no washing machine in the apartment though. We have a laundry room downstairs. It's a very nice building, security entrance, elevator, you've got a nice view of the park...

8. Comparing pronunciation

1.

- Read the instructions to the students. Ask them to complete the correct headings for each column. Elicit and check answers.

2.

- Play the recording of the unreduced and reduced forms of the sentences from the conversation.
- Have students repeat the two forms as a class. Give general feedback.
- Have individual students volunteer to say the two forms. Give individual feedback.

Answer Key

1. Headings: Unreduced, Reduced
2. No answer

Audio Script

- | | |
|---|--------------------------------------|
| 1. Did you see our ad online? | Didja see our ad online? |
| 2. What kind of deposit do you require? | What kinda deposit do you require? |
| 3. You've got a nice view of the park. | You've got a nice view uh'the park. |
| 4. I can email you an application. | I 'kn email you an application. |
| 5. Why don't you come by and see the place? | Why doncha come by 'n see the place? |
| 6. Can you give me the exact address? | Canya gimme the exact address? |
| 7. I'll see you later then. | I'll seeya later then. |

9. Listening for main ideas

- Tell students that they are going to listen to a conversation. Tell them that they must focus on the main ideas in the conversation.
- Read the instructions for the activity. Tell students to read the questions about the conversation.
- Play the recording.
- Have students write their answers individually. Tell them to write short answers with the main ideas.
- As a class, check and discuss the answers. Make sure students are able to work out the meaning of *locksmith*.

Answer Key

1. Answers will vary.
2. The man has lost/can't find his keys.
3. Call a locksmith.

Audio Script

Steve: Uh-oh. I can't find my keys.

Margot: What kind of keys? House keys?

Steve: Yeah.

Margot: Don't you have an extra one?

Steve: Yeah, but not with me. I gave an extra key to one of the neighbors.

Margot: OK, then you can get your keys from him.

Steve: No, 'cause he's on vacation.

Margot: Then you're going to need to call a locksmith.

Steve: OK, give me your phone.

Margot: Why? Did you lose your phone too?

Steve: No, it's locked in the house.

10. Listening for reductions

- Read the instructions to students.
- Play the recording. Pause after each sentence that includes reduced pronunciations. Have students repeat the sentence, focusing on the reduced pronunciation.
- Play the recording again and have students write in the missing unreduced forms.
- When the conversation is finished, put students in pairs and have them check their answers. Then check the answers as a class.
- Have pairs take roles and practice the conversation. Remind them to read, look up, and then speak.

Answer Key

1. kind of; 2. Don't you; 3. one of the; 4. can; 5. your; 6. because; 7. going to; 8. give me; 9. Did you

Audio script

For the audio script, see Activity 9.

After You Listen**11. Discussing**

- Put students into pairs.
- Tell students to ask each other the questions. The person asking the question should try to look at the other person when asking; in other words, try to read, look up, and then ask the question. The person answering the question should have his or her book closed.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.

Answer Key

Answers will vary.

Listening 2 – Student Housing**Section Aims**

Listening: Listening for main ideas to a talk giving housing information to students; listening and taking notes on a graphic organizer

Speaking: Discussing housing choices; asking and answering questions about homes

Vocabulary: Understanding words and phrases about sharing a room or apartment and household chores

Language Focus: Using vocabulary

Critical Thinking: Thinking about and discussing housing choices

Before You Listen**1. Topic**

- Read the instructions aloud. Call students' attention to the images above the questions. Ask a few general questions (e.g., Is this what you think a typical dorm room looks like? What are some other chores that students share in a shared home?)
- Tell students to read the questions. Give them time to ask clarification questions.
- Put students into groups and have them discuss the questions.
- Go over their answers as a class. Encourage students to respond to each other during the discussion, giving ideas and asking questions about each other's ideas.

Answer Key

Answers will vary.

2. Vocabulary

- Tell students to read the directions. Give them some time to ask questions.
- Play the recording and have students listen to the underlined words.
- Have students work individually to match the definitions on the right with the underlined words.
- Tell students to compare their answers with a partner.
- Check the answers as a class, writing the correct answers on the board.

Answer Key

1. D; 2. C; 3. A; 4. E; 5. B

Audio Script

Wing
Privacy
Hallways
Updated
Common

3. Thinking and discussing

- Put students into pairs.
- Tell students to ask each other the questions. The person asking the question should try to look at the other person when asking; in other words, try to read, look up, and then ask the question. The person answering the question should have his or her book closed.
- Emphasize to students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to the questions.

Answer Key

Answers will vary.

While You Listen

4. Listening for main ideas

- Tell students that they are going to listen to a passage that is longer than the conversation from Listening 1. Tell them that they will listen first, just for the main ideas.
- Go over the directions with students. Have them read the questions before they listen.
- Play the recording.
- Tell students to compare their answers with a partner.
- Check answers as a class.

Answer Key

1. C; 2. A

Audio Script

Eddie: Hi, guys, I'm Eddie, here in student housing. I know there's a lot to think about before starting college... like, "where am I gonna live?" Well, let's look at some choices, and their pros and cons. If you have questions, please jump in.

So, first let's compare campus dorms – that's dormitories, with the university co-op – I'll explain what a co-op is in a minute. Afterwards, I can answer questions about off-campus apartments, or homestays if we have time. OK. As you may know, we've got excellent dorms right here on campus. Now, the dorms are not as cheap as off-campus housing, but we think you get a lot of value. You can get to all your classes in five minutes or so. In most dorms, students share bedrooms with one roommate, but if you really want privacy, you can usually find a single.

Student Q: Do they have kitchens – I mean, can we cook for ourselves?

Eddie: Not in the older dorms – you'll have to sign up for a plan, and eat all your meals in one of the dining halls or cafés. Our two new dorms are different, though: on every floor, in each wing, we have four bedrooms grouped together to share a living room, a kitchen, and a bathroom. So, in the new dorms, you *can* cook, but you'll still have to buy a meal plan.

Students: Really?

Eddie: Well... Another nice thing about the dorms is, since they're on campus, they're patrolled by the university police. I'm happy to say, we don't have a problem with stealing or violence on campus – off-campus might be a little different.

Now, have any of you heard of a co-op? Well "co-op" stands for a "cooperative" – a group that works together.

The co-op kind of looks like a dorm, but students who live there actually manage their own building. Also, the residents have to agree to do four hours of work a week – stuff like cleaning, food shopping, or cooking.

Costs are really low; much less than in a dorm. A friend of mine loves it – she’s met great, open-minded friends and she says it’s a good way to practice your English if you’re an international student.

The co-op here in town is about a 10-minute walk from campus – not bad if the weather’s good. The downside is, rooms in the co-op are pretty small, and right now, only triple rooms are available – no doubles or singles. So, there’s not much privacy, right?

Student Q: What about bathrooms?

Eddie: They’re shared. Residents of a hallway use common bathrooms. Also, in the co-op the furniture and decorating is kind of “informal” – you know, it’s kind of...

Student Q: You mean it’s a mess?

Eddie: Not at all – the co-op’s just not updated as frequently as the dorms are. To be fair, some students find the dorm interiors a little cold and boring. If you’re interested, we can arrange visits to the co-op and several dorms.

So, now let’s briefly look at some of the other choices...

Best Practice – Organizing Information

Activities 4 and 5 use a graphic organizer to categorize information. Taking notes encourages students to process and organize information while they are listening and also provides a record for them to refer to when they are studying later. This type of graphic organizer emphasizes categorizing information into positive and negative categories. Other types of graphic organizers are used throughout this book.

5. Listening again

- Read the instructions for the activity. Have one or two students paraphrase back to you what they are going to do (*take notes about student housing choices: in dorms and off campus.*).
- Have students look at the chart that they will fill in.
- Play the recording. Give students time to write down their ideas in the chart.
- Put students into pairs. Have the partners compare their notes.
- Check answers as a class. Draw the chart on the board and elicit from students how to fill it in.

Answer Key

	On Campus: <i>dorms</i>	Off Campus: <i>co-ops</i>
Transport	5-minute walk to classes	10-minute walk from campus
Food	(old and new dorm) meal plan for dining hall or café; (new dorm) shared kitchen	shared kitchen; residents cooking
Privacy		
Single Room	yes	no
Shared Room	double room	triple rooms
Shared Facilities	new: shared between 4 bedrooms - bathroom; living room; kitchen	bathrooms; living room; kitchens; shared cleaning, food shopping, or cooking.
Furniture and Decoration	updated frequently; cold and boring	informal

Audio Script

For the audio script, see Activity 4.

6. Note-taking

- Read the instructions for the activity. Make sure students understand what they are going to do (*take notes to compare the two housing choices*).
- Have students look at the chart that they will fill in.

- Play the recording. Give students time to write down their ideas in the chart.
- Put students into pairs. Have the partners compare their notes.
- Check answers as a class. Draw the chart on the board and elicit from students how to fill it in.

Audio script

For the audio script, see Activity 4.

Answer Key

Housing Choice	Good Points	Bad Points
dorms	<i>close to classes</i> ; you can get a single if you want privacy; university police – no problem with stealing or violence	not as cheap as off-campus housing; have to buy a meal plan
co-op	cheaper than dorms; good way to meet friends and practice English	have to do four hours a week of work; 10-minute walk from campus; rooms are small; only triples available now; shared bathrooms

After You Listen

7. Comparing

- Put students in pairs. Tell them to use their notes on the charts in 5 and 6 to help them compare the choices. Remind them that this is oral practice and that they should not write anything down.
- Walk around the room, helping students as necessary. Make sure that they use complete sentences.
- Call on a few volunteers to summarize their comparisons for the class.

Answer Key

Answers will vary.

8 What do you think?

- Tell students to write their own answers, giving reasons where they would prefer to live.
- Ask some volunteers to share their answers with the rest of the class.

Answer Key

Answers will vary.

Language Focus – Vocabulary

9. Using vocabulary

- Read the instructions aloud.
- Tell students to read all of the questions and to ask for clarification of anything that they don't understand. Point out that the underlined words are vocabulary from the conversation.
- Put students in pairs. Have them discuss the questions, using the underlined vocabulary in their answers.
- Go over the questions as a class. As students' answers will vary, call on multiple students to answer each question. Make sure that they use the underlined words in their answers.

Answer Key

Answers will vary.

Listening 3 – Home Exchange

Section Aims

Listening: Listening for specific information about home exchanges; listening and completing information on a chart

Speaking: Role-playing conversation about housesitting

Vocabulary: Understanding words and phrases about rooms and objects in a house; words and phrases about household chores.

Before You Listen

1. Topic

- Put students in pairs.
- Have them describe the images in pairs. Tell students to think about the rooms in the different homes, and what things they would expect to see in them.
- Tell students to list the things they need to do to look after a home.
- As a class, go through the answers. Write new vocabulary words or phrases that are useful or interesting on the board.

Answer Key

Answers will vary.

2. Vocabulary

- Read the instructions with the class. Make sure students understand the meaning of *chores*.
- Tell students to read through the words and phrases, and to guess the meaning of words they don't know.
- Put students in pairs to match the chores to the images in Activity 2.
- Compare answers as a class.

Answer Key

1. clear the coffee table
2. dust the end table
3. clean the easy chair
4. take out the garbage
5. water the plants
6. switch the lamp on or off
7. tidy the bookcase
8. vacuum the carpets

Best Practice – Making Use of Academic Content

Activities 3, 4, and 5 are examples of an activity that exposes students to situations that they will actually face in an academic setting. Students may hear about or want to initiate a home exchange while they are traveling in new cities. This activity will give students the authentic practice that they will need to engage in this activity in real life.

Best Practice – Organizing Information

Activities 3, 4, and 5 use graphic organizers to organize information. Taking notes about the conversation encourages students to process and organize information while they are listening and also provides a record for them to refer to when they are studying later. This type of graphic organizer emphasizes organizational skills. Other types of graphic organizers are used throughout this book.

While You Listen

3. Listening for specific information

- Read the information aloud about home exchanges in paragraph 1 to the class. Ask students if they are familiar with this practice or if they have had any experiences with it. Encourage students to share their ideas and opinions of home exchanges.
- Draw students' attention to the chart below. Point out that the chart is for rules about things *not* to do when staying at the other home.
- Tell students that they will now listen to a conversation between two people who will exchange their homes for one month. Read the information in paragraph 2 aloud to the class.
- Tell students to listen and fill in the chart.
- Play the recording all the way through. Stop and give students time to fill in the chart. Play the recording again for students to listen and complete their notes.
- Have students compare their charts with a partner, discussing anything that is different about their notes. If pairs do not agree on information in their charts, tell them to look at the audio script in their books.
- Ask two students to write the chart on the board. Discuss the rules as a class.

Answer Key

Sarah's Rules	Kyle's Rules
1. Don't eat outside kitchen or dining room. 2. Don't leave anything on overnight. 3. No fires in the fireplace. 4. No parties or overnight guests. 5. Don't use blue and white coffee cups.	1. Don't wear shoes. 2. Don't leave food unwrapped. 3. No loud music after 10p.m.

Audio script

Sarah: So, Kyle – before I head to the airport, let's just go over the things on this list – just a few rules, like... please don't eat outside the kitchen or dining room.

Kyle: Of course.

Sarah: You can use the desktop computer and all the video stuff – just don't leave anything switched on overnight...

Kyle: Right...

Sarah: No fires in the fireplace – a visitor actually burned down my friend's place.

Kyle: You're kidding!

Sarah: And um, no parties or overnight guests... sorry...

Kyle: Yes, Sarah...

Sarah: Come on... oh and please don't use those blue and white coffee cups. It's an expensive collection. OK... now the things I need done are pretty simple, and they're on the list: water the plants once or twice a week, put your garbage out front in the brown container, Tuesday morning by 8, and finally, collect the mail and the newspaper every day. When you're done with the newspapers give them to Mrs. Cervantes – the neighbor to the left side – she uses them in her garden, I think.

Kyle: And where's the mail again?

Sarah: It falls on the floor inside the front door – just put it all in a bag in my little office. That's it, I think. So, as far as your place goes, I remember it pretty well... but remind me.

Kyle: Yeah, pretty simple – it's a small apartment, right? So, remember, shoes off in the apartment.

Sarah: I know: new carpets and all...

Kyle: Right... and don't leave any food unwrapped for a minute, even in the kitchen – bugs find it fast... And... no loud music after 10p.m. – neighbors will complain... that's all...

Sarah: Ah yes, apartment living... and what did you want me to take care of?

Kyle: Oh, you can get my mail, too... the mailbox is in the lobby – here's an extra key. My mail goes in the green box under my bed. Oh and my cleaning person, Eva, comes on Wednesdays at 11a.m. She has a key – but can you remember to leave her \$40 cash on the dining table?

Sarah: Sure.

Kyle: So, when you leave London at the end of the month, just leave the keys on the kitchen counter and make sure the front door is locked when you pull it shut.

Sarah: I will. Listen, it's getting pretty late – I gotta get to the airport – just text or Skype me about anything we missed...

Kyle: OK. You want me to drive you to the airport?

Sarah: You drive my Audi? No way... I'll get a cab...

4. Listening again

- Read the instructions and draw students' attention to the chart below. Point out that the chart is for rules about responsibilities, which means things *people must* do when staying at the other home.
- Tell students to listen to the conversation again and fill in the chart.
- Play the recording all the way through. Stop and give students time to fill in the chart. Play the recording again for students to listen and complete their notes.
- Have students compare their charts with a partner, discussing anything that is different about their notes. If pairs do not agree on information in their charts, tell them to look at the audio script in their books.
- Ask two students to write the chart on the board. Discuss the rules as a class.

Answer Key

Sarah's Rules		Kyle's Rules	
Please ...	Details or notes	Please ...	Details or notes
1. Water the plants.	1–2 times a week.	1. Get the mail.	Mailbox is in lobby. Put in green box under bed.
2. Put the garbage out front.	In brown container: Tuesday morning by 8.	2. Pay cleaning person.	Leave \$40 on table on Wednesdays.
3. Collect the newspaper every day.	Give newspapers to neighbor to left side.	3. Leave keys on kitchen counter	
4. Collect the mail every day.	Put in bag in office.	4. Make sure door is locked.	

Audio Script

For the audio script, see Activity 3.

After You Listen

5. Role-playing

- Have students work with a partner or a small group. Tell them to discuss and make notes of the rules they would write for their home and what things they would ask someone to do who was staying at their home. Set a five-minute time limit.
- Put students in pairs to role-play their conversation with a friend who is going to housesit for them. Tell them to use their notes from 5.1.
- Invite some pairs to perform their role-play in front of the class.

Answer Key

Answers will vary.

Listening 4 – Ordering and Arranging Furniture

Section Aims

Listening: Listening for main ideas to a conversation about furniture; listening to instructions on placing furniture in a room plan

Vocabulary: Understanding nouns and adjectives describing furniture and materials

Language Focus: Functions (expressing preferences; agreeing; making suggestions; giving reasons)

Critical Thinking: Thinking and discussing advice on a room plan

Before You Listen

1. Topic and vocabulary

1

• Put students in pairs to describe the images. Tell students to think about the styles of the different rooms, and to say which style they prefer.

2

● Tell students to read through the words and phrases, and to guess the meaning of words they don't know.

● Keep students in pairs to connect the words to the rooms in the images above. Point out that some things appear in more than one of the images.

● Encourage students to add more words to each list.

● Compare answers as a class, noting any other relevant vocabulary they produce on the board.

Answer Key

Answers will vary.

While You Listen

2. Listening for main ideas

● Read the directions with the class.

● Tell students that they are going to listen to a conversation between the two friends, Chloe and Ryan.

● Play the recording.

● After listening, have students check and correct their answers quickly and then compare their answers in pairs.

● Finally, go over the answers to the questions with the whole class. Ask students for specific words or phrases they heard that support their answers.

Answer Key

1. B; 2. A.; 3. A; 4. B; 5. A; 6. A

Audio Script

Ryan: Hi, Chloe.

Chloe: Hello, Ryan. Are you ready to move into your new apartment?

Ryan: Just about ready. I need to order some stuff for my room and I could do with some help. There's so much to choose from, but I want to make the best use of the small space I have.

Chloe: What do you think of this wooden desk?

Ryan: I don't like the metal legs. I think that white desk looks better and because of the useful shelf below. It would go well with these drawers. And they're both on special offer: the desk is \$80 and the drawers are \$65.

Chloe: Personally, I prefer the natural wood effect, but I suppose the white is practical and easy to match with other colors. Have you found a sofa yet?

Ryan: I'm afraid I won't have room for a separate sofa and a bed, so I'm ordering this sofa-bed. It has a storage drawer underneath too. It's a bit pricey at \$200, but it looks like good quality.

Chloe: Great choice! Speaking of storage – where will you put your books? Why don't you get a couple of wall shelves? Because that'll save floor space as well.

Ryan: You're right.

Chloe: What else do you need? Have you got a desk lamp?

Ryan: Not yet. I'll get this green one to match the bed cover and this small rug.

Chloe: How about a table? Are you going to eat at your desk?

Ryan: Most times I expect to eat in the kitchen, but I'd like a coffee table to relax when friends come over and an easy chair, so they don't all have to sit on the bed. Of course, I'll also have a desk chair.

Chloe: This low white one might be your style. And there's a matching small end table included in the offer. What do you think?

Ryan: I believe it will fit in well. I hadn't planned on an end table, but it's not a bad idea to have one at the bedside. So, I'm adding it to the order. OK. That's done. Now where's my bank card for the payment details... here it is... And here's the email... delivery within two days.

3. Listening to instructions

- Read the instructions to students. Point out the picture of the blank living room plan. Show students that the windows are on the top line of the plan. The blue squares in the middle of the room is the floor. Students are looking down into an empty room.
- Tell students to listen to the conversation and write the number or name of each piece of furniture in the room where the designers suggest it should go. It may be helpful for students to abbreviate the names of the furniture or draw arrows as they listen for the first time.
- Play the recording all the way through. Give students time to write down where the furniture should go.

Answer Key

1. The shelf should go on the left short wall.
2. The sofa-bed should go against the wall under the shelf.
3. The reading lamp should go on the desk.
4. The drawers should go under the window at the foot of the bed.
5. The desk should go on the opposite side of the room from the sofa-bed.
6. The coffee table should go in front of the sofa-bed.
7. The rug should go in front of the sofa.
8. The easy chair should face the window along the lower edge of the rug, not far from the desk.
9. The square end table should go next to the top of the sofa-bed.

Audio Script

Chloe: Well, let's start with that book shelf – put it up on the left short wall next to the window, OK?

Ryan: Fine.

Chloe: Then the sofa-bed, of course, should go against the wall under the shelf – I'd say from the right edge of your rug.

Ryan: That makes sense.

Chloe: Put the coffee table in front of the sofa, and the reading lamp on the desk on the opposite side of the room from the windows – you can use a little extra light, especially when you're studying on the laptop there.

Ryan: That's what I was thinking.

Chloe: And then the square end table goes next to the top of the sofa-bed. You might want to buy a nice small table lamp to put on it...

Ryan: OK – where's the best spot for the easy chair?

Chloe: Facing the window along the lower edge of the rug not too far from the desk.

Ryan: So, that someone sitting in it can chat with someone on the sofa, watch a video, or enjoy the view out the window. Perfect. Now what about these drawers?

Chloe: Why not put them just under the window at the foot of the bed? You could put a plant on top of them.

Ryan: Good idea!

Chloe: Well, try it out for a while – we can always rethink it if it doesn't work for you.

4. Listening again

- Play the recording a second time for students to confirm where things are in their room plan.
- Put students in pairs to compare their rooms.
- Ask a volunteer to draw Ryan's living room on the board with the furniture in the correct place.

Answer Key

Answers will vary.

Audio Script

For the audio script, see Activity 3.

After You Listen**5. Thinking and discussing**

- Read the instructions with the class. Put students in pairs to discuss the questions. Tell them to think about the advice Chloe gave Ryan. Tell them to use some of the vocabulary from Activities 1 and 3 and the Language Focus box below.
- Invite volunteers to share their ideas with the class.

Answer Key

Answers will vary.

Language Focus – Functions

- Ask students to read through the functions listed in the chart at the foot of the page. Point out that Chloe and Ryan used some of these expressions in the conversation. Make sure students understand the meanings of the expressions. Answer any questions they have.

Speaking 1 – Making Requests**Section Aims**

Listening: Listening for main ideas on household repairs; completing expressions in conversations about household repairs

Speaking: Making and answering requests; role-playing conversations about household problems

Vocabulary: Understanding expressions related to household repairs

Language Focus: Making and answering requests

1. Topic and vocabulary

- Have students look at the images to describe the scenes and what each person is doing.
- Have the students brainstorm words and phrases about the problems shown.
- Put students in pairs to discuss what each person needs help with.
- Note any new vocabulary on the board.
- Compare answers as a whole class.

Answer Key

Answers will vary.

2. Listening for main ideas

- Tell students that they are going to listen to three conversations. Tell them that they will listen first, just for the main ideas.
- Go over the instructions with students.
- Have a student read the tasks 1–4 aloud. Explain to students that they should listen carefully to hear who needs help with each one.
- Play the recording.
- Tell students to compare answers in pairs. Check answers as a class.

Answer Key

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

Audio Script

Conversation 1

Chloe: What's up Ryan? You look tired?

Ryan: Tired? I'm absolutely exhausted! I just can't sleep at all and it's beyond a joke.

Chloe: Don't tell me your neighbors are still playing music all night!

Ryan: No, it's not that. It's the bathroom faucet. It's been dripping for weeks. I called the apartment manager, but he's too busy to come around. Can you please ask around for a plumber?

Chloe: No problem. My brother's friend is a plumber. He'd be happy to help.

Ryan: Thanks, Chloe.

Conversation 2

Matt: Hi, Sarah. How are you?

Sarah: Well, things could be better, Matt. I got my new sofa today, but the delivery guys just left it in the hall. It's too heavy to lift alone. I need somebody to lift up one side and I can get the other.

Matt: Hmm. I'm sorry I can't come over right now. I'm in the middle of painting my bedroom. Have you tried pushing it into the living room? It might be easier than lifting it.

Sarah: No way. I'd have to lift it sideways to get it through the door. I'm afraid it's not possible.

Matt: Okay, Sarah, I've got an idea. Could you come and help me with the painting? I can't stop now that half the wall is done, but if you can help me, I can finish quickly. Then I'll be able to move that sofa.

Sarah: I don't mind. I actually quite like decorating. See you soon, Matt.

Conversation 3

Plumber: Ben Martin plumbing services. How can I help?

Chloe: Good afternoon. I got your number from my brother, Andy. I wonder if you could help me with a small problem.

Plumber: Certainly. So, you must be Chloe? In fact, I've just been around to see your friend Ryan, so there's no trouble with that leaking bathroom faucet now.

Chloe: Oh, that's good to know, but I'm afraid it's something else. My washing machine has gone crazy! All the water has come out of the door and onto the floor. Would you mind taking a look at it?

Plumber: Of course. I can be there in about an hour. Let me make a note of the address...

3. Completing the expressions

- Have the students read the conversations. Tell them to complete the expressions with words to fit the context.
- Tell students to listen and check their answers as they hear the conversation. Play the recording.
- Put the students in pairs to check their answers. Have the students take the roles of Chloe and Ryan to practice the conversation.

Answer Key

1. please; 2. problem; 3. happy; 4. need; 5. sorry; 6. way; 7. afraid; 8. okay; 9. could; 10. mind; 11. could; 12. certainly; 13. would; 14. course

Audio Script

For the audio script, see Activity 2.


Language Focus – Making and Answering Requests

4. Completing the chart

- Read the instructions with the class.
- Go over the expressions in the chart.
- Point out the notes at the bottom of the chart. Make sure students understand the note about "Would you mind...?". Explain that this is a polite way to make a request. Explain that "Absolutely not." And "No way." Are strong refusals as well as informal refusals. Students would not use these forms with a teacher or other person in a position of respect.
- Tell students to complete the chart with the words from the box.

- Check answers as a class. Then call one student to make a simple request of another student, filling in the blanks of one of the expressions from the Making Requests column. The student answers affirmatively or negatively with an expression from the Answering Requests column. Continue until all the expressions have been practiced.

Answer Key

Making Requests		Answering Requests	
Formal  Informal (or stronger)	Could you ...? Would you please ...? Can you please...? <u>Would</u> you mind* -ing...? I'd like you to... I need you to... I want you to...	Yes	No
		<u>Certainly.</u> Of course. I would be happy to. I don't mind.* <u>Sure.</u> Okay. No <u>problem.</u>	<u>I'm afraid</u> I can't I'm sorry, I can't. I'm sorry, but that's <u>impossible.</u> Absolutely not.** No way.**

Best Practice – Making Use of Academic Content

Activity 5 is an example of an activity that exposes students to a situation that they will actually face in an academic setting. They will live in an apartment, house, or dormitory and will sometimes need to discuss problems with a landlord or a residence hall manager. The language for polite requests which they learn and practice in this activity will be extremely useful when they are faced with this kind of situation.

5. Role-playing

1

- Go over the instructions with the class. Ask a student to read aloud the problems with the apartment. Allow students to ask questions about any of the problems that they don't understand.
- Put students in pairs. Tell them to decide who is Student A (the renter) and who is Student B (the apartment manager).
- If necessary, discuss the first problem together. Elicit the request that the renter should make in order to have the problem fixed. (e.g., I need you to replace the bedroom window. It is cracked.).
- Have pairs work together to add two or three more problems to the list.
- Have students role-play with their partner. Explain that Student B may choose to say "yes" or "no" to Student A's requests.
- Tell students to switch roles and role-play again.
- Have several pairs perform their role-plays for the class.
- Discuss as a class how politely they made their requests and responded to each other. Explain that in real life, they would be very polite when making requests of an apartment manager. Being polite would make the apartment manager more likely to agree to their requests.

2

- Have students work in the same pairs in the next two situations. Divide the pairs into two groups to role-play Situations 1 and 2.
- Have students role-play with their partner.
- Tell students to switch roles and role-play again.
- Have several pairs perform their role-plays for the class.

3

- Put students in groups to prepare their own role-play. Tell them to think of another problem related to homes, housesitting, or sharing a home.
- Allow groups time to prepare and rehearse their role-play. Invite groups to perform their role-play in front of the class.

Answer Key

Answers will vary.

Speaking 2 – House Ads

Section Aims

Listening: Listening and matching conversations to an ad; listening and completing questions

Speaking: Role-playing asking and answering questions about a house ad

Vocabulary: Understanding words and phrases related to house ads and home-sharing

1. Topic

- Put the students in pairs. Tell them to look at the images and think about what the two people are looking at.
- Have them read and discuss the topic questions.
- As a class, go through the questions. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

2. Making notes

- Have students look at the three housing ads. Tell them that they will ask for more information about each ad. Point out the space for questions on the right.
- Read the directions aloud. Tell students to write four questions for each ad. Explain that they will be doing a role-play and will ask these questions to a partner. Because the ads do not answer these questions, the student who plays the manager will have to create answers.
- Have students work individually to come up with questions for each ad. When students have finished, select students to read their questions aloud. This will give students who struggled with the questions a chance to revise theirs.

Answer Key

Suggested answers:

1. How much is the rent? How many rooms are there? Is the apartment building noisy? Is there a stove/refrigerator/laundry, etc?
2. How big is the apartment? How long is the lease for? Is there a garage?
3. Are roommates male or female? How many rooms are there in the apartment? Where is the apartment? How much is the rent?

3. Listening and matching

- Tell students that they are going to listen to a long conversation. Tell them that they must focus on the main ideas in the conversation.
- Read the instructions for the activity. Tell students to look back at the three ads in Activity 2 to decide which one Bernice is calling about.
- Play the recording.
- Have students decide individually which ad matches, and to note the key words that helped them decide.
- Elicit from students reasons why the other ads do not match.

Audio Script

Agent: Hello?

Bernice: Hi. My name is Bernice Lewis. I'm calling about the apartment for rent.

Agent: Oh, yes. Which one?

Bernice: The one that has room for four. It's in walking distance to the city center.

Agent: Right. It's on North Street, just five minutes' walk from North Street Station.

Bernice: That's good. Because my office is in the next street. Can you please tell me a little more about it?

Agent: Oh, so you're working here? How many people is this for?

Bernice: Just me, but my colleague is also looking for a room. Can you tell me a little more about it? How many bedrooms are there in the apartment?

Agent: There's one double with twin beds and two singles. One single is available right now.

Bernice: That's good. What about the other roommates? Are they male or female?

Agent: There's an elderly man in the other single. He's a professor at the university, and he's been there for a couple of years. And there are two young women in the twin room. They moved in recently. They're very quiet.

Bernice: Um, can you tell me, is there a laundry on-site?

Agent: Yes, there's a laundry room downstairs. It's a very nice apartment, security entrance, huge kitchen with modern appliances. The sitting room is quite spacious too.

Bernice: So, how much is the rent?

Agent: Well, it's fully furnished and the rent is \$1,800 per month.

Bernice: I see. So, how long is the lease? And what kind of deposit do you require?

Agent: Well, the owner requires a month's rent as a security deposit. And our company will require a credit check.

Bernice: Fine. The credit is no problem. Alright, One more thing: are pets allowed in the apartment?

Agent: Well, the owner has no preference. So long as there are no complaints from the neighbors. Why don't you come by and see the room? What time is convenient?

Bernice: Okay, I can come by this evening, around 6:30. Can you give me the exact address?

Agent: 2017 North Street. And your name was Bernice, right?

Bernice: That's right. I'll see you later then.

Agent: See you later. And tell your colleague to give me a call too.

Answer Key

Ad 1.

4. Listening again

- Read the instructions to students. Have students work individually to read through the conversation.
- Play the recording. Allow students time to fill in the answers.
- Have students compare and check their answers in pairs. Play the recording again.
- Check answers as a class by asking pairs to role-play the conversation with their answers.

Answer Key

1. tell me where it is exactly?
2. tell me a little more about it?
2. people is this for?
4. bedrooms are there in the apartment?
5. about the other roommates?
6. is there a laundry on-site?
7. is the rent?
8. is the lease?
9. deposit do you require?
10. allowed in the apartment?
11. is convenient?
12. give me the exact address?

Audio Script

For the audio script, see Activity 3.

5. Role-play

- Put students in pairs. Tell them to decide who will play the manager or agent first and who will be the renter.
- Remind them to use the questions and expressions from their notes in Activity 2 and from the conversation in Activity 4.
- Have students role-play their conversations. Then have them switch roles and practice again.

- When students have finished, select pairs to act out the role-plays in front of the class. Encourage students to look at each other as they are speaking, and not down at their books.

Answer Key

Answers will vary.

Speaking 3 – Research and Present

Section Aims

Listening: Listening for details

Speaking: Describing types of homes; discussing living conditions; discussing housing problems and solutions

Vocabulary: Understanding words and phrases related to types of housing; housing problems and solutions

Critical Thinking: Searching and finding relevant sources on the Internet; evaluating and selecting appropriate sources and data; using data selectively to create a document; making comments to express and justifying opinions on a blog

1. Topic

- Put the students in pairs. Tell them to look at the images and think about what they have in common (*environmental issues related to housing*). Elicit what solutions students think are shown for different problems.
- As a class, discuss each image. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

2 Listening for details

- Tell the students to read the five questions and the options.
- Explain that these questions will help students focus on the main ideas they will hear in the talk. They do not need to understand every word to answer the questions. Tell them to focus on what they do understand, rather than worrying about what they don't understand.
- Play the recording.
- Put the students in pairs to compare answers.
- Call students' attention to the images in activity 4. Ask students to guess where the speaker is talking about (*top centre image*) and which image from Activity 1 is related to this (*the empty plastic bottles*).

Answer Key

1. B; 2. A; 3. B.; 4. B; 5. A

Audio Script

Host: Our guest today is Ariana Maia from Brazil. Welcome to the show, Ariana. And she's here to tell us about soda bottle light bulbs – the project was actually called “A liter of light” isn't that right?

Ariana: Correct. The project was set up in the Philippines. It all started when a group of volunteers who build homes from recycled material heard about an affordable solution to a big problem: the lack of sunlight. The original idea came from Brazil, where poor people had the same problem: their houses are so close together that sunlight can't get in, so they are always dark, and it's necessary to turn on the lights during the day to do everyday activities like cooking, reading, or doing work. Electricity is expensive, and the people can't afford to spend so much of their income on it.

Host: So, what have they done about this without spending even more?

Ariana: They made a decision to use transparent plastic soda bottles as solar light bulbs – called “Moser lamps” – from an idea which was invented by a Brazilian mechanic, Alfredo Moser. This solution is inexpensive, innovative, and easy for everyone to use.

Host: Sounds interesting. What did they have to do and how does the idea work?

Ariana: It's really so simple. Volunteers collected used one-liter soda bottles. The ones that didn't have any color were the best. They filled the bottles with water, and then added a little bit of bleach. This prevented the water from losing its transparency. A few holes were cut in the roof of the house and they pushed the bottles into the holes. Sunlight enters the dark rooms through refraction; which means that light travels in waves. Normally, the waves travel in a straight line. But when they travel through a material like glass, plastic, or water, the waves slow down and "bend." The sun hits the bottles and the light refracts or bends, sending it into the dark rooms. No electricity is needed as long as the sun is shining.

Interviewer: So, has this made difference?

Ariana: That's for certain. It has changed the lives of many people in Manila, and in other parts of the world. The solar light bulbs not only save money; they are better for the environment as well. Producing energy causes pollution, so saving energy is a good idea. At the same time, reusing old soda bottles means there is less waste. The "liter of light" project has become a great example all around.

3. Listening and checking

- Play the recording again.
- After listening, have students check and correct their answers quickly.
- Go over the answers with the whole class. Ask students for specific words or phrases they heard that support their answers.

Answer Key

Answers will vary.

Audio script

For audio script, see Activity 2.

4. Discussing

- Put students into groups of four to discuss the questions. Encourage them to express their opinions about whether this would work in their own country, and to give reasons.
- Invite groups to feedback their conclusions to the class.

Answer Key

Answers will vary.

Skills Focus – Researching and Finding Out

5. Brainstorming

- Read the instructions with the class. Make sure that students understand what to do. Tell them to note down their own words and phrases for each image.
- Tell students to work in pairs to discuss and compare their answers.
- Ask a few volunteers to share their answers with the class.

Answer Key

Answers will vary.

6. Researching

- Put students into pairs. Read the instructions with the class.
- Tell students to choose two of the homes in the images at the top of the page to look for information about possible problems and solutions. They may use the Internet, or any other source they can find.
- Point out the aim of the research is also to present information about living conditions, especially specific problems and solutions, for their chosen country.

Answer Key

Answers will vary.

7. Presenting

- Ask each group to present their research findings to the class.
- Have students discuss their presentations as a class. Remind them to use the words for different solutions from Activity 1 and their answers from Activity 2 and Activity 4 in their information.

Answer Key

Answers will vary.

8. Blogging

- Tell students to complete OUR BLOG to give their opinions on housing problems in their own area, and possible solutions. Tell them to think about what is already being done to solve these problems and what more could be done.

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation Log at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the directions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation Log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 6 – Multicultural communities

Chapter Goals

Listening: Listening for main ideas and details; listening to a lecture about coming-of-age ceremonies; listening to instructions for setting a formal dinner table.

Speaking: Comparing customs; discussing minimum age requirements in different cultures; talking about dining customs and table manners; apologizing.

Focus on the Images

Ask students to:

1. look at the images of people celebrating different occasions. Tell them to compare the settings to find similarities and differences.
2. answer the three questions in this section. Discuss the answers with the class, saying how these images are connected with the topic of this chapter: Multicultural Communities.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about the idea of coming of age
2. make a list of words and phrases about their thoughts and dreams about the future
3. say if there are any words/phrases that can go into both lists. Have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. look at the quote and read it out to the class. Give them some time to ask for clarification of any words they don't understand
2. discuss as a class to explain what the quote means.

Answer Key

Answers will vary.

Listening 1 – “When in Rome, do as the Romans do!”

Section Aims

Listening: Listening for main ideas, listening for details, listening for stressed words

Speaking: Thinking and discussing opinions on rules and cultural behavior

Vocabulary: Adjectives describing feelings

Language Focus: Stress

Skills Focus: Guessing meanings from context

Critical Thinking: Predicting and expecting; thinking and discussing opinions on rules and cultural behavior

Before You Listen

Best Practice – Activating Prior Knowledge

The Topic questions activate students' prior knowledge. The following activity will help students relate their own experience of meeting people from a different culture to the new language in this chapter. When students activate their prior knowledge before learning new material, they are better able to map new language onto existing concepts, which aids understanding and retention.

1. Topic

- Have students look at the image and try to guess what is happening.
- Have students read the first two questions and discuss them in pairs.
- Compare answers as a whole class.
- NOTE: These discussion questions deal with complex cultural issues. For example, the second question asks students about their feelings when they travel and meet people from other cultures. If the students are interested in this topic and are anxious to tell their stories, let the activity go on longer than you usually do at this point in the chapter. The students may want to talk about their experiences.
- Have students complete questions 3 and 4 on their own. Then discuss answers as a class by inviting volunteers to give answers for each of the situations in activity 3, and to read out their examples from activity 4.

Answer Key

Answers will vary.

2. Your predictions and expectations

- Tell students to look at the image at the bottom of the page and to answer the question. They should be able to figure out the basic situation looking at the image. A woman is being told to stop using her cell phone in a restaurant. Ask them to imagine what each person is saying.
- Ask students to discuss their predictions in pairs. Tell them they will hear the answers on the conversation.

Answer Key

Answers will vary.

3. Vocabulary

- Play the recording and ask students to listen to the underlined words.
- Read the directions to the students.
- Don't explain the meaning of the underlined words. Tell the students that they must use the context of the sentences to guess the meaning.
- Have students complete the activity individually. Don't check answers at this stage.

Answer Key

1. opinion, judgment
2. accustomed to or familiar with
3. unusual, different from the usual
4. which hasn't been eaten or used up
5. surprised
6. until now
7. the food that was not eaten

Audio Script

impression
am used to
exotic

remaining
amazed
so far
leftovers

4. Comparing and checking

- Put the students into small groups. Have them compare their guesses about the meaning of the words.
- Compare their answers as a whole class and write the correct answers on the board.

While You Listen

5. Listening for main ideas

- Tell students to read the directions and questions in their books.
- Ask students if they have any questions.
- Ask students to close their books as they listen.
- Play the recording. Have students write down their answers and then compare them with a partner.
- Finally, go through the three questions as a class comparing their answers. Ask them for specific words or phrases they heard that support their answers.

Answer Key

1. The people are friendly.
2. The food isn't so good.
3. She was surprised that there was so much food, and Yolanda took the leftovers home.

Audio Script

Kenji: So, Salma, is this your first trip to the United States?

Salma: Yes, it is.

Kenji: And what's your impression so far?

Salma: Well, the people are really friendly, and the city is beautiful. But the food; well, it's not so good.

Kenji: Oh, yeah, that's what I thought too when I first got here. But I'm used to American food now. I actually love hot dogs and French fries.

Yolanda: So, last night I took Salma to a Mexican restaurant. I wanted her to try something exotic.

Kenji: Did you like it?

Salma: Yeah, the food was pretty good, but it was too much. I couldn't finish it all.

Yolanda: Salma was amazed when I took the leftovers home in a doggie bag.

Kenji: Yeah, that's funny, isn't it? They call it a doggie bag but it's for people. Anyway, what else surprised you?

Salma: That the restaurant was so cold! We don't use air conditioning so much in my country. Oh, and the water had ice in it, too. I had to put on my sweater, I was so cold!

Salma: Excuse me. Hello? Oh, hi, Eduardo.

Waitress: Excuse me Miss, but we don't allow cell phones in the restaurant.

Salma: Oh, sorry. I didn't know...Eduardo, I'll have to call you back...That's strange for me. In Lebanon we use phones *everywhere*. I mean, we try to talk quietly in a place like this, but...

Kenji: Same in Japan. This kind of rule is getting more popular, though.

Yolanda: I'm sorry, Salma.

Salma: No, no, it's OK. When in Rome, do as the Romans do

6. Listening for details

- Tell the students to look at the five true-false statements.
- Play the recording again if necessary.
- Put the students in pairs to answer true or false for each statement.
- Go over the items as a group. Ask for additional details from the conversation.

Answer Key

1. T (she doesn't like American food)
2. T
3. F (Yolanda wasn't surprised, Salma was.)
4. T
5. F (Salma uses that expression to say she won't use her phone in the restaurant.)

Audio Script

Repeat track from activity 5.

7. Listening for stressed words

- Have a student read aloud the directions. Respond to any questions. Ask students to think about what type of words they will be listening for in each blank.
- Tell students to fill in as many blanks as they can with words that fit the context of the conversation.
- Play the recording again. Tell students to correct their answers, and to fill in any they missed, with the stressed words that they hear.
- After listening, have students check their answers with a partner. Then have each pair check their answers with the Audio Script in their books.

Answer Key

1. first; 2. impression; 3. friendly; 4. food; 5. first; 6. used; 7. love; 8. Mexican; 9. exotic; 10. like; 11. too much; 12. finish; 13. amazed; 14. leftovers; 15. isn't; 16. else; 17. cold; 18. air; 19. ice ; 20. sweater

Audio Script

Repeat track from activity 5.

After You Listen

8. Thinking and discussing

- Put the students into small groups.
- Tell the students to ask each other the questions. The person asking the question should try to look at the other person when asking; in other words, try to read, look up, and then ask the question. The person answering the question should have his or her book closed.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.

Answer Key

Answers will vary.

9. Vocabulary review

- Explain that this activity reviews the new vocabulary from this section. Have students read the directions and complete the questions individually.
- Give students time to complete the questions. Put students in pairs.
- Tell them to ask each other the questions. The person asking the question should try to look at the other person when asking; in other words, try to read, look up, and then ask the question. The person answering the question should have his or her book closed.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.

Answer Key

1. impression; 2. used to; 3. exotic; 4. remaining; 5. so far; 6. amazes; 7. leftovers

Listening 2 – Coming of Age

Section Aims

Listening: Listening for main ideas to a lecture about cultural differences; listening for specific information; taking notes on a graphic organizer

Vocabulary: Words and phrases related to coming of age; customs and ceremonies

Skills Focus: Notetaking on a graphic organizer; summarizing notes

Critical Thinking: Thinking and discussing questions about coming of age

Before You Listen

1. Topic

- Put the students in pairs.
- Tell them to read through the three points and to describe what the people are doing in the images.
- Tell students to list the words and phrases that come to mind about the three points. Make sure students understand the words “customs” and “ceremonies”.
- As a class, go through the answers. Write new vocabulary words or phrases that are useful or interesting on the board.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the words.
- Have the students match the words and definitions individually.
- Tell the students to compare their answers with a partner.
- Check the answers as a class, writing the correct answers on the board.

Answer Key

1. E; 2. G; 3. B; 4. A; 5. F; 6. D; 7. C

Audio Script

the woods
adult
adulthood
ceremony
responsible for (something)
passage
look forward to (something)

3. Thinking critically

- Put the students into small groups.
- Tell the students to discuss the questions.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to the questions.

Answer Key

Answers will vary.

While You Listen

4. Listening for main ideas

- Read aloud the directions to the class.
- Tell students that they will now listen to a short lecture about coming of age in three different cultures. Read aloud the information in paragraph 2 to the class as an example.
- Tell students to listen for the name of the cultures and to number them in the order they hear them.
- Check answers as a class.

Answer Key

Students should choose and order:

1. 3 American (United States)
2. 2 Japanese
6. 1 North American Indian

Audio Script

Lecturer: At what age does a child become an adult? The answer depends on your culture or religion. Here are a few examples:

First, in some North American Indian cultures, a boy becomes a man around the age of 13. At that time, he goes into the woods alone, without food or water, for several days. When he returns safely, he becomes an adult man. Girls become adult women as soon as they are old enough to have babies, also around the age of 12 or 13.

In Japan today, young people become legal adults at age 20. Each year on the second Monday in January, they celebrate “Coming-of-Age Day,” when all the twenty-year-olds in a town are invited to attend a special ceremony. They wear traditional clothes, listen to speeches, and visit with old friends.

Finally, in the United States, the passage into adulthood takes several years. American teenagers look forward to their 16th birthday, because in most states that is the age when they can get a driver’s license. The legal age of adulthood is 18, when Americans can vote, get married, and work full-time.

Best Practice – Organizing Information

Activity 2 uses a graphic organizer to categorize information. Taking lecture notes encourages students to process and organize information while they are listening and also provides a record for them to refer to when they are studying later. This type of graphic organizer emphasizes listing and categorizing skills. Other types of graphic organizers are used throughout this book.

5. Listening for specific information

- Tell students that they will now listen to the lecture again.
- Draw students’ attention to the chart below. Point out the examples on the chart.
- Tell students to listen and fill in the chart.
- Play the recording all the way through. Stop and give students time to fill in the chart. Play the recording again for students to listen and complete their notes.
- Have students compare their charts with a partner, discussing anything that is different about their notes. If pairs do not agree on information in their charts, tell them to look at the Audio Script in their books.
- Draw the chart on the board and ask different students to write the answers in each section. Discuss the answers as a class.

Answer Key

Culture	Age	Details
1. North American Indian	12–13	Boys go into the woods alone at age 13, without food or water, for several days. When the boys return, they are men. Girls become adults when they can have a baby, at age 12 or 13.
2. Japanese	20	Both boys and girls celebrate “Coming-of-Age Day.” All 20-year-olds attend a special ceremony, listening to speeches and visiting old friends.
3. American (United States)	16, 18	At 16, in most states, teenagers can get a driver’s license. At 18, they can vote, get married, and work full-time.

Audio Script

Repeat track from activity 4.

After You Listen

6. Summarizing

- Read the directions to students.
- Put students in pairs. Tell them to compare their notes from activity 5.

- Tell students to use the notes on the chart to help them summarize the lecture. Remind them that this is oral practice and that they should not write anything down.
- Walk around the room, helping students as necessary. Make sure that they use complete sentences.
- Call on a few volunteers to summarize the lecture for the class.

Answer Key

Answers will vary.

7. Thinking critically

- Put the students into their groups again.
- Tell the students to discuss the activities.
- Read out the example sentence and emphasize the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers and reasons.

Answer Key

Answers will vary.

8. Discussing

- Put the students into pairs.
- Tell the students to ask each other the questions. The person asking the question should try to look at the other person when asking; in other words, try to read, look up, and then ask the question.
- Emphasize to the students the importance of using the underlined new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.

Answer Key

Answers will vary.

Listening 3 – Dining Customs

Section Aims

Listening: Listening for detailed instructions on setting a table for dinner; listening and completing a drawing

Vocabulary: Words and phrases about dining customs and table setting

Language Focus: Idioms and short questions

Critical Thinking: Discussing opinions on setting a formal dinner table

Before You Listen

1. Topic

- Put the students in pairs. Have them describe the images. Tell them to decide which images are formal and which are informal.
- Tell students to check the clues they used to answer the question.
- As a class, go through the answers. Write new vocabulary words or phrases that are useful or interesting on the board.

Answer Key

1 Formal: B, D; Informal: A, C

2. clothing/appearance, table setting, attitude/behaviour

2. Vocabulary

- Play the recording and have students look at the images and listen to the underlined words.
- Have the students do the activity individually. Remind them to use context clues to guess the meaning of words that they don't know. For example, for set the table, the phrase “before dinner” is a clue.
- Put the students into pairs to compare their answers.
- Go over the answers as a class.

Answer Key

1. H; 2. D; 3. G; 4. F; 5. B; 6. C; 7. A; 8. E

Images:

1 silverware

2 utensil

3 napkins

4 handle

5 serve

6 logical

7 lay

8 set the table

Audio Script

napkins

set the table

serve

lay

silverware

handle

utensil

logical

While You Listen**3. Listening for detailed instructions**

- Read the directions to students.
- Tell students to look at the ten images and to read the names of the items 1–10.
- Tell students to listen to the conversation and to write the number for each item below the correct image.
- Play the recording.
- Check answers as a class, writing the numbers in the order they appear on the image.

Answer Key

3. (bread plate); 2. (water glass); 10. (dinner knife); 9. (butter knife); 1. (dinner napkin); 4. (soup spoon); 5. (coffee spoon); 7. (salad fork); 8. (dessert fork); 6. (dinner fork)

Audio Script

Mrs. Riley: OK, so we start by putting the napkin in the center of the dinner plate, like this...

Ming: All right. Now what?

Mrs. Riley: Well, let's put the glasses out.

Ming: Like this?

Mrs. Riley: Exactly. Now, this little plate here is for bread. You put it above the dinner plate to the left. And this is a special knife for butter. Lay it across the top of the bread plate.

Ming: All right. What's next?

Mrs. Riley: Silverware.

Ming: Sorry?

Mrs. Riley: Silverware. Knives, forks, and spoons. There are different ones for each course. Are you serving a salad?

Ming: Yes.

Mrs. Riley: And soup?

Ming: Yes.

Mrs. Riley: OK. Take this dinner knife and put it to the right of the dinner plate. Then put the soup spoon to the right of the knife. Good. Now, to the left of the plate, first put this big fork. That's the dinner fork. And put this smaller fork to the left of that. It's for salad. OK. Now, what are you serving for dessert?

Ming: Chocolate cake.

Mrs. Riley: Then you need a dessert fork. Put it above the dinner plate, with the handle pointing to the left. And then put this small spoon, for coffee, above it, with the handle pointing to the right.

Ming: All these knives and forks! How do people know which ones to use?

Mrs. Riley: Actually, it's quite simple. You always use the utensil that's on the outside, and you serve the food in the same order. So, for example, you'll serve your soup first, your salad second, your main course third, and the dessert last. See?

Ming: Yes. It's really quite logical. Thanks, Mrs. Riley. You've been a great help!

Mrs. Riley: You're welcome.

4. Listening and completing

- Read the situation and directions to the students. Make sure that the students understand that they will be drawing the items from activity 3, or writing the numbers for them, in the correct location in the bottom picture.
- Point out the three items in the bottom picture. Make sure that the students know the word plate. Mention that this will be called a dinner plate.
- Play the recording and have the students write their answers as they listen.
- Put the students in pairs and ask them to compare answers.
- Go over the answers as a class.

Answer Key

1. napkin: in the center of the dinner plate
2. water glass: above the plate and to the right
3. small plate for bread: above the dinner plate to the left
4. soup spoon: to the right of the dinner knife
5. coffee spoon: above the dessert fork with handle pointing to the right
6. dinner fork: to the left of the plate (already placed in illustration)
7. salad fork: to the left of the dinner fork
8. dessert fork: above the dinner plate with handle pointing to the left
9. butter knife: across the top of the bread plate
10. dinner knife: to the right of the dinner plate

Audio Script

Repeat track.

After You Listen

5. Critical thinking

- Put the students into small groups.
- Tell the students to discuss the questions.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to the questions.

Answer Key

Answers will vary.

Language Focus – Idioms and Short Questions

6. Matching

- Explain that the speakers used these idioms and short questions in the conversation.
- Have students match the words and idioms with their functions individually. Then tell them to compare answers in pairs.
- Check answers as a class.

Answer Key

1. B; 2. F; 3. A; 4. E; 5. D; 6. C

Speaking 1 – Table Manners Around the World

Section Aims

Speaking: Talking about table manners

Critical Thinking: Comparing different behaviors accepted by different cultures

1. Topic

- Review the instructions for the activity.
- Have students describe what is happening in each image.
- Put the students in pairs. Tell them to find the examples of what they consider to be good or bad table manners or rude behavior.
- When the students are finished, go over the answers together.

Answer Key

Answers will vary.

2. Brainstorming

- Go over the directions for the activity. Clarify vocabulary (e.g. behavior) as necessary.
- Put the students back in pairs. Tell them to discuss the questions about manners.
- Go over the answers as a class.

Answer Key

Answers will vary.

Sample answers:

Description

1 talking on the phone or texting during a meal

2 using knife and fork to cut food into pieces

3 grabbing a handful or large piece of food

4 putting too much food in mouth at the same time; leaning over plate

5 reaching over others to grab food

6 drinking food from a bowl

Polite/Rude: Answers will vary

3. Thinking critically

- Put the students back in pairs. Tell them to discuss the questions about manners, using their notes from activity 2.
- Go over the answers as a class. Have several students give answers to the questions.

Answer Key

Answers will vary.

Speaking 2 – Sorry!

Section Aims

Listening: Listening to identify conversation context

Speaking: Role-playing apologizing and responding to apologies in conversations

Vocabulary: Expressions for apologizing and responding to apologies

Language Focus: Apologizing

1. Topic

- Put the students in pairs. Tell them to look at the images and think about what the people are feeling.
- Read through the examples of reasons why they are feeling this way. Make sure students understand the vocabulary in the examples.
- Have students read and discuss the topic questions.
- As a class, go through the questions. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

Tip

● Review the tip on the difference between Excuse me and I'm sorry. Answer any questions students may have.

Language Focus – Apologizing**2. Listening and speaking**

- Read the directions for the activity. Tell students that they are going to listen to three short conversations. Tell them that they must focus on the whether the language is formal or informal to identify the contexts of in the conversations and the relationships between the speakers.
- Tell students to read the information on the chart.
- Play the recording.
- Have students decide individually which conversation matches each description, and to note the key words that helped them decide.
- Check answers as a class.

Answer Key

From left to right: Conversation 2, Conversation 1, Conversation 3

Formal/informal: answers will vary.

Audio Script**Conversation One**

Woman: Excuse me, I think you are in the wrong seat. My ticket says 14A.

Man: Oh, I'm very sorry. I thought this was row 15A. Just a moment and I'll change seats.

Woman: That's all right.

Conversation Two

Woman: May we have a table for two?

Waiter: I'm afraid that's not possible Madam. Customers are not allowed to come into the restaurant wearing jeans. It's formal dress only in the evenings.

Woman: But we've come from the other side of town. Couldn't we...?

Man: Sorry, Tara. It's my fault. I should have read the ad.

Waiter: Don't worry about it, Sir. There's a Mexican restaurant around the corner that might be more your style.

Conversation Three

Mother: Karen, why did you break your little brother's tennis racket?

Girl: Sorry, Mom. It was an accident. Please forgive me. I promise it won't happen again.

Mother: Well, I forgive you this time, but he's very upset. I think you should go and tell him you're sorry.

Girl: Okay, Mom. I'll do that.

3. Role-playing

- Point out the illustration of the broken screen. Ask the students what they think has happened.
- Have a student read the introductory directions.
- Have four different students read the five role-play situations.
- Put the students in pairs. Have them prepare short conversations for each situation in which one person apologizes and the other responds.
- Ask for volunteers to present the various situations in front of the class.

Answer Key

Answers will vary.

Speaking 3 – The Way We Do Things

Section Aims

Listening: Listening to conversation between college student and exchange student

Speaking: Discussing polite and rude behaviors in different cultures; role-playing host and guest student

Skills Focus: Organizing information; using a matrix diagram; discourse markers

Critical Thinking: Explaining polite and rude behaviors in different cultures

Best Practice – Making Use of Academic Content

Activities in this section expose students to issues that they will actually face in an academic setting. They will be engaging in intercultural interactions in a variety of formal and informal settings with friends, colleagues, and strangers. They need to become familiar with possible cultural pitfalls so that they can develop a range of strategies for dealing with people from different cultures.

1. Topic

- Tell students to look at the images and think about where the people are, what they are doing and what the people are feeling.
- Have them read and discuss the topic questions and clues.
- Tell them to work individually to make notes on a difficult situation they have experienced. Tell them to use the images as examples, or think of any similar situation.
- Put the students in pairs. Have them take turns to describe their situations.
- As a class, go through the questions. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

Skills Focus – Organizing Information

Strategy – Using a Matrix Diagram

- Read the description of matrix diagrams to the students.
- Point out the matrix diagram used in the next activity.
- Ask the students for a new example of information that could be organized with this kind of graphic organizer.

2. Thinking critically

- Point out the culture chart. Make sure that the students understand the words polite and rude.
- Have the students fill out the chart individually.

Answer Key

Answers will vary.

3. Discussing and comparing

- Put the students in small groups. Have them compare their charts in activity 2.
- Go over the chart as a class. Write the different polite and rude behaviors on the board.
- Analyze the results. Are there cultures that are complete opposites in some categories? What cultures are similar?

Answer Key

Answers will vary.

4. Listening and speaking

- Read the directions for the activity. Tell students that they are going to listen to a long conversation. Tell them that they must focus on the key question, What does Amal find surprising?, and the main ideas in the conversation.
- Play the recording.

- Check answers as a class.

Answer Key

Amal is surprised that Americans never arrive on time for social events.

Audio Script

Chloe: Hi, Amal. So, how was your first week in college? Any surprises?

Amal: Actually, there haven't been as many as I expected. I was pretty worried about how things would be

here. But, in fact, most things are similar to back home in Singapore. People have been very friendly and helpful any time I had to ask for directions.

Chloe: Now that's good to know. What about your host family? I'm sure you've made a few friends already.

Amal: Absolutely! They're great! I think you might know Samantha. She invited me round to a barbecue at her aunt's home last night. It turned out to be a lovely evening, but I was a bit confused when I got there.

Chloe: Why? What happened?

Amal: Well, I went straight from college and turned up at 7.30—the time it was supposed to start, but nobody else was there yet. Sam's aunt looked kind of surprised to see me, but she was very kind when I introduced myself.

Chloe: So, what did you do then?

Amal: Oh, I felt a bit embarrassed at first, like I'd done something wrong, but nobody complained. I just joined in with the family and helped out in the kitchen for about half an hour. Then Sam and the others began to arrive and the barbecue got started.

Chloe: Of course. I guess you didn't know: in the U.S., people never arrive at social events on time.

Amal: Exactly! I wish you'd warned me about that. I just had to learn the hard way!

Skills Focus – Discourse Markers

- Read the definition and uses of discourse markers to the students.
- Read through the list of common discourse markers. Point out that these will be used to complete the next activity.

5. Completing the conversation

- Read the directions to students. Have students work in pairs to read through the conversation and write the missing discourse markers. Tell them to use the discourse markers from the box above.
- Tell students to listen and check their answers. Play the recording. Allow students time to check the answers.
- Have students compare and check their answers in pairs. Play the recording again if necessary.
- Check answers as a class by asking pairs to role-play the conversation with their answers.

Answer Key

Answers will vary.

1. So
2. Actually
3. in fact
4. Now
5. Absolutely
6. Well
7. So
8. Oh
9. Of course
10. Exactly

Audio Script

Repeat track.

6. Role-playing

- Put students in pairs. Tell them to decide who will play the host first and who will be the guest student. Remind them to use the discourse markers and their notes from activity 2 and from the conversation in activity 4.
- Have students role-play their conversations. Then have them switch roles and practice again.
- When students have finished, select pairs to act out the role-plays in front of the class. Encourage students to look at each other as they are speaking, and not down at their books.

Answer Key

Answers will vary.

Speaking 4 – Research and Present

Section Aims

Speaking: Talking about cultural norms, diversity, and globalization;

Vocabulary: Reviewing words and phrases associated with cooking, setting tables, meal times

Research and Present: Exchanging and presenting views about behaviors and cultural norms

Critical Thinking: Making comments to express and justifying opinions on a blog

1. Brainstorming

- Put the students in pairs. Tell them to look at the images and think about what they have in common (people eating meals with others). Tell them to make notes individually about each image, thinking about the type of cooking, the table settings and what meal times are shown.
- As a class, discuss each image. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

2. Talking about cultural norms

- Put students into pairs. Read the directions with the class.
- Tell students to discuss their views and to consider the three points listed.
- Point out that there are no correct or wrong answers, and that the aim of the activity is to share their ideas about different attitudes.
- Invite volunteers to present the main points from their discussion to the class.

Answer Key

Answers will vary.

3. Blogging

- Tell students to complete OUR BLOG to give their opinions on changing attitudes and behaviors worldwide or their own culture

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the directions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.

- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 7 – A Picture of Health

Chapter Goals

Listening: Getting meaning from context, understanding and using tag questions, listening for main ideas and specific information on symptoms and treatment of illnesses, notetaking on phone conversations with health professionals.

Speaking: Talking about stress, asking for and giving advice on health and stress issues, presentation about treating an illness, blogging on the benefits of a healthy lifestyle, critical thinking, and organizing ideas in a problem-solution chart.

Focus on the Images

Ask students to:

1. look at the images of people doing different activities. Tell them to compare the settings to find similarities and differences
2. answer the three questions in this section. Discuss the answers with the class, saying how these images are connected with the topic of this chapter: A Picture of Health.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about health and fitness
2. make a list of words and phrases about advice and information about health and fitness
3. discuss if there any words/phrases that can go into both lists. Have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. look at the quote and read it out to the class. Give them some time to ask for clarification of any words they don't understand
2. discuss as a class to explain what the quote means.

Answer Key

Answers will vary.

Listening 1 – At the Health Club

Section Aims

Listening: Listening for main ideas to a conversation at a health club; listening for details; listening for stressed words

Speaking: Discussing views on health clubs and fitness; using tag questions

Pronunciation: Intonation in tag questions

Vocabulary: Nouns, verbs, and expressions related to health clubs or gyms

Language Focus: Stress; tag questions

Critical Thinking: Predicting and expecting, interpreting answers from an image

Before You Listen

1. Topic

- Have students look at the images to describe what they show and how they are connected.
- Have the students read the questions to note their answers individually.
- Put the students in pairs and have them discuss the questions.
- Compare answers as a whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Read the directions for the activity. Play the recording and ask students to listen to the words and expressions.
- Tell students to match each of the images to a noun or verb from the list. Have students complete this activity individually.
- Put the students into pairs. Have them compare their answers.
- Compare their answers as a whole class and write the correct answers on the board.

Answer Key

1. yoga; 2. boxing; 3. lift weights; 4. jog; 5. lane; 6. locker room; 7. cardio; 8. health club; 9. discount

Audio Script

Nouns

boxing
cardio
discount
health club
lane
locker room
yoga

Verbs

jog
lift weights
ought to

Expressions

in good/bad shape
show (someone) around

3. Your predictions and expectations

- Tell students to look at the image on the right of the activity and to answer the question. They should be able to figure out the basic situation looking at the image. A gym/health club instructor is giving information to Peter and Kenji.
- Ask students to discuss their predictions in pairs. Tell them they will hear the answers on the conversation.

Answer Key

Answers will vary.

While You Listen

4. Listening and comparing

- Play the recording.
- After listening, have students check and correct their answers quickly and then compare their answers in pairs.
- Finally, go over the answers to the questions in 3 with the whole class. Ask students for specific words or phrases they heard that support their answers.

Answer Key

1. Peter and Kenji are in a health club. They are considering joining the health club. They are on a tour of the club.
2. We know that they are not members yet because they say things like, “This is cool!,” “Wow,” and “I really need to start lifting weights.”
3. He’s Adel, a person who works in the health club. He is talking about what the health club has to offer and the benefits.

Audio Script

Adel: Hi, I’m Adel. I’m sure you’re going to like it here. Let me show you around. Here’s the weight room. We’ve got the newest machines, and our instructors can show you how to use them.

Peter: This is cool!

Kenji: Yeah. I really need to start lifting weights.

Adel: And here is a cardio class...

Peter: I’ve never tried cardio. It’s just dancing, isn’t it?

Adel: Not really. Actually, they’re working harder than you think.

Kenji: And cardio is very good for your heart.

Adel: It sure is. But you should do it at least three times a week if you want to be in good shape.

Peter: Well, I already jog three times a week.

Adel: That’s terrific.

Kenji: You also have boxing and yoga classes here, don’t you?

Adel: Yes. I’ll give you a schedule of classes when we finish our tour. Now here’s our swimming pool.

Peter: Wow! Look at that woman in the middle lane. She’s really fast, isn’t she!

Adel: Oh, yeah. That’s Ellen, one of our instructors.

C’m on, I’ll show you the showers and the locker room. You know, if you want to join our gym, you ought to do it before the end of the month.

Kenji: Really? Why?

Adel: Well, because we have a special discount for students this month. Let’s go to my office and I’ll tell you all about it.

5. Listening for main ideas

- Tell students to read the directions and questions in their books.
- Ask students if they have any questions.
- Ask students to close their books as they listen again.
- Play the recording. Have students write down their answers and then compare them with a partner.
- Finally, go through the two questions as a class comparing their answers. Ask them for specific words or phrases they heard that support their answers.

Answer Key

1. The purpose of the tour is to give Peter and Kenji enough information that they can decide whether or not to become members.
2. The guide would like them to join as gym members before the end of the month.

Audio Script

Repeat track.

6. Listening for details

- Tell the students to look at the six statements. Tell them to think about what kind of words are missing in each gap.
- Play the recording again if necessary.
- Put the students in pairs to answer true or false for each statement.
- Go over the items as a group. Ask for additional details from the conversation.

Answer Key

1. weights; 2. cardio; 3. boxing, yoga; 4. instructors; 5. good shape; 6. discount

Audio Script

Repeat track.

Language Focus – Stress

7. Listening for stressed words

- Have a student read aloud the directions. Respond to any questions. Ask students to think about what type of words they will be listening for in each blank.
- Tell students to fill in as many blanks as they can with words that fit the context of the conversation.
- Play the recording again. Tell students to correct their answers, and to fill in any they missed, with the stressed words that they hear.
- After listening, have students check their answers with a partner. Then have each pair check their answers with the Audio Script in their books.

Answer Key

1. boxing; 2. yoga; 3. don't; 4. schedule; 5. swimming; 6. middle; 7. isn't; 8. instructors; 9. showers; 10. join; 11. ought; 12. before; 13. really; 14. discount; 15. let's; 16. tell

Audio Script

Kenji: You also have boxing and yoga classes here, don't you?

Adel: Yes. I'll give you a schedule of classes when we finish our tour. Now here's our swimming pool.

Peter: Wow! Look at that woman in the middle lane. She's really fast, isn't she!

Adel: Oh, yeah. That's Ellen, one of our instructors. C'mon, I'll show you the showers and the locker room.

Adel: You know, if you want to join our gym, you ought to do it before the end of the month.

Kenji: Really? Why?

Adel: Well, because we have a special discount for students this month. Let's go to my office and I'll tell you all about it.

After You Listen

8. Discussing

- Put the students into pairs.
- Tell the students to look at the images and to ask each other the questions.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.

Answer Key

Answers will vary.

Language Focus – Tag Questions

- Read through the definition and information on tag questions. Read the example sentences with tag questions with a somewhat exaggerated rising and falling voice to emphasize the two different patterns.

Tip

- Go over the Tip on tag questions. Read the two sample sentences.

● Ask the students to paraphrase the information so that you can check their comprehension. You can also ask them to think of other types of questions, e.g., It's a beautiful day, isn't it? She's a good instructor, isn't she? That was a difficult test, wasn't it?

9. Pronouncing tag questions

- Read the directions for this exercise.
- Play the eight sentences one at a time. Have students repeat them.

Answer Key

1. stress goes up on don't we?
2. stress goes up on isn't it?
3. stress goes up on don't you?
4. stress goes up on do you?
5. stress goes up on did you?
6. stress goes down on doesn't he?
7. stress goes down on don't they?
8. stress goes down on can't she?

Audio Script

1. We need special shoes for cardio, don't we?
2. The pool is warm, isn't it?
3. You play football, don't you?
4. You don't eat junk food, do you?
5. You didn't hurt yourself, did you?
6. My father looks healthy, doesn't he?
7. Your parents love to dance, don't they?
8. She can swim fast, can't she?

10. Understanding tag questions

- Read the directions to the students.
- Show the students the two columns: Q, C.
- Play the recording through.
- Have the students do the exercise individually.
- Play the recording again. After each sentence, ask the students what the function of the tag question is.

Answer Key

1. Q ; 2. Q ; 3. C; 4. Q; 5. C; 6. Q

Audio Script

1. **Peter:** I've never tried cardio. It's just dancing, isn't it?
Adel: Not really.

2. **Kenji:** You also have boxing and yoga classes here, don't you?
Adel: Yes.

3. **Peter:** Wow! Look at that woman in the middle lane. She's really fast, isn't she?
Adel: Oh, yeah. That's Ellen, one of our instructors.

4. **Peter:** The gym is open 24 hours a day, isn't it?
Adel: Almost. It's open from 5 A.M. to 1 A.M.

5. **Kenji:** The pool is really crowded, isn't it?

Peter: Yeah.

6. Adel: You guys are students, aren't you?

Peter and Kenji: Yes, we are.

11. Using tag questions

- Read the directions to the students and go over the dialogue in the Tip about answering tag questions. Emphasize that the students should answer the questions truthfully.
- Role-play the example with a student.
- Put the students in pairs and tell them to decide which student is Student A and which is Student B. Tell them to put a piece of paper over their partner's part so they can't see it and they have to listen.
- Tell the students to take turns asking each other the questions. The intonation patterns will vary according to the situations. Remind them that there are no correct or incorrect answers.

Answer Key

Answers will vary.

Listening 2 – Treating an Illness

Section Aims

Listening: Listening to a conversation between a patient and a doctor for main ideas; listening for specific information about a patient's problem and doctor's advice

Speaking: Role-playing a visit to the doctor

Vocabulary: Words and phrases describing illnesses, symptoms, and medical treatment

Skills Focus: Using a graphic organizer: Problem-Solution Chart; summarizing

Critical Thinking: Discussing flu symptoms and treatment

Before You Listen

Best Practice – Activating Prior Knowledge

The Topic questions activate students' prior knowledge. This activity will help students relate their own experience with the flu to the new language about influenza and other sicknesses in this chapter.

When students activate their prior knowledge before learning new material, they are better able to map new language onto existing concepts, which aids understanding and retention.

1. Topic

- Read the directions to the students.
- Tell the students to look at the images and to think of words and phrases that come to mind about the flu or the common cold, and about other health problems and illnesses.
- Tell the students to answer the three questions. Then put the students into pairs and have them discuss their answers.
- Go over their answers as a class. Write new vocabulary on the board as it comes up in the discussion.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the words and to look at the images below.
- Have the students match the words and images individually.
- Tell the students to compare their answers with a partner.
- Check the answers as a class, writing the correct answers on the board.

Answer Key

1. headache
2. forehead
3. aspirin

4. fever
5. upset stomach
6. muscle
7. prescription
8. sore throat
9. swollen

Audio Script**Nouns**

aspirin
fever
forehead
headache
muscle
prescription
sore throat
upset stomach

Adjective

swollen

Strategy – Graphic Organizer: Problem-Solution Chart

- Read the description of the problem-solution chart to the students.
- Point out the problem-solution chart for the flu in activity 3.

3. Thinking critically

- Put the students into small groups.
- Tell the students to discuss the activity.
- Emphasize to the students the importance of using the new vocabulary in their answers. Tell them to read the definition of prescription in the Tip box.
- As a class, go through the chart. Have several students give answers.

Answer Key

Symptoms: upset stomach, sore throat, headache, fever, swollen (throat), (warm) forehead, (weak/sore/hurting) muscles
Treatment: prescription, aspirin, (additional ideas: rest/sleep, eat right)

While You Listen**4. Listening for main ideas**

- Read the directions for this activity to the students.
- Tell the students that they are going to listen to a long conversation.
- Play the recording. Put the students into pairs and tell them to complete the sentences.
- Briefly check the answers as a class just to make sure that all of the students understand the general situation.

Answer Key

1. Barbara is at the doctor's.
2. She is tired because she's studying for some tests/she's been drinking a lot of coffee and eating pizza and burgers.

Audio Script

Doctor: Barbara, you're back again! What seems to be the trouble?

Barbara: Well, I woke up this morning with a terrible headache.

Doctor: Yes?

Barbara: And I had an upset stomach too. I'm feeling really weak, and my whole body feels hot, and my muscles hurt. Oh, and I'm starting to get a sore throat.

Doctor: Well, your forehead feels really warm. You probably have a fever. Let me see your throat.

Barbara: Ahhhh.

Doctor: Ah-hah. It's all red and swollen. I think you've got another case of the flu. You were sick just last month, weren't you?

Barbara: Yeah, I was.

Doctor: Are you taking good care of yourself?

Barbara: What do you mean?

Doctor: Well, do you eat right, and do you get enough sleep?

Barbara: Well, right now I'm studying for some tests and I'm very tired. I've been drinking a lot of coffee and eating pizza and hamburgers.

Doctor: You should stop drinking coffee and eat lots of fruits and vegetables. I want you to take two aspirin four times a day, drink a lot of juice, and get plenty of rest. If your throat doesn't get better in a week, I want you to call me, OK?

Barbara: So, I don't need a prescription, do I?

Doctor: Not yet. Well, try to take care of yourself, and don't work too hard.

Best Practice – Organizing Information

Activity 5 uses a graphic organizer to categorize information. Taking lecture notes encourages students to process and organize information while they are listening and also provides a record for them to refer to when they are studying later. This type of graphic organizer emphasizes categorizing the main ideas of this dialogue into complaints and advice. Other types of graphic organizers are used throughout this book.

5. Listening for specific information

- Point out the problem-solution chart for the details of the conversation. Make sure that the students understand that complaints in this case means “symptoms.” These are the “problems.”
- Advise the students that the recording is quite long, so they should make brief notes in the columns rather than write down complete sentences.
- Play the recording and have students write down their answers.
- Put the students in pairs. Tell them to check their answers.
- If necessary, play the recording one more time.
- Check the answers as a class.

Answer Key

Barbara's complaints

1. headache
2. upset stomach
3. weakness
4. body feels hot
5. muscles hurt
6. sore throat

Doctor's advice

1. stop drinking coffee
2. eat fruits and vegetables
- 3 get plenty of rest
4. drink a lot of juice
5. take two aspirin four times a day
6. If your throat doesn't get better in a week, call me.

Audio Script

Repeat track.

After You Listen

6. Summarizing

- Read the directions to students.
- Put students in pairs. Tell them to compare their graphic organizer in 5.
- Tell students to use the answers in their graphic organizer to help them summarize Barbara's symptoms and the doctor's advice. Tell them to use the past tense to report what was said in the visit. Remind them that this is oral practice and that they should not write anything down.
- Walk around the room, helping students as necessary. Make sure that they use the past tense and complete sentences.
- Call on a few volunteers to summarize the visit for the class.

Answer Key

Answers will vary.

7. Role-playing

- Put the students in pairs again for the role-play. Tell the students to take turns at describing the problem as a patient and giving advice as a doctor.
- Have the pairs act out the role-plays for the class.

Answer Key

Answers will vary.

Listening 3 – Talking to Health Care Professionals

Section Aims

Listening: Listening to three telephone conversations and notetaking

Speaking: Role-playing conversations with medical professionals

Language Focus: Describing symptoms

Before You Listen

1. Topic

- Put students in pairs. Have them look at the images and describe what they see.
- Have the students read and answer the two questions in pairs.
- Compare answers as a whole class.

Answer Key

Answers will vary.

While You Listen

2. Listening and notetaking

- Read the directions. Point out the lines where the students are to write their notes.
- Play the recording and have students write down their notes. Remind the students to make brief notes rather than trying to write in complete sentences. Don't check the answers at this stage.

Answer Key

Answers will vary.

Audio Script

Conversation 1

A: University Dental Clinic. May I help you?

B: Yes, I'd like to make an appointment.

A: Do you have a problem, or is it just for a checkup?

B: I think I've broken a tooth.

A: Well, can you come in tomorrow morning?

B: No, but how about after lunch?

A: Well, let me see...Dr. Jones can probably take you at around...2:00. How's that?

B: That's great. Where is your office?

A: We're at 532 Western Avenue. That's near Third Street.

B: OK. I'll see you tomorrow at 2:00.

Conversation 2

A: Drugs R Us. May I help you?

B: Yes, I'd like to know if my prescription is ready.

A: What's the name, please?

B: Ellen Beattie.

A: Spell that, please.

B: B-E-A-T-T-I-E.

A: Oh, yes, here it is. It comes to \$14.95.

B: Are there any special instructions?

A: Well, let me see. Take the pills every six hours with food. But don't worry. The instructions are also on the bottle.

B: OK. How late can I pick it up?

A: Today we're open until 5:00.

B: All right. Thanks a lot. I'll be in later.

Conversation 3

A: Family Medicine.

B: Hi, Sherry. This is Penny Berkowitz.

A: Hi. You're bringing your baby in this afternoon, aren't you?

B: Well, our car broke down. So, I'd like to change our appointment with Dr. Stork, if that's OK.

A: Sure. What's a good time for you?

B: Can I come in on Monday?

A: How about 10:00?

B: Fine.

A: OK. We'll see you then.

B: Oh, while we're on the phone, my husband needs a check-up. Can you take him one evening next week?

A: I think so. What about Tuesday at 6:00 with Dr. Miller?

B: That's perfect. Thanks. Bye-bye.

3. Listening again

- Play the recording one more time. Put the students into pairs to compare notes.
- Go over the answers as a class.

Answer Key

Conversation 1

Reason for call: to make an appointment / has broken tooth

Name of dentist: Dr. Jones

Location: 532 Western Avenue, near Third Street

Time of appointment: 2:00 P.M. tomorrow

Conversation 2

Reason for call: to find out if prescription is ready

Name of patient: Ellen Beattie

Price of medicine: \$14.95

Special instructions: Take pills every six hours with food.

Closing time: 5:00 P.M.

Conversation 3

First reason for call: to change appointment time Name of baby's doctor: Dr. Stork

Time of baby's new appointment: Monday at 10:00

Second reason for call: her husband needs a checkup.
Time of husband's appointment: Tuesday at 6:00
Name of husband's doctor: Dr. Miller

Audio Script

Repeat track.

After You Listen

Language Focus – Describing Symptoms

● Read through the information on describing symptoms. Read the example sentences and answer any student queries about the medical terms used.

4. Role-playing

- Point out the three situations and make sure that the students see the two different roles.
- Put the students in pairs. Have each pair decide who is the receptionist or doctor and who is the patient. Stress the importance of students only looking at the appropriate information for their own role. Encourage them to cover the information for the other role with a piece of paper.
- Tell the students to choose one of the situations to role-play.
- If some pairs finish the first role-play early, have them start another. Some pairs may finish all three.
- At the end, ask for volunteers to do each role-play in front of the class.

Answer Key

Answers will vary.

Speaking 1 – Talking About Stress

Section Aims

Listening: Listening for main ideas; listening to complete a model conversation describing a stressful situation

Speaking: Role-playing a model conversation; role-playing describing and discussing a stressful situation; discussing causes and levels of stress

Language Focus: Saying what happened and how you felt

Critical Thinking: Discussing different views on stress

1. Topic

- Put students in pairs. Have them look at the images and describe what the people are feeling.
- Have the students read and answer the three questions in pairs.
- Compare answers as a whole class.

Answer Key

Answers will vary.

2. Listening for main ideas

- Read the directions with the class.
- Tell students that they are going to listen to a conversation between the two cousins, Chloe, and Amal. Make sure students understand the meaning of internship.
- Play the recording.
- After listening, have students check and correct their answers quickly and then compare their answers in pairs.
- Finally, go over the answers to the questions with the whole class. Ask students for specific words or phrases they heard that support their answers.

Answer Key

1. T

2. F (Not really. They just asked about my interests and main ambitions.)

3. T

4. F (If I don't get it, at least I'll be better prepared next time.)

Audio Script

Chloe: What's up, Amal? Your internship interview was today, wasn't it?

Amal: Yes, it was and, I'm so glad it's over! I never felt so nervous in my life.

Chloe: Really? I thought you were ready for it. You're doing so well on your course. They couldn't expect better, could they?

Amal: Hmm. I could have done better, I think. It was a rush to get there on time. I almost missed the bus, but I just made it. When I got there, the interviewer asked me if I had trouble getting to their premises. I said it was no problem.

Chloe: How did it go then?

Amal: Before the interview, I thought I was really cool, but I was wrong. When I sat down in front of the interview panel, I was so stressed that I couldn't speak. They probably thought there was something wrong with me. The interviewer asked why I had decided to study law and I couldn't answer.

Chloe: But you did speak, eventually, didn't you?

Amal: Well, sort of. I took a deep breath to calm down a bit. Then I mumbled something about how I admired the law firm and I'd studied some of their major cases.

Chloe: They didn't ask too many difficult questions, did they?

Amal: Not really. They just asked about my interests and main ambitions. I thought I was giving all the wrong answers. I started to feel sick.

Chloe: So, do you think you've got the internship?

Amal: I don't know yet. They told me they'll contact me by the end of the week. I wanted to turn around and run out the door, but I managed to shake hands with them before I left the room.

Chloe: See? They haven't turned you down, have they? So, think positively—there's some hope.

Amal: I hope you're right. I'll have to wait and see. If I don't get it, at least I'll be better prepared next time.

3. Listening and speaking

- Read the directions to students. Have students work in pairs to read through the conversation and write the missing parts.
- Tell students to listen and check their answers. Play the recording. Allow students time to check the answers.
- Have students compare and check their answers in pairs. Play the recording again if necessary.
- Check answers as a class by asking pairs to role-play the conversation with their answers.

Answer Key

1. I never felt so nervous in my life.
2. How did it go then?
3. I was so stressed that I couldn't speak.
4. I took a deep breath
5. I started to feel sick.
6. I wanted to turn round and run out the door

Audio Script

Repeat track.

Language Focus – Saying What Happened and How You Felt

- Explain that these sentences are examples of how to describe feelings when describing a stressful experience. Read the example sentences and answer any student queries about the expressions used.

4. Role-playing

- Point out the three situations and make sure that the students understand them.
- Put the students in pairs. Have each pair decide which will speak first, and which situations they will choose.

- Tell the students to each choose one of the situations to role-play. Tell them to use some of the sentences from the Language Focus box.
- If some pairs finish the role-play early, have them start another. Some pairs may finish all three.
- At the end, ask for volunteers to do each role-play in front of the class.

Answer Key

Answers will vary.

5. Thinking and discussing

- Point out the ratings for stress. Explain to the students that they must read the 11 causes of stress and put one of the numbers in each blank.
- Tell the students to start answering the questionnaire for themselves. Walk around the room answering questions about vocabulary, grammar, or expressions.
- Tell students to walk around the room to interview four other students about their questionnaire answers. Tell them to record the different answers on their charts.
- When the students have finished the questionnaire, go over the rating chart and discuss their findings as a class.

Answer Key

Answers will vary.

6. Thinking critically

- Read the directions with the class. Have students work individually to read through the statements and decide whether they agree or disagree with each one.
- Put students in pairs to discuss the questions. Tell them to think about the situations and experiences they have already discussed in this section.
- Invite volunteers to share their ideas with the class.

Answer Key

Answers will vary.

Speaking 2 – What Do You Think I Should Do?

Section Aims

Listening: Listening and identifying the context of a conversation; listening and completing conversations with expressions asking for or giving advice

Speaking: Role-playing asking for and giving advice

Vocabulary: Health issues and practical problems

Language Focus: Asking for and giving advice

1. Topic

- Put the students in pairs. Tell them to look at the images and discuss how the people are feeling.
- Read through the list of problems. Make sure students understand the vocabulary.
- Have students match the problems to the images, comparing their answers in pairs.
- Check answers as a class.

Answer Key

1. toothache
2. wrist syndrome (pain from typing)
3. missed deadline
4. Internet connection
5. difficulty seeing clearly / eyesight
6. headache
7. stomachache
8. difficulty with assignment

Language Focus – Asking For and Giving Advice

● Ask students to read through the expressions listed for asking for and giving advice. Point out that they will hear some of these expressions in the conversations that follow. Make sure they understand the meanings of the expressions. Answer any questions they have.

2. Asking for and giving advice

- Read the directions to students. Have students work individually to read through the conversation and complete it. Remind them to use the expressions from the Language Focus box above.
- Play the recording. Allow students time to correct their answers.
- Have students compare and check their answers in pairs. Play the recording again.
- Check answers as a class by asking pairs to role-play the conversation with their answers.

Answer Key

Answers will vary.

1. What do you think I should do?
2. ought to
3. Why don't you
4. Can you recommend anyone?

Audio Script

Man: Hi, Andrea. How're you doing?

Woman: I am so stressed out! I can't eat, I can't sleep. I feel like I'm going crazy!

Man: Why? What's the problem?

Woman: I've got so much to do. You know, taking the kids to school, my job, housework, sports – there just isn't enough time for everything. What do you think I should do?

Man: You really ought to take a vacation. Maybe go away for a weekend.

Woman: Oh, that won't help. I'll have to work even more to catch up when I get back.

Man: Why don't you hire someone to help look after the kids and do the housework?

Woman: Good idea! I can't go on like this. Can you recommend anyone?

3. Listening and speaking

- Read the directions for the activity. Tell students that they are going to listen to three short conversations. Tell them that they must focus on whether the language is formal or informal and to identify the contexts of the conversations and the relationships between the speakers.
- Tell students to read the contexts 1–3.
- Play the recording.
- Have students decide individually which conversation matches each context, and to note the key words that helped them decide.
- Check answers as a class.

Answer Key

1. Conversation 2
2. Conversation 3
3. Conversation 1

Audio Script

Conversation 1

Tutor: Good morning, James. You're looking a little stressed, what's the matter?

Student: Good morning, Ms Henderson. Can you give me some advice on my assignment? I'm completely stuck for ideas and I don't want to miss the deadline.

Tutor: Try to focus on the main points you want to include. You should make notes and sort them into order

for each paragraph. Then it should be easier to fill in the details for the whole assignment.

Student: That sounds logical. My notes are all over the place right now. I just want to do a good job, but I feel so pressed for time.

Tutor: I advise you to write whatever you can and hand it in by the end of the week. Never mind going for perfection, or it will never be finished! Then you can get some rest over the weekend.

Student: Thank you for your understanding. I'll do my best.

Conversation 2

A: What's up? You look so tired.

B: Too right! I didn't get to sleep till three this morning.

A: Well, when I got up, I noticed you had posted on Facebook at 2.30 A.M. You ought to switch off your phone much earlier.

B: Why should I do that? It's the only time I get to catch up on the news.

A: Try to get to bed earlier... without the phone. The light keeps your brain working overtime and makes it

hard to relax. The news can wait! Why don't you read it in the morning on the way to work?

B: Yeah, I suppose you're right.

Conversation 3

Woman: Have you finished the report for the meeting yet?

Man: Sorry, Jill. I had to take a break from the keyboard. My wrist hurts so much! Can you give me some advice about what to do?

Woman: For now, you should put a support bandage on it and take an aspirin. I advise you to see a doctor about it before it gets worse.

Man: I know. I'll book an appointment now. But I can't work like this.

Woman: Okay. give me your notes and I'll get someone else to type the report. Oh, and try to find a more

comfortable mousepad with a wrist support. It will make a difference.

Man: Thanks a lot. I'll try that.

4. Listening and completing

- Read the directions to students. Have students work individually to read through the parts of the conversations and complete them. Remind them to use the expressions from the Language Focus box.
- Play the recording. Allow students time to correct their answers.
- Have students compare and check their answers in pairs. Play the recording again if necessary.

Answer Key

1. Try to focus on the main points
2. You should make notes
3. I advise you to write whatever you can
4. You ought to switch off your phone
5. Why should I do that?
6. Try to get to bed earlier
7. Why don't you read it in the morning
8. you should put a support bandage on it
9. I advise you to see a doctor about it
10. try to find a more comfortable mousepad

Audio Script

Repeat track.

5. Role-playing

- Read the role-play directions to the students.
- Tell the students to look back at the expressions for asking for advice and giving advice.
- Put students into pairs or small groups. Tell the students to answer the questions in part 1 for each image to work out what the problem is and think of possible advice.

- Have the students do the role-play, swapping roles so that each student practices asking for and giving advice. When the pairs or groups are all finished, ask some students to volunteer to do their role-play in front of the class.

Answer Key

Answers will vary.

Speaking 3 – Fit and Healthy

Section Aims

Speaking: Discussing physical activities and healthy lifestyles; presenting a poster on healthy habits; interviewing classmates about their views on physical activities

Skills Focus: Researching and finding out about physical exercise and active ways of life

Critical Thinking: Preparing to participate in a poster competition on healthy habits; making comments to express and justify opinions on a blog

Research and Document: Interviewing and finding out about views on physical activities

1. Topic

- Put the students in pairs. Tell them to look at the images and think about what they have in common (they all show types of physical activity). Elicit whether students think the people in the images are healthy.
- Ask students to discuss the questions with their partner.
- As a class, discuss their answers. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

2. Thinking critically

- Read the directions to the class. Explain that they will prepare a poster giving the DOs and DON'Ts for each of the points listed. Point out the examples on the chart below.
- Put students in pairs or small groups. Tell them to draw a chart on a piece of paper and to brainstorm ideas for DOs and DON'Ts for each point.

Answer Key

Answers will vary.

3. Comparing notes

- Put pairs or groups together to compare notes. Tell them to discuss their lists and add or change any of their points as they generate new ideas to make their group posters.
- Tell them to prepare their presentation so that different group members present a different point from the poster.

Answer Key

Answers will vary.

4. Presenting your poster

- Ask each group to present their poster to the class. Remind them to decide who will present each of the different points, using arguments to support their views.
- Have students discuss their presentations as a class.

Answer Key

Answers will vary.

Skills Focus – Researching and Finding Out

5. Brainstorming

- Read the directions with the class. Make sure that students understand what to do. Tell them to note down their own words and phrases for each image.
- Tell students to work in pairs to discuss and compare their answers.
- Ask a few volunteers to share their answers with the class.

Answer Key

Answers will vary.

6. Interviewing and finding out

- Read the directions with the class.
- Tell students to move around the classroom to interview as many classmates as possible about their views on physical activities, and to consider the three points listed. Tell them to make notes of the different answers. To record notes, they could use a graphic organizer similar to the one in Speaking 1.
- Point out that there are no correct or wrong answers, and that the aim of the activity is to share their opinions.
- Invite volunteers to present the main points from their discussion to the class.

Answer Key

Answers will vary.

7. Blogging

- Tell students to complete OUR BLOG to give their opinions on the benefits of a healthy lifestyle for college students as well as for all adults.

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the directions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 8 – Infotainment

Chapter Goals

Listening: Listening for main ideas and details, listening for reduced and unreduced forms, identifying stressed items as information carriers, listening and taking notes on events, anticipating and identifying context, using a “Wh” graphic organizer, getting meaning from context in commercials, advertisements, conversations, and news broadcasts, interpreting and identifying attitude and implied messages.

Speaking: Expressing opinions, agreement and disagreement using appropriate expressions, narrating a story or an incident, using historic present simple, researching and presenting a movie or TV series, thinking critically, and commenting on aspects of a movie or series.

Focus on the Images

Ask students to:

1. look at the images of people watching something on a screen. Tell them to compare the settings to find similarities and differences
2. answer the three questions in this section. Discuss the answers with the class, saying how these images are connected with the topic of this chapter: Infotainment.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about TV and social media
2. make a list of words and phrases about their memories and feelings about TV viewing, movies, series, music, and using social media
3. say whether there any words/phrases that can go into both lists. Have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. look at the quote and read it out to the class. Give them some time to ask for clarification of any words they don't understand.
2. discuss as a class to explain what the quote means.

Answer Key

Answers will vary.

Listening 1 – Staring at a Screen!

Section Aims

Listening: Listening to a conversation about TV viewing habits for main ideas; listening for details; listening for stressed words; comparing reduced and unreduced pronunciation; listening for reductions

Speaking: Discussing personal TV viewing habits; discussing and speculating on an image

Pronunciation: Comparing reduced and unreduced pronunciation

Vocabulary: Words and phrases related to spare time activities and the media

Language Focus: Reduced pronunciation

Before You Listen

Best Practice – Activating Prior Knowledge

The Topic questions activate students' prior knowledge. This activity will help students relate their own experience with communication media to the new language in this chapter. When students activate their prior knowledge before learning new material, they are better able to map new language onto existing concepts, which aids understanding and retention.

1. Topic

- Have students look at the images on their own to think about the spare time activities shown. Tell them to look at the checklist of activities below and to check the ones they like doing and add any other activities that are not listed. Give students a few minutes to do this, and then put them in small groups to discuss their answers.
- Explain that the topic questions will help students with the conversation that they are going to hear.
- Have students read the questions and discuss them in their groups or in pairs.
- Compare answers as a whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Read the directions to students.
- Play the recording and ask students to listen to the words.
- Go over the vocabulary to make sure that students know what each phrase means.
- Have students work individually to circle the words that are the same as their lists from the brainstorming activity. Tell them to add any other words they can think of about using TV, computers, smartphones, tablets, etc. in the third column.
- Compare their answers as a whole class and write any extra vocabulary that students come up with on the board.

Audio Script

Nouns

average week
couch potato
remote control
waste of time

Verb phrases

change channels
channel surf
turn down the volume
turn on the TV

Answer Key

Answers will vary.

3. Thinking and predicting

- Read the directions for the activity.
- Tell students to look for clues in the image of Ming and Jack and to note their own answers to the first three questions individually.

- Tell students to read through the statements on the chart to decide who says each one. Tell them to circle the answers M for Ming or J for Jack in the Before You Listen column. Make sure students understand what to do, but don't check or correct answers at this stage.

Answer Key

Answers will vary.

While You Listen**4. Listening for main ideas**

- Explain that students will now hear the conversation between Jack and Ming, and tell them to look at the chart in activity 3 to circle the answers M for Ming or J for Jack in the After You Listen column. Play the recording.
- Put students in pairs to discuss and compare their answers to the questions in activity 3.
- Discuss their answers as a class.

Answer Key

1. M; 2. M; 3. J; 4. M; 5. M; 6. J; 7. J; 8. M

Audio Script

Ming: Hey, listen to this. The average American watches four hours of TV a day.

Jack: A day? You're joking.

Ming: No, it says so right here in this newspaper. Hmm, I guess you're an average American, Jack. You always have your TV on.

Jack: Come on. Are you saying I'm a couch potato?

Ming: Yeah. I really think watching TV is a waste of time.

Jack: Oh, come on. Some programs are bad, like those soap operas. But what about sports or the news? You watch those sometimes, don't you?

Ming: Well, actually, for the news, I prefer the newspaper. Or the Internet.

Jack: Why?

Ming: First, because they give you a lot more information. And I can read them any time I want. Plus, I hate all the commercials.

Jack: I know what you mean. That's why, when the commercials come on, I just turn down the volume or change channels.

Ming: Yeah, I noticed that. Channel surfing drives me crazy.

Jack: OK, next time you come over, I'll let you have the remote control.

Ming: Oh, that's so sweet. But I have a better idea. Next time I come over, let's just turn the TV off.

5. Listening for details

- Tell the students to look at the five true-false statements.
- Play the recording again if necessary.
- Put the students in pairs to answer true or false for each statement.
- Go over the items as a group.
- Ask for additional details from the conversation (e.g., Jack thinks that sports and the news are good programs.).

Answer Key

1. True.
2. True
3. False. Ming doesn't like TV.
4. False. Jack doesn't like soap operas.
5. True

Audio Script

Repeat track.

Language Focus – Vocabulary

6. Using vocabulary

- Read the directions to students.
- Point out that this activity practices using the vocabulary from the previous activities.
- Have students complete the sentences individually.
- Compare their answers as a whole class and write the correct answers on the board.

Answer Key

1. turn on the TV
2. turn the TV off
3. change channels/channel surf
4. turn down the volume
5. the TV
6. channel surf/change channels
7. couch potato
8. remote control
9. waste of time
10. average week

Language Focus – Stressed Words

Strategy – Identifying Information Carriers

- Read aloud the information on Identifying Information Carriers. Answer any queries students may have. Explain that they will listen to examples of stressed words which are information carriers in the next activity.

7. Listening for stressed words

- Have a student read aloud the directions. Respond to any questions. Ask students to think about what type of words they will be listening for in each blank.
- Tell students to fill in as many blanks as they can with words that fit the context of the conversation.
- Play the recording again. Tell students to correct their answers, and to fill in any they missed, with the stressed words that they hear.
- After listening, have students check their answers with a partner. Then have each pair check their answers with the Audio Script in their books.

Answer Key

1. listen
2. average
3. four
4. joking
5. newspaper
6. you're
7. always
8. your TV
9. couch
10. waste
11. on
12. Some
13. soap
14. news
15. news
16. newspaper
17. Internet
18. information
19. read
20. hate

- 21. mean
- 22. turn
- 23. channels
- 24. crazy
- 25. control
- 26. better
- 27. off

Audio Script

Repeat track.

Language Focus – Reduced Pronunciation

- Read out the directions for the activity in the box. Tell students to complete the rules for reduced pronunciation.
- Check answers as a class.

Answer Key

1. pronunciation; 2. language; 3. non-native; 4. awareness; 5. understanding

8. Comparing unreduced and reduced pronunciation

- Have a student read the directions to the class.
- Play the recording of the unreduced and reduced forms of the sentences from the conversation.
- Have the students as a class repeat the two forms. Read out the Tip below, reminding students that the reduced forms are not considered acceptable in written, formal English.

Answer Key

1. Are you; 2. don't you; 3. what you; 4. let you

Audio Script

- | | |
|--|--------------------------------------|
| 1. Are you saying I'm a couch potato? | Arya saying I'm a couch potato? |
| 2. You watch those sometimes, don't you? | You watch those sometimes, dontcha? |
| 3. I know what you mean. | I know whatcha mean. |
| 4. I'll let you have the remote control. | I'll letcha have the remote control. |

9. Listening for reductions

- Play the recording and have the students write down their answers.
- When the conversation is finished, put the students in pairs and have them check their answers. Then check the answers as a class.

Answer Key

1. are you; 2. don't you want to; 3. you; 4. can; 5. do you; 6. what you want to; 7. let you; 8. going to

Audio Script

Man: Are you looking at the TV guide?

Woman: Uh-huh. Don't you want to watch a film tonight?

Man: To tell you the truth, I'm pretty tired. But we can watch an early show. Do you know what you want to see?

Woman: Not really. I'll let you choose. *Oliver Twist* is on at eight, and *The King's Speech* is at ten.

Man: Let's watch *Oliver Twist*. I'm I'm tired now and by ten o'clock I'm going to be dead.

After You Listen

10. Thinking critically

- Tell students to write their own answers, giving reasons for whose opinion they agree with most.
- Put students in groups to discuss their answers.
- Ask some volunteers to share their answers with the rest of the class.

Answer Key

Answers will vary.

11. Discussing

- Tell students to look at the image at the bottom of the page and to make notes of their answers to the questions about this.
- Put the students into groups to compare and discuss their answers.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.

Answer Key

Answers will vary.

Listening 2 – News Report: An Airplane Crash

Section Aims

Listening: Listening for specific information and making notes on a graphic organizer

Speaking: Summarizing notes to present a report

Vocabulary: Words and phrases related to air travel and other means of transport

Skills Focus: Using “Wh” questions to take notes

Before You Listen

1. Topic

- Read the directions aloud. Call students’ attention to the images below.
- Tell students to list the words and phrases that come to mind about air travel. Put them in pairs to compare and discuss air travel and airplane safety compared to other means of transport.
- As a class, go through the answers. Write new vocabulary words or phrases that are useful or interesting on the board.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the underlined words.
- Have the students match the underlined words in the sentences with the definitions.
- Put the students in pairs to check their answers.
- Check the answers together as a class.

Answer Key

1. E; 2. G; 3. A; 4. D; 5. F; 6. C; 7. B

Audio Script

top story
landed
passenger
injuries
hurt
blocked
ran out

Skills Focus – Taking Notes

Strategy – Using “Wh” Questions to Take Notes

- Go over the description of the graphic organizer. Explain that writing questions with the basic “Wh” question words will help them get prepared for hearing the news report.
- Point out why they may not always be appropriate in a news story. There may not be a clear reason for something to have happened.
- Ask the students to describe a recent news event. Help them write five “Wh” questions for the event.

3. Preparing to listen

- Read the directions to the students.
- Point out the graphic organizer with the spaces for six questions.
- Put the students in pairs. Have them discuss the possible details they might want to ask about the accident.
- Tell the students to write the six questions in pairs. Walk around the room, helping students come up with questions.

Answer Key

Answers will vary.

Possible answers:

What: What happened? What crashed?

Where: Where did the crash happen?

When: When did the crash happen?

Who: Who crashed? Who was in the crash?

Why: Why did the plane crash?

How many: How many people were on the plane?

While You Listen

4. Listening for specific information

- Go over the questions with the students. Make sure that they understand that they are just taking notes, not trying to write complete sentences.
- Play the recording.
- Give the students time to note the answers.
- Put the students in pairs to compare their answers.
- Go over the answers as a class.

Answer Key

1. Six passengers

2. Three injured passengers

3. Two passengers with back injuries, one passenger with a broken leg

4. Nobody injured on the ground

Audio Script

Radio Announcer: Good evening. Our top story tonight: about an hour ago, a small airplane carrying six people landed safely in traffic on Highway 1. Two of the passengers received back injuries, and one of the passengers suffered a broken leg. Here's reporter Laura Jones at the scene of the crash.

Reporter: Good evening, Mark. I'm standing here on Highway 1 with two drivers who almost hit the plane as it landed. Could you tell me what you thought as you watched the plane coming down?

Witness 1: Well, at first, I wasn't scared. But then I saw it was flying very low. So, I drove to the side of the road in a hurry.

Reporter: And you, sir?

Witness 2: I almost didn't see the plane at all. It happened so fast. When I finally heard the plane's engine, I knew something was wrong. And then I hit my brakes. Phew... it was really close. I'm still shaking.

Reporter: Fortunately, no one on the ground was hurt, but the plane blocked traffic for over an hour. Officer John McNamara of the local highway police thinks the plane ran out of gasoline. A complete investigation will begin tomorrow. Back to you, Mark.

After You Listen

5. Summarizing

- Read the directions to the students. Make sure they understand that they are to use their notes from the previous activities: activities 1, 3, and 4.
- Put the students in pairs. Have them take turns summarizing the news report.
- When they are finished, have one or two students volunteer to summarize the news report for the class.

Answer Key

Answers will vary.

Listening 3

Section Aims

Listening: Listening to four commercials to understand meaning from context

Vocabulary: Understanding vocabulary from context; words and phrases relating to commercials and advertising

Critical Thinking: Choosing the qualities of a good advertisement

Before You Listen

1. Topic

- Read the directions aloud. Call students' attention to the images below the questions. Ask a few general questions (e.g., What techniques are used to make these products seem attractive in each image? What messages do they convey?)
- Tell students to read the questions. Give them time to ask clarification questions.
- Put students into groups and have them discuss the questions.
- Go over their answers as a class. Encourage students to respond to each other during the discussion, giving ideas and asking questions about each other's ideas. Write any useful vocabulary that students produce on the board.

Answer Key

Answers will vary.

While You Listen

2. Getting meaning from context

- Read the directions to the students. Tell them that they will be practicing an important learning strategy for listening.
- Go over the steps and the chart with the students. Since they have done this kind of activity in previous chapters, they will understand it quickly.
- Play each commercial, stopping after the question. Give the students time to circle the correct answer and write down several clues before playing the answer and moving on.
- Put the students in pairs and have them compare their charts.
- Go over the answers and clues as a class.

Answer Key

1. B; Clues: healthy, delicious flavor, time to go to work, no time to cook, healthy breakfast, morning, bowl
2. C; Clues: 12 midnight, in California, good news, calling for free, 5,000 free night-time minutes, new calling plan, camera phone
3. B; Clues: sell, fine beauties, 2005 two-door sedan, automatic, low mileage, clean, tires, GPS system, airbags, test drive, \$16,000, \$500/month

4. C; Clues: midnight, tired, on TV, two o'clock in the morning, breakfast, take some Dreamease

Audio Script

Commercial 1

Announcer: Looking for a healthy start and a delicious flavor? Time to go to work, but no time to cook a healthy breakfast? Start your morning right with a bowl of *Flakos*!

Question 1: *What are Flakos?*

Announcer: They're my favorite cereal, and they provide all the energy I need for the morning.

Commercial 2

A: Hello?

B: Hi, Marge. Are you asleep?

A: Not anymore. Who is this?

B: It's Bill. I'm on vacation in California.

A: Bill, it's 12 o'clock midnight.

B: Yeah, but I have some good news! I'm calling for free! I get 5,000 free night-time minutes on this new calling plan. And I got a great new camera phone!

Question 2: This is an ad for a...

Announcer: SureCell—the cell phone company that saves you money all day—and all night!

Commercial 3

Announcer: Hi! This is Tex Lewis. I'll do anything to sell you one of these fine beauties. Look here. We've got a 2005 two-door sedan here, automatic, with low mileage. This baby is clean; got new tires, GPS system, side airbags, the whole works. Take a test drive today. And it can be yours for just \$16,000, or \$500 per month. Come in and check it out. See you soon.

Question 3: This is an ad for...

Announcer: Tex's Used Cars. Quality cars for less.

Commercial 4

Male: Honey, make me a sandwich.

Female: Henry! It's midnight. I'm tired.

Male: Honey, what's on TV?

Female: I don't know. It's two o'clock in the morning.

Male: Honey, can I have some breakfast?

Female: Henry, it's four o'clock in the morning. Why don't you take some Dreamease?

Question 4: Dreamease is a...

Announcer: Dreamease, the sleeping pill that helps you get the rest you need.

After You Listen

3. Thinking critically

- Read the directions to the class. Tell students to complete the chart on their own by ticking/checking the descriptors they believe apply to either online advertisements or TV commercials. Allow them a few minutes to do so.
- Put the students into pairs. Tell the students to compare and discuss their answers.
- Emphasize the importance of using the new vocabulary in their answers.
- As a class, go through the answers. To compare answers, copy the chart onto the board and have a show of hands for each of the qualities. Write the number of students who agree with each quality and under each heading.

Answer Key

Answers will vary.

Speaking 1 – Infotainment: What about it?

Section Aims

Listening: Listening to complete a conversation with functional expressions

Speaking: Role-playing discussions about gaming, social media, streaming, blogging, and vlogging; using expressions for agreeing, disagreeing, expressing an opinion, expressing uncertainty

Vocabulary & Skills Focus: Functions and expressions (agreeing, disagreeing, expressing an opinion, expressing uncertainty)

1. Functions and expressions

- Read the directions aloud. Have students do the activity individually. Give them time to ask clarification questions.
- Go over their answers as a class.

Answer Key

3, 1, 2, 4

2. Listening and speaking

- Read the directions to students. Have students work individually to read through the conversation and write the missing expressions from the box.
- Tell students to listen and check their answers. Play the recording. Allow students time to check the answers.
- Have students compare and check their answers in pairs. Play the recording again if necessary.
- Check answers as a class by asking pairs to role-play the conversation with their answers.

Answer Key

1. Come on!
2. I don't feel the same way.
3. I think it depends
4. I don't have a strong opinion about it.
5. I believe
6. That's my opinion, too.
7. I don't agree.

Audio Script

Sarah: I think gaming is a total waste of time. You could do something more useful instead.

Kyle: Come on! How old are you? Everyone plays video games in their spare time.

Sarah: I don't like video games and neither does Chloe. Right Chloe?

Chloe: Well, I don't feel the same way. I think it depends on how you feel. I don't have a strong opinion about it.

Sarah: What do you mean? You either like something or you don't!

Chloe: I believe people have the right to feel differently about things, depending on the situation.

Kyle: That's my opinion, too. And anyway quite a few people have developed successful careers as professional gamers.

Sarah: For how long? And what happens when it is all over? They will have wasted all this time for nothing!

Chloe: I don't agree. Successful gamers have been able to make enough money to help their families and save for their own education.

Sarah: Right! So, that's not entertainment, is it? They do it to earn money. It's a job!

Kyle: So, what's wrong with that? Why are you so opposed to it?

3. Role-playing

- Read the role-play directions to the students.
- Tell the students to look back at the expressions for agreeing, disagreeing, expressing an opinion, expressing uncertainty.
- Put students into groups of three to play the roles of Sarah, Kyle, and Chloe. Tell the students to look at the four images below to identify the topic shown. Tell them to use the expressions in the box and those presented in activity 1 to continue the discussion about each image.

- Have the students do the role-play. When the pairs or groups are all finished, invite some groups to do their role-play in front of the class.

Answer Key

Answers will vary.

Speaking 2 – Narrating a Story

Section Aims

Listening: Listening to two accounts of an event to identify and compare language functions

Speaking: Narrating an event

Language Focus: Narrating a story; reporting events

1. Topic

- Put the students in pairs. Tell them to look at the image and think about what is happening and how they would feel in the two situations
- Ask students to discuss the questions with their partner.
- As a class, discuss their answers. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

Language Focus – Narrating a Story: Reporting Events

- Read the information to the students.
- Explain that they will listen to examples of these two styles of reporting an event, using past tenses and using the historic present, in the next activity.

2. Identifying and comparing language functions

- Read the directions aloud. Explain that they should use the chart to note the differences between the two accounts under the headings, A and B.
- Play the recording. Allow time for students to make notes as they listen. Play it again for them to check and complete their notes.
- Put students in pairs to compare their notes.
- Check answers as a class.
- Have a student read out the Tip to the class. Ask which of the two accounts they heard had fillers like these (the first).

Answer Key

Features	A	B
verb forms	present	past
Repetition	Yes (and ... and)	No
Pauses	Yes	No
false start / restart – rephrasing	Yes (Yes, well ... sorry about that; Give me a minute ...; I see ... I hear)	
Fillers	Yes (you know ...; What can I tell you?; so)	Yes (Well, at first ...; But then ...; so)

Audio Script

Witness 1: I'm driving along the highway (you know...) minding my business, trying to get home on time, – we had guests to dinner, you see. Yes, well...sorry about this, I can't get over it. Give me a minute...All of a sudden, I see...I hear this loud noise and...and I see a plane flying really low. What can I tell you, it felt as if it was about to touch down on the car. I'm terrified, so I quickly drive to the side of the road to...to get out of the way and...and...I panic and drive off the road and into the ditch! Bad luck, but at least I'm in one piece!

Witness 1: Well, at first, I wasn't scared. But then I saw it was flying very low. So, I drove to the side of the road in a hurry.

3. Narrating the event

- Read the directions aloud.
- Tell students to look back at the comparison of the two accounts in 2. Make sure the students understand that they will be rewriting the account by Witness 2 in a more lively and emotional way. Have them complete the account individually.
- Check answers as a class. Ask some students to read their account to the class and ask the rest of the class if they have any other details to add or things they would change.

Answer Key

Answers will vary.

Audio Script

Witness 2: I almost didn't see the plane at all. It happened so fast. When I finally heard the plane's engine, I knew something was wrong. And then I hit my brakes. Phew... it was really close. I'm still shaking.

4. Preparing to narrate the event

- Read the directions aloud. Remind students of the Wh questions they formed in Listening 2 to summarize a news report. Tell them to make a similar list of Wh questions or to make an outline for their event to show the order of events.
- Point out that they should make short notes, but not full sentences, to use as cues for their story, which they will tell in the next activity. Draw attention to the Tip below, and remind them to use 'fillers' to sound as natural as possible.
- Explain that they could choose to narrate a real incident that they have experienced or heard about, or an imaginary situation. Allow time for students to make their notes. Answer any questions they have, but don't check their notes at this stage.

5. Narrating the event

- Put the students in groups of three or four. Give them time to go through their notes from 4.
- Tell the students to take turns at narrating their story to their group. Remind them to use present tenses in their narrative.
- If you feel that it is appropriate, have the students vote on which story was the best in each group. Invite some students to repeat the top stories to the class.

Answer Key

Answers will vary.

Speaking 3 – Research and Present

Section Aims

Speaking: Presenting information on a movie or TV series

Critical Thinking: Discussing opinions on films and TV series; deciding what makes a good or bad movie; writing a blog on what makes a good movie

Research and Document: Researching and collecting data from the Internet about a movie or TV series; documenting findings on a graphic organizer; summarizing a story plot of a movie or TV series; selecting images or video for presentation

1. Making a choice

- Tell students to look at the images and think about where the people are and what they are doing.
- Have them read the directions.
- Put the students in pairs or groups. Have them brainstorm different movies or TV series that they like to complete the information. Tell them to discuss why they chose them and to decide which one is the most popular group choice.

- Read out the Tip below explaining the meaning of genre.
- Check answers as a class.

Answer Key

Answers will vary.

2. Researching and collecting data

- Keep students in their groups. Read the directions with the class.
- Tell students to use the Internet, or any other source they can find to collect information about the movie or TV series they chose in 1.
- Point out the aim of the research is also to present information about the cast, the plot, special effects, and any other strong points about your movie or series.

Answer Key

Answers will vary.

3. Documenting your research findings

- Read the directions aloud. Remind students of the importance of using graphic organizers to make notes on relevant points.
- Point out that students should only write notes, not full sentences, on the chart. Then they can put together the important information for their presentation later. Group members could share their research by deciding which part(s) of the information each person will be responsible for researching, and then put the information together.

Answer Key

Answers will vary.

4. Summarizing the story plot

- Have students read the directions. Explain that they should now use the graphic organizer to make an outline or plan for their summary. Point out that they should use Wh questions again as they have done in previous activities.
- Have students work in their groups to discuss the story and complete their charts.

Tip

- Tell students to read through the advice in the Tip. Point out that they should look for video or still images from the movie or series to back up their presentations.

Answer Key

Answers will vary.

5. Using images

- Have students follow the directions. Tell them they should find and copy images or download videos to use during their presentation.
- Tell them that, to avoid any technical problems during presentations, they should rehearse their presentations using the images with a partner to help show or point to the images as they are speaking.

Answer Key

Answers will vary.

6. Presenting

- Ask each group to present their movie or series to the class. Students will have a chance to ask questions and discuss the presentations in the next activities.

Answer Key

Answers will vary.

7. Asking and answering questions

- Have students go through the list of points and discuss their presentations as a class. Tell them to use the words for different genres from activity 1 and the questions from activities 3 and 4 to ask for more information about the cast and the story plot.
- Remind them to express their opinions and support their views using the expressions they have learnt in this chapter. Point out that they can also ask their listeners questions about their opinions.

Answer Key

Answers will vary.

8. Making a decision

- Read the directions to the class. Have students work in their groups to discuss all the presentations. Tell them to talk about what makes a good movie.
- Elicit answers as a class, inviting groups to write their movie or series titles on the board. Then have groups vote to find the most popular title. Encourage students to express what makes this the best movie/series.

Answer Key

Answers will vary.

9. Blogging

- Tell students to complete OUR BLOG to give their opinions on what makes a good movie.

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the directions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 9 – Let's Hang Out!

Chapter Goals

Listening: Listening for main ideas and details, interpreting intonation used with exclamations, listening to discussions about social plans, understanding information about shows and other types of entertainment.

Speaking: Asking for and giving information about entertainment and free time activities, making a speech about likes and dislikes, discussing changing entertainment trends and their possible future effects, talking about online entertainment and real-life entertainment, reporting survey results.

Focus on the Images

Ask students to:

1. look at the images of people in different situations. Tell them to compare the settings to find similarities and differences
2. answer the four questions in this section. Discuss the answers with the class, saying how these images are connected with the topic of this chapter: Let's Hang Out!

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about social plans and friends
2. make a list of words and phrases about their likes, dislikes, and information about home entertainment and other activities with friends
3. say whether there any words/phrases that can go into both lists. Have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. look at the quote and read it out to the class. Give them some time to ask for clarification of any words they don't understand.
2. discuss as a class to explain what the quote means.

Answer Key

Answers will vary.

Listening 1 – Long time no see!

Section Aims

Listening: Listening to a conversation between former classmates for main ideas; listening for details; listening for stressed words

Speaking: Talking about oldest friends; practicing exclamations

Pronunciation: Intonation and exclamations

Vocabulary: Working out meanings of words using context clues

Language Focus: Stress; intonation, and exclamations

Critical Thinking: Making predictions about a situation from an image

Before You Listen

1. Topic

- Have students look at the image and try to guess what is happening.
- Explain that the topic questions will help students with the conversation that they are going to hear.
- Have students read the questions and discuss them in pairs.
- Compare answers as a whole class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the underlined words.
- Read the directions to the students.
- Don't explain the meaning of the underlined words. Tell the students that they must use the context of the sentences to guess the meaning.
- Have students complete the activity individually.
- Check answers as a class.

Answer Key

Suggested answers

1. able to do (art) easily
2. the day someone finishes college or university
3. not lose contact with
4. seem logical/smart
5. travelling
6. a course that prepares people for medical school
7. a salesperson or sales representative for a company
8. great/wonderful
9. been doing

Audio Script

good at
graduation
keep in touch
make sense
on the road
pre-med
sales rep
terrific
be up to

3. Predicting and expecting

- For this first question, students will have figured out the basic situation looking at the image on the right of the page. Ming and Yolanda have just met Dan outside a restaurant. Tell students to decide how they feel from what they can see in the image.
- Tell students to note their own answers to the questions individually.
- Put students in pairs to discuss and compare their answers.
- Discuss their answers as a class.

Answer Key

Answers will vary.

While You Listen

4. Listening for main ideas

- Explain that students will now hear the conversation between Ming, Yolanda, and Dan. Tell them to look at the questions in activity 3 to check and compare their answers with what they hear. Play the recording.
- Put students in pairs to discuss and compare their answers to the questions in activity 3.
- Discuss their answers as a class.

Answer Key

1. In the street / outside a restaurant
2. Answers will vary.
3. Surprised because they haven't met since graduation.
4. Clues: body language, facial expressions.

Audio Script

Yolanda: Ming, look! I can't believe it! It's Dan. Hey, Dan! How are you?

Dan: Yolanda? Ming? Wow! I haven't seen you guys since graduation night!

Ming: I know. You look great!

Dan: Thanks. So do you!

Ming: So, what have you been up to?

Dan: Well, I go to Faber College.

Yolanda: Really? Do you like it?

Dan: Yeah, so far. But I've been studying really hard.

Ming: Sure you have...

Yolanda: So, what's your major?

Dan: It's computer science.

Ming: Ah-h-h. That makes sense. You always were good at math and science.

Dan: Thanks. Anyway, what have you guys been up to?

Ming: Well, I'm a sales rep for a publishing company.

Dan: No kidding! How do you like that?

Ming: Oh, I love it! I'm on the road a lot, but I get to meet some interesting people.

Dan: That's terrific. And how about you, Yolanda?

Yolanda: I'm studying pre-med at State College.

Dan: Wow – you can be my doctor! You always were good at science too. Well, it was great seeing you both. Let's keep in touch from now on. Email me sometime. Here's my address.

5. Listening and preparing

- Tell the students to read the three questions.
- Play the recording.
- Put the students in pairs to answer the questions.
- Go over the questions as a group. Ask for additional details from the conversation that support their answers.

Answer Key

1. Work and studies.
2. Ming sounds surprised because Dan didn't use to study hard.
3. They say they'll keep in touch with each other.

Audio Script

Repeat track.

6. Listening for details

- Tell the students to look at the four statements or questions to choose the answers they remember.
- Tell students to listen again and check their answers. Play the recording.
- Check the answers as a class.

Answer Key

1. C
2. B
3. B
4. A

Audio Script

Repeat track.

7. Listening for stressed words

- Read the directions to the students. Tell the students to first fill in the blanks from what they remember.
- Play the recording again. Tell the students to fill in the blanks with the words that they hear.
-
- After listening, have students check their answers in groups of three.
- Check answers as a class by asking groups of three to role-play the conversation with the answers.

Answer Key

1. believe; 2. graduation; 3. great; 4. you; 5. Up; 6. really; 7. like; 8. so far; 9. studying; 10. sure; 11. major
12. computer; 13. that; 14. were; 15. math; 16. science; 17. you; 18. sales; 19. kidding; 20. love; 21. terrific
22. you; 23. pre-med; 24. touch

Audio Script

Repeat track.

After You Listen**8. Thinking and discussing**

- Read the directions aloud. Tell students to work individually to brainstorm questions that would like to ask an old friend and to make their own notes.
- Give students time to think about the situation and make notes. Then put them in pairs to discuss their notes.
- Invite students to share and compare their ideas as a class.

Answer Key

Answers will vary.

9. Role-playing

- Tell the students to read the questions, noting the underlined target vocabulary. Give them some time to ask about anything that they don't understand.
- Put the students in pairs. Have the students ask and answer the questions they wrote in activity 8.
- Remind the students to use the underlined vocabulary in their role-play.
- When the students have finished, ask some pairs to perform their role-play in front of the class.

Answer Key

Answers will vary.

Language Focus – Intonations and Exclamations

- Go over the information about exclamations with the students. Play the recording and have them repeat the expressions.

Audio Script

To express strong feelings (surprise, anger, happiness), we use exclamations. These are expressions that we pronounce with especially strong emphasis and with falling intonation at the end.

Examples:

Wow!

That's great!

I can't believe it!

That's awful!

10. Pronouncing exclamations

- Read the directions to the students. Explain that they are simply going to repeat the key exclamations from this chapter.
- Play the recording, stopping after each item. Have the students repeat the exclamation with you.

Answer Key

Answers will vary.

Audio Script

1. Ming, look!
2. I can't believe it!
3. Wow! I haven't seen you guys since graduation night!
4. You look great!
5. So do you!
6. No kidding!
7. That's terrific!

11. Matching statements and responses

- This is not an activity type that the students are familiar with, so spend a little more time explaining how it works than you usually do.
- Point out the eight exclamations and the eight numbered blanks.
- Explain that the students will hear eight statements or questions and must decide which exclamation is the appropriate response.
- Play the recording and have students write their answers.
- Put the students in pairs and have them check answers.
- Check the answers as a class.

Answer Key

1. A; 2. B; 3. E; 4. C; 5. G/H; 6. F; 7. D; 8. G/H

Audio Script

1. My sister just had triplets.
2. Guess what? I'm getting married next month.
3. Would you like a job for three euros an hour?
4. I've been practicing a lot, and I've finally learned to play this piece on the piano.
5. Someone hit my car yesterday. It's going to cost \$1,000 to repair.
6. I met a famous film director yesterday.
7. My best friend likes to eat peanut butter and banana sandwiches.
8. I locked the keys in the car

Best Practice – Interacting with Others

Activity 12 is an example of collaborative learning to encourage fluency and confidence. In this pair activity, based around using exclamations, communication is more important than grammar. Because the students add authentic information to one item and create the final item, the activity becomes personal, thereby increasing its importance to the student.

12. Practicing exclamations

- Put the students in pairs. Tell the students to decide who will be Student A and who will be Student B.

- Go over the directions with the students. Make sure that they understand that Student A must only look at the Student A list and Student B must only look at the Student B list.
- Explain that they will be taking turns reading sentences. Their partner will respond with an appropriate exclamation.
- Point out the special requirements of the items that have blanks. In number 5, the students must write their own sentence.
- Give the students time to fill in the items that have blanks.
- Go over the exclamations for the sentences as a class.

Answer Key

Answers will vary.

13. Telling what happened

- Read the directions to the class. Tell them to look at each image and think of what statement they would make about each one.
- Put students in pairs. Tell them to take turns at making a statement, like the ones in 12, about what happened in each situation in the images and to respond to their partner with an exclamation.
- Check answers by asking some pairs to repeat their dialogues for different images to the class.

Answer Key

Answers will vary.

14. Discussing

- Tell students to think of current news events or interesting facts. Tell them to write down statements like those they made in activities 12 and 13.
- Put students in pairs or small groups to practice telling each other the piece of information and responding again with appropriate exclamations.
- Check answers by asking some pairs to repeat their dialogues with their sentences and responses to the class.

Answer Key

Answers will vary.

Listening 2 – Arranging a Barbecue

Section Aims

Listening: Listening for main ideas to a conversation between friends organizing a barbecue; listening for specific information

Speaking: Role-playing conversation; summarizing a discussion

Vocabulary: Words, phrases, and phrasal verbs relating to organizing home entertainment and free time activities

Critical Thinking: Thinking about pros and cons of different suggestions and making a choice

Before You Listen

1. Topic

- Read the directions to the students.
- Tell the students to look at what's happening in the images to note any words and phrases that come to mind. Then tell them to read the five questions.
- Put the students into pairs and have them discuss the questions.
- Go over their answers as a class. Write new vocabulary on the board as it comes up in the discussion.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the words and expressions.
- Tell the students to match the word or phrase with the meanings listed below the chart.
- When they have finished, put them in pairs to check the answers.
- Check the answers as a class.

Answer Key

1. come back; 2. vegan; 3. pros and cons; 4. indoors; 5. focus on; 6. come up with; 7. get-together; 8. ready-made; 9. Messy; 10. bring along; 11. Outdoors; 12. come along

Audio Script

Nouns

pros and cons
get-together

Phrasal Verbs

bring along
come along
come back
come up with
focus on

Adjectives

messy
ready-made
vegan

Adverbs

outdoors
indoors

While You Listen

3. Listening for main ideas

- Read the directions for this activity to the students.
- Tell the students that they are going to listen to a long conversation.
- Read the two questions to the students.
- Play the recording and have them answer the questions.
- Briefly check the answers as a class just to make sure that all of the students understand the general situation.

Answer Key

Answers will vary.

1. Ryan. He was studying Spanish/on a Spanish course.
2. To welcome Ryan back.

Audio Script

Matthew: Hi, Chloe. You know Ryan's coming back from his Spanish course in Colombia next week?

Chloe: Hello, Matt. Yes, I heard that. It'll be great to see him again. So, are you planning a welcome party at the dorm?

Matthew: How about getting the guys together for a barbecue? The weather's perfect to do something outdoors.

Chloe: Good idea. We could have it in the backyard at my place.

Matthew: Are you sure there will be enough space? I think quite a few mates will come along. Why don't we have it in the park by the river? You know – where the picnic tables are.

Chloe: Well, we've had a few get-togethers here and it's been fun. At least we wouldn't have to carry the food around. We can prepare everything in the kitchen and have it ready in the fridge.

Matthew: But if we have it in the park, everybody can bring something. Then you and your roommates wouldn't have to do most of the preparations and clearing up.

Chloe: I don't mind really, but you've got a point. We have got a portable barbecue, so we can use it anywhere. How about the food? What if we ask everybody to bring meat and vegetables? Then a group of us can prepare everything together. What do you think?

Matthew: I think it could get a bit messy if too many people are involved. Wherever we're going to have it, maybe everybody could bring along a ready-made dish for starters or salads. Then we can just focus on whatever needs barbecuing. Let's not forget, we need to have some vegan options too. Not everybody eats meat.

Chloe: Of course, Sarah makes fantastic falafels. And we can barbecue mushrooms and corn as well as the meat.

Matthew: Sounds easy. Okay, let's think about the pros and cons and come up with the best plan for everybody.

4. Listening for specific information

- Read the directions to the students. Point out the lines for taking notes.
- Read the phrases in front of the blank lines to the students.
- Play the recording again. Have students write the answers individually.
- Put the students in pairs. Have them compare their notes.
- Go over the answers as a class.

Answer Key

1. Matthew: outdoors, in the park by the river

Chloe: in her backyard

2. Matthew: everybody could bring along a ready-made dish for starters or salads, only food for barbecuing will need prepared, include vegan options

Chloe: ask everybody to bring meat and vegetables, prepare everything together, Sarah can make falafels, barbecue mushrooms, corn and meat

3. Things they agree on: having a barbecue, sharing preparation, including vegan options

Audio Script

Repeat track.

After You Listen

5. Summarizing

- Put the students into pairs. Tell the students to take turns to discuss Matthew's and Chloe's suggestions for the barbecue.
- Tell the students to use their notes from activity 4.
- While the students are talking, walk around the room, helping them with anything that they do not understand.

Answer Key

Answers will vary.

6. Thinking critically

- Tell students to note their own answers, listing the good and bad points of both suggestions.
- Put students in groups to discuss their answers.
- Ask some volunteers to share their answers with the rest of the class.

Answer Key

Answers will vary.

7. Role-playing

- Read the role-play directions to the students.
- Tell the students to look back at their notes about Chloe's and Matthew's suggestions from the previous activities.
- Put students in pairs to play the roles of Matthew and Chloe. Remind them that the point of the role-play is to continue the conversation to reach a decision about the barbecue plans.
- Have the students do the role-play. When they are all finished, invite some pairs to do their role-play in front of the class.

Answer Key

Answers will vary

Listening 3 – Making Social Plans

Section Aims

Listening: Listening for specific information to three phone calls to movie theaters

Speaking: Identifying and discussing types of entertainment; role-playing phone enquiry to a movie theater

Vocabulary: Words and phrases relating to different types of entertainment; guessing meanings in context

Before You Listen

1. Topic

- Read the directions to the students.
- Tell the students to look at the images to note any words and phrases that come to mind about each type of entertainment. Then tell them to read the four questions.
- Put the students into pairs and have them discuss the questions.
- Go over their answers as a class. Write new vocabulary on the board as it comes up in the discussion.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the underlined words.
- Put the students in pairs to write definitions or descriptions for the underlined words.
- Check the answers together as a class.

Answer Key

1. sci-fi film: a movie that involves situations that couldn't really happen; situations that are beyond the present limits of scientific knowledge, for example, spaceships invading Earth;
show times: the times that a theater shows a movie (clues: 4, 7, 10)
2. live music: music that is not recorded (clues: Want to go see... tonight?, Who's singing?);
cover charge: money that you pay to hear music at a bar or restaurant (clues: \$15, expensive)
3. service charge: an extra fee that you pay for a company to do something (clues: on the Internet, two dollars or more); box office: a place that sells tickets (clue: pick the tickets up at the box office)
4. make a reservation — to get a place at a restaurant in advance (clues: before, if not have to wait)

Audio Script

sci-fi

show times

live music

cover charge

service charge

box office

make a reservation

While You Listen

3. Listening for specific information

- Read the directions and situation to the students. Go over the categories (e.g., event) that they have to listen for.
- Play the recording. Allow students time to complete their answers. Don't check answers at this stage.

Answer Key

Call 1

Event: Movie — The Six Billion Dollar Man

Location: Fox Theater in the Town and Country Shopping Center

Show time(s): two, six, and ten o'clock

Price of tickets: \$10 for adults; \$8.50 for students, senior citizens, and children under 12

Call 2

Place: Blue Note Jazz and Supper Club

Entertainment tonight: singer — Bebel Gilberto

Cost: \$20 cover charge unless you come for dinner

Menu: Italian food, but they have salads and burgers

Reservations: two people, 8:00, will stay for the 9:00 show

Call 3

Place: Gallery Shibuya

Band: Space Cadets, rock band

Date: August 4

Price (total): \$19.00

Remember to bring: student I.D.

Audio Script

Call 1

Hello. This is the Fox Theater, located in the Town and Country Shopping Center. Today we're proud to present Mark Wahlberg in the thrilling sci-fi film, *The Six Billion Dollar Man*. Show times for Saturday are two, six, and ten o'clock. Tickets are \$10 and \$8.50 for students, senior citizens, and children under 12. For more information, please hang up and call 555-0183. See you there!

Call 2

Manager: Hello. Blue Note Jazz and Supper Club.

Sarah: Hi. I'd like some information.

Manager: Sure, what would you like to know?

Sarah: First, is there any live music tonight?

Manager: Yes, we have a terrific Brazilian singer named Bebel Gilberto. There are shows at nine and eleven.

Sarah: How much is the show?

Manager: We have a \$20 cover charge. But if you come for dinner, the show is free.

Sarah: What's your menu like?

Manager: Our specialty is Italian food, but we serve salads and burgers too.

Sarah: Fine. I'd like to make a reservation for two for dinner at eight, and we'll stay for the nine o'clock show. My last name's Lee—that's L-E-E.

Manager: Very good Ms. Lee, we'll see you at eight.

Call 3

You have reached the information line for Gallery Shibuya, which features live rock music nightly. The gallery is proud to present Space Cadets, now through August 6. For show times, press 1. For directions to Gallery Shibuya, press 2. For ticket information and ticket orders, press 3.

Clerk: Hi, this is Sherry speaking. Can I help you?

Sarah: Yes, uh, do you still have tickets for the August 4th Space Cadets show?

Clerk: How many tickets?

Sarah: Two.

Clerk: I'll check...Yes, we have tickets for \$20

Sarah: Is there a special price for students?

Clerk: Yes, student tickets are \$8.50.

Sarah: OK, that's good.

Clerk: All right, two student tickets at \$8.50 each, that's \$17. There is also a service charge of \$1 per ticket, so your total comes to \$19. And how would you like to pay for your tickets?

Sarah: Can you hold them for me for ten minutes – I'm just a block away from you?

Clerk: I can do that – and then there's no service charge. May I have your full name please?

Sarah: Sarah Lee.

Clerk: Sarah – S-A-R-A-H?

Sarah: Right.

Clerk: And we need your phone number please, Ms. Lee?

Sarah: 310-555-0176.

Clerk: OK, so we'll see you soon, all right? And remember to bring your student ID with you, for the student price.

Sarah: Thank you very much.

Clerk: You're welcome. Bye-bye.

Sarah: Bye.

4. Listening and checking

- Play the recording again. Put the students in pairs to check their information.
- Go over the answers as a class.

Audio Script

Repeat track.

Answer Key

Answers will vary.

After You Listen

5. Role-playing

- Read the directions to the students.
- Put the students in pairs. Have them decide which student is Student A and which is Student B.
- Make sure that the students understand that this is a two-part activity. In the first part, Student A is a customer. In the second part, Student B is the customer.
- Tell the students to read through the cue cards, depending on whether they are A or B.
- Tell the students to read all of the Useful Language in their boxes. Tell them to fill in the blanks to complete the questions for the movie of their choice.
- Have the students begin the role-plays. Walk around the room, helping the students get started.
- When the role-plays are finished, ask for volunteers to do the role-plays in front of the class.

Answer Key

Answers will vary.

Speaking 1 – Let's not go out!

Section Aims

Speaking: Interviewing classmates about home entertainment and free time activities; discussing changing trends in home entertainment

Vocabulary: Words and phrases relating to different types of home entertainment; use appropriate words and expressions to report survey results

Language Focus: Reporting survey results; summarizing results

Critical Thinking: Thinking about survey results and identifying possible trends

1. Topic

- Review the instructions for the activity.
- Put students in pairs. Have them discuss what each image shows and note words, phrases, and ideas about any other activities that are related or unrelated to the images.
- Go over their answers as a class. Write new vocabulary on the board as it comes up in the discussion.

Answer Key

Answers will vary.

Speaking 1 – Let's not go out!

2. Vocabulary

- Review the instructions for the activity.
- Have students describe what types of entertainment are shown in each image.
- Tell students to listen to the words and phrases and to match each item to the correct image in activity 1. Tell them to write the image number next to the matching vocabulary item.
- Play the recording. Allow time for students to match the images and words.
- Check answers as a class.

Answer Key

1. subscribe to streaming service/platform; 2. board games; 3. watching Formula One racing
4. infotainment; 5. TV competitions/reality shows; 6. access to a wide range of films/videos; 7. virtual reality games; 8. interactive games

Audio Script

access to a wide range of (films, videos, etc.)
board games
infotainment
interactive games
subscribe to streaming service/platform
(watching) Formula One racing
TV competitions/reality shows
virtual reality games

3. Interviewing

- Review the instructions for the activity.
- Tell students to complete the first column on the questionnaire with their own answers.
- Make sure students have understood and completed their own answers. Have students walk around the room to interview two classmates and record their answers. Alternatively, put students in groups of three to do so.

Answer Key

Answers will vary.

4. Thinking and discussing

- Put students in small groups to compare and their answers. Tell them to put their findings together so that they can report on the survey in the next stage.
- Walk around the room as the groups are discussing their results, and answer any queries they have.

Answer Key

No answers.

Language Focus – Reporting Survey Results

5. Summarizing

- Read the directions to students.

- Put students in pairs. Tell them to compare their answers in activity 4.
- Tell students to read the information on Reporting Survey Results in the box. Tell them to read the example statements and to make statements like these in their survey results.
- Walk around the room, helping students as necessary. Make sure that they use the appropriate language for reporting their survey results.
- Call on a few volunteers to summarize their questionnaire results for the class.

Answer Key

Answers will vary.

6. Thinking critically

- Read the directions with the class. Have students work individually to read through the headings on the left.
- Put students in pairs to discuss the present trends and to make predictions of how these might change in the future. Tell them to think about the survey results and views they have already discussed in this section.
- Invite volunteers to share their ideas with the class.

Answer Key

No answers.

7. Discussing

- Put students in small groups to discuss changes they have seen from their own experience in different kinds of entertainment to make predictions of how these might change in the future.
- Invite groups to share their answers with the class.

Answer Key

No answers.

Speaking 2 – Chill out! A 30-second Speech

Section Aims

Listening: Predicting four speakers' likes and dislikes and listening to check answers

Speaking: Discussing free time activities and entertainment; presenting a speech

● **Vocabulary:** Words and phrases relating to free time activities; phrases expressing likes and dislikes

Language Focus: Expressing likes and dislikes

1. Topic

- Put the students in pairs. Tell them to look at the images and think about what the people seem to be doing for fun.
- Have students read and discuss the two topic questions with their partner.
- As a class, go through the questions. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and have students listen to the underlined words in the context of each sentence.
- Have the students do the activity individually. Remind them to use context clues to guess the meaning of words that they don't know.
- Put the students into pairs to compare their answers.
- Go over the answers as a class.

Answer Key

Suggested answers

1. totally agree with (the idea of) / approve of

2. would prefer to
3. doesn't really like / doesn't like ... much
4. want to know about / want to spend time on
5. like spending time

Audio Script

1. I'm all for keeping up with technology.
2. I'd rather go out with friends than stay home every weekend.
3. She's not keen on classical music.
4. Are you interested in making vlogs?
5. Where do you enjoy hanging out with your friends?

3. Predicting and listening

- Tell students to look at the images of the four people in 1 and to answer the question. They should be able to figure out who's who by looking at the images and reading the notes.
- Play the recording.
- Elicit the speakers names from a few students. Ask students whether their predictions were correct.

Answer Key

1. Hilary; 2. Jon; 3. Anh; 4. Kim

Audio Script

Presenter: Hi, welcome to thirty seconds, Hilary. Are you ready?

Hilary: Hello, ready to go now. I'm Hilary, from the UK. I study biology at Manchester University, so I don't have as much free time these days. When I don't have to study, which is not very often, I like going out with friends or organizing cook-outs over the weekend. We all gather and cook different dishes from all over the world. Our group includes people from the US, Asia, Africa and South America. When we lay everything on a large table, it looks like the display at an international food festival with Mexican, Chinese, Indian, French, Italian and Middle-Eastern dishes. I think we all enjoy cooking together as much as we like eating all the tasty food! Yes, I suppose you could say I'm a foody!

Jon: Hi, I'm Jon. My family moved to the US in the 80s. I was born in Paris, Texas. When I first arrived in the UK and told people where I was from, I realized that not everyone knew there was a town called Paris in the US. There were people who tried to speak French to me! I hadn't a clue what they were saying. Anyway, I study art in London. It is an amazing city and there is so much to do if you have the time and some spending money. My best mate – who is from Paris, France – and I have started an international student band. It's the coolest thing we've ever done because we love music and have the chance to make a bit of extra cash when we get a gig. Any free time we have is spent rehearsing and composing. Some people see that as work, but I enjoy playing and writing music. So, I prefer it to hanging out with people in different places. We also upload videos of our songs and have quite a few followers. I mean, we're not famous in a big way, but we do have our own fan base!

Anh: Hey, I'm Anh. I hope to complete my studies in robotics at Stanford University in about a year! I'm from Canada and I enjoy hanging out with the rest of the techno buffs. I also like spending time with people who are interested in films and jazz. We usually watch films or series at home as soon as they are available on streaming platforms. Most of my friends spend a lot of time online communicating with people all over the world, searching the web and gaming. I must admit that I often turn down invitations to stay in and spend time online. I am not very keen on crowded, noisy places. I'd rather stay in and watch some interesting streamers, download music, or design new gadgets. And of course, I have joined several techno and robotics forums. I enjoy playing games, learning and exchanging ideas with like-minded people.

Kim: Hello! My name is Kim. I study Chemistry at the University of California. I'm from Australia and I really like living here. I've got loads of friends and really enjoy my classes. Why chemistry? Well, I am really interested in ground-breaking textile and cosmetics manufacturing. I'm interested in research and

development of sustainable methods of production. I love going out to different places and I feel super-lucky to be here. Entertainment is an important part of life. If you don't do things that make you happy, you can't be creative. I'm all for working hard and having fun! I try not to miss a good music concert and I love going to the movies. Naturally, I also like shopping and I usually ask a friend to stop me from buying things that I don't really need! I am also interested in cultural events and festivals. What can I say? I love it all! I wish the day had 48 instead of 24 hours!

4. Listening and completing

- Read the directions to the students. Tell students to read through the charts to find out what kind of information they need to listen for about each speaker.
- Play the recording again.
- Put the students in pairs and ask them to compare answers.
- Write the speakers names on the board. Invite students to write the information on the board under each name to check the answers as a class.

Answer Key

Speaker 1: Hilary

University: Manchester

Comes from: the UK

Doesn't: have much free time

Speaker 2: Jon

University: London

Comes from: Paris, Texas (USA)

Doesn't: speak/understand French

Speaker 3: Anh

University: Stanford

Comes from: Canada

Doesn't: like crowded, noisy places

Speaker 4: Kim

University: California

Comes from: Australia

Doesn't: (want to) buy things she doesn't really need

Audio Script

Repeat track.

Language Focus – Expressing likes and dislikes

- Have a student read aloud the information on Expressing Likes and Dislikes. Answer any queries students may have about these.
- Tell students they will use these phrases to complete the next activity.

5. Expressing likes and dislikes

- Read the directions to the students. Make sure that the students understand that they will be writing the words from the Language Focus box above in the correct gaps.
- Have students complete the activity individually.
- Put the students in pairs and ask them to compare answers.
- Go over the answers as a class.

Answer Key

Answers may vary.

Suggested answers:

1. like; 2. Enjoy; 3. Love; 4. Prefer; 5. keen on; 6. would rather; 7. interested in; 8. all for

6. Preparing your speech

- Read the directions to the students. Point out that they only need to brainstorm and make notes on the chart, not complete sentences, to use as cues when they present their speeches.
- Have students complete their charts individually. Check that they have done so and are ready to move onto the presentation.

Answer Key

Answers will vary.

7. Presenting your speech

- Put the students in pairs. Have them take turns to rehearse their speeches. Tell them to time each other as they speak, to keep as close to the 30-second limit as possible.
- Join the pairs into groups to present their speeches. Tell them to set a 30-second limit for each speech.
- Ask for volunteers to present their speeches in front of the class.

Answer Key

Answers will vary.

Speaking 3 – Research and Present

Section Aims

Speaking: Discussing online and real-life entertainment

Vocabulary: Brainstorming words and phrases associated with online and real-life entertainment

Research and Present: Research and find relevant sources on the Internet about popular free time activities in different countries; evaluate and select appropriate sources and data; use data selectively to create my own document

Critical Thinking: Making comments to express and justify opinions on a blog

Skills Focus – Researching and Finding Out

1. Brainstorming

- Read the directions with the class. Make sure that students understand what to do. Tell them to note down their own words and phrases for each image.
- Tell students to work in pairs to discuss and compare their answers.
- Discuss each image as a class, asking a few volunteers to share their ideas.
- As a class, discuss their answers. Encourage students to give reasons for their answers.

Answer Key

No answer.

2. Researching and documenting

- Read the directions aloud, and make sure students understand what to do. Tell students to use the Internet or any other source they can find to find the most popular activities, firstly in their own country, and then in at least two other countries.
- Tell them to write as many activities as they can find for each one in the chart, focusing on the most popular.

Answer Key

No answer.

3. Discussing and presenting

- Put students in pairs to discuss their findings in activity 2. Point out that there are no correct or wrong answers, and that the aim of the activity is to share their opinions.
- Tell them to put all their information together and to make notes on whatever points they found unusual, surprising, or new information for them.

- Invite pairs to take turns at presenting their findings to the class. Encourage classmates to ask and answer questions about the presentations.

Answer Key

Answers will vary.

4. Blogging

- Tell students to complete OUR BLOG to give their opinions on the social life of people of their generation and to express their opinions about the most popular online and real-life entertainment activities.

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.
- Read the directions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

Chapter 10 – Get Up, Go Out, Get Moving!

Chapter Goals

Listening: Listening for main ideas and details, listening to a conversation about martial arts, listening to a podcast about e-sports, listening to a sportscast, organizing notes into an outline, listening and notetaking, identifying stressed and reduced words.

Speaking: Explaining a sport, giving and understanding instructions, playing “Guess the sport”, using correct nouns and verbs to describe sports and athletes, summarizing a speech from notes, interviewing people as part of a survey, thinking critically, and discussing sports trends and competitions.

Focus on the Images

Ask students to:

1. look at the images of people doing different sports. Tell them to compare the settings to find similarities and differences
2. answer the four questions in this section. Discuss the answers with the class, saying how these images are connected with the topic of this chapter: Get Up, Go Out, Get Moving!

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:

1. make a list of words and phrases that come to mind about sports activities
2. make a list of words and phrases about popular sports around the world
3. say whether there are any words/phrases that can go into both lists. Have students give reasons to explain their answers.

Answer Key

Answers will vary.

Think and Comment

Ask students to:

1. look at the quote and read it out to the class. Give them some time to ask for clarification of any words they don't understand
2. discuss as a class to explain what the quote means.

Answer Key

Answers will vary.

Listening 1

Section Aims

Listening: Listening to a conversation about martial arts for main ideas; listening for details to answer true/false questions; listening for stressed words; listening for the dropped “h”; listening for reductions

Speaking: Discussing opinions on sports

Pronunciation: Dropping the “h” sound

Vocabulary: Sport-related words and phrases

Language Focus: Dropping the “h” sound

Critical Thinking: Making predictions about a situation from images; discuss questions about martial arts and sports in general

Before You Listen

1. Topic

- Have students look at the images below to think about martial arts and try to name as many as they can from the images shown.
- Explain that the topic questions will help students with the conversation that they are going to hear.
- Have students read the questions and discuss them in pairs.
- Compare answers as a whole class.

Answer Key

1. Images show the following martial arts:

Top right to left: Kung Fu, karate, aikido, Muay Thai

Centre right to left: judo, sumo, taekwondo, wushu

Bottom right to left: kickboxing, capoeira, boxing, kendo

All other questions: Answers will vary.

2. Vocabulary

- Read the directions for the activity. Play the recording and ask students to listen to the words and phrases.
- Tell students to read the sentences and complete them with the words and phrases from the box. Have students complete this activity individually.
- Put the students into pairs. Have them compare their answers.
- Compare their answers as a whole class and write the correct answers on the board.

Answer Key

1. get in shape; 2. stretch; 3. balance; 4. confidence; 5. flexibility; 6. get into; 7. focus; 8. warm up

Audio Script

Nouns

balance

confidence

flexibility

Verbs

focus

get in shape

get into

stretch

warm up

3. Predicting and expecting

- Tell students to look at the three images of Ming, Peter, and Kenji and to read the three questions about them.
- Tell students to note their own answers to the questions individually. Don't check answers at this stage.
- Put students in pairs to discuss and compare their answers.
- Discuss their answers as a class.

Answer Key

Answers will vary.

While You Listen

4. Listening

- Read the directions for the activity. Play the recording.
- Put students in pairs to check and compare their answers from activity 3.
- Discuss their answers as a class.

Answer Key

Answers will vary.

Answers may include:

1. martial arts; body language and expressions
2. Tae Kwon Do
3. interested, surprised, excited; body language and expressions

Audio Script

Ming: OK guys. Let's warm up and stretch. We've got to work on balance and flexibility.

Peter: So, Ming, when did you get into this Karate stuff?

Kenji: Karate's Japanese. Ming's showing us Tae Kwon Do, and it's Korean.

Peter: Cool. So, what's the difference?

Ming: Tae Kwon Do uses hundreds of different kicking moves. But Karate...well, Kenji, it sounds like you know something about Karate.

Kenji: Yeah – Karate uses more punches and blocks, too. Maybe you've seen guys break wooden boards with punches. You know, like...I learned that when I was in school.

Peter: That's great. I wish I could do that. So, Ming, why did you get into Tae Kwon Do?

Ming: I had a Korean friend in middle school, and he said it could help me get in shape and build my confidence. So, I tried it, and I really liked it.

Peter: It looks like you succeeded.

Ming: Well, I'm still working on it. I've really improved my speed and power. It also helps you focus – you'll see.

Peter: Awesome! Let's get started.

5. Listening for main ideas

- Tell the students to read the directions and the four questions in their books. Give the students time to ask for clarification.
- Have the students look at the three photos in this activity. Tell the students that they illustrate some important information about the conversation.
- Ask students to close their books as they listen.
- Play the recording.
- After listening, give the students some time to write down individual answers.
- Then have the students compare their answers in pairs.
- Finally, go over the answers to the questions as a class. Ask them for specific words or phrases they heard that support their answers.

Answer Key

1. They will practice Tae Kwon Do.
2. Korea
3. Tae Kwon Do uses hundreds of different kicking moves.
Karate uses kicks, but Karate also uses a lot of punches and blocks.
4. Tae Kwon Do has helped Ming get in shape and develop more confidence.

Audio Script

Repeat track.

6. Listening for details

- Tell the students to look at the six true-false questions.
- Play the recording.

- Have the students answer the questions.
- Go over the questions as a group. Ask for additional details from the conversation.

Answer Key

1. T
2. F Tae Kwon Do uses hundreds of different kicking moves.
3. T
4. F They break wooden boards with punches.
5. T
6. F Ming wants to get in shape and build her confidence. Pete says “I wish I could do that” meaning “break wooden boards with punches.”

Audio Script

Repeat track.

Language Focus – Stress

7. Listening for stressed words

- Read the directions to the students. Have students fill in as many blanks as they can before listening.
- Play the recording again. Tell the students to check and correct their answers with the words that they hear.
- During each pause, tell the students to repeat the phrase or sentence to themselves before correcting the answer.
- After listening, have students check their answers with a partner. Then have each pair check their answers with the audio script in their books.

Answer Key

1. warm up; 2. stretch; 3. balance; 4. flexibility; 5. get into; 6. Japanese; 7. cool; 8. difference; 9. hundreds; 10. kicking; 11. punches; 12. blocks; 13. boards; 14. that; 15. school; 16. great; 17. I; 18. middle; 19. shape; 20. Build; 21. Tried; 22. Succeeded; 23. Improved; 24. started

Audio Script

Repeat track.

Language Focus – Dropping the “h” sound

- Listen to the instruction note on Dropping the “h” sound with the students.
- Answer any questions the students may have.

Audio Script

The “h” sound is not pronounced when a word is:

Unstressed AND in the middle of a phrase OR

Unstressed AND at the end of a sentence.

The “h” sound is often dropped in pronouns and have/has/had.

For example:

Unreduced “h”: Has he won yet?

Dropped “h”: Has’e won yet?

Unreduced “h”: I don’t know how to find her.

Dropped “h”: I don’t know how to find’er.

In the following examples, the “h” is not dropped because it is in a stressed word:

Can I help you?

I hope so.

8. Listening for the dropped “h”

- Point out the chart with the unreduced and dropped “h” words in the Language Focus box above.

- Play the recording of the sentences to the students. Allow time for them to repeat each sentence with the dropped “h” words.
- Check answers as a class. Point out the Tip, reminding students that the reduced forms are not acceptable as written spellings.

Answer Key

1. I don't know what to get her; 2. Give it to him; 3. Is he winning?; 4. What's his team's name?; 5. Where have you been?

Audio Script

1. I don't know what to get 'er.
2. Give it to 'im.
3. Is 'e winning?
4. What's 'is team's name?
5. Where 'uv you been

9. Listening for reductions

- Play the recording of the conversation to the students.
- Tell the students to fill in the blanks with the unreduced form of the words.
- Put the students in pairs so that they can compare their answers.
- If necessary, play the recording again.
- Go over the answers as a class.

Answer Key

1. you; 2. him; 3. want to; 4. have to; 5. you; 6. could you; 7. her; 8. going to; 9. her; 10. her; 11. you; 12. her

Audio Script

Jane: Hi Helen. Are ya going out?

Helen: Yeah, I'm going to the football game. My brother's playing and I thought I'd watch 'im. Do you wanna come?

Jane: I really can't...I hafta study. But can ya do me a favor?

Helen: OK.

Jane: Couldya get me tickets for the girls' soccer game next Saturday? My cousin Sue just made the team.

Helen: Sure – that's so cool. What's 'er position?

Jane: I'm not sure – I'm gonna call 'er, and I can ask 'er, if you want.

Helen: You don't have to – just wish 'er luck.

After You Listen**10. Thinking and discussing**

- Put the students into pairs.
- Tell the students to ask each other the questions. The person asking the question should try to look at the other person when asking; in other words, try to read, look up, and then ask the question. The person answering the question should have his or her book closed.
- Emphasize to the students the importance of using the new vocabulary in their answers.
- As a class, go through the questions. Have several students give answers to each question.

Answer Key

Answers will vary.

11. Thinking critically

- Read the directions aloud. Tell students to work individually to think about the questions and make notes. Then put them in groups to discuss their answers.
- Invite students to share and compare their ideas as a class.

Answer Key

Answers will vary.

Listening 2 – Virtual Sports

Section Aims

Listening: Listening to a podcast about e-sports and notetaking; listening for specific information

Speaking: Discussing virtual sports and e-sports; summarizing a speech; role-playing an interview

Vocabulary: Matching words and phrases related to sports and competitions

Critical Thinking: Predicting information that may be included in a podcast about e-sports; discussing questions about sports preferences and athletes' personality traits

Before You Listen

1. Topic

- Read the directions to the students.
- Put the students into pairs and have them discuss the questions.
- Go over their answers as a class. Write new vocabulary on the board as it comes up in the discussion.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the underlined words.
- Read the directions to the students.
- Make sure that they understand that they are to write the letter of the correct definition in the blank next to the sentence. They have completed this activity type in previous chapters, so they should understand what they are to do quickly.
- Give the students time to complete the activity.
- Put the students in pairs. Tell them to compare their answers.
- Go over the questions together.

Answer Key

1. D; 2. F; 3. A; 4. B; 5. C; 6. G; 7. E

Audio Script

competed
tournament
beat
opponents
scored
overtime
individual

3. Thinking and anticipating

- Read the directions for the activity.
- Tell students to work individually, using what they already know about e-sports to decide what might be included in the podcast.
- Tell students to read through the list of topics and to mark/check the most likely. Make sure students understand what to do, but don't check or correct answers at this stage.

Answer Key

Answers will vary.

While You Listen

4. Listening and comparing

- Explain that students will now hear the podcast about e-sports, and tell them to look at the list in activity 3 to check which information they hear. Play the recording.
- Put students in pairs to discuss and compare their answers to activity 3.
- Discuss their answers as a class.

Answer Key

Students should tick:

Player's background

Past

Present

Future

Fans

Travel

Competitions

Popularity

Internet

Audio Script

Radio presenter:

When we think of international sports competitions, we imagine opposing players or teams in a stadium or arena, with thousands of fans watching and cheering. Now, imagine the same thing, but instead of athletes competing face to face, we have video game players. Welcome to the world of e-sports.

E-sports, or electronic sports, is a competition involving players of video games, especially multi-player games. Just like in athletic sports, players are professionals who compete to win prizes and money. Just like in athletic sports, the world of e-sports has its stars.

One of these stars, Lim Yo-hwan, known as BoxeR, was a professional player of *StarCraft*®, a strategy game. He is one of the best-known e-sports players with over 500 wins in his career. He is also one of the highest paid of the professional gamers. In 2004, he was selected by fans as the greatest player of all time, and in 2010, he was named one of the ten most influential gamers.

E-sports had their own version of the Olympic Games, the World Cyber Games. The annual event began in South Korea in 2000, with 174 competitors from 17 different countries. The following year, there were almost 400,000 participants from 24 countries. In later years, the games were held in other countries: the United States, Singapore, Italy, and Germany, for example. The last edition of the Cyber Games was held in 2013, in China.

Other tournaments are organized in different parts of the world and are usually sponsored by game developers and companies selling computer hardware and software. They attract numerous gamers, but also spectators. These events are frequently held in stadiums or sports arenas, with giant screens set up so that spectators can follow the action. Frequently, these events sell out completely. In 2013, it was estimated that approximately 71.5 million people worldwide watched e-sports events.

Many e-sports events are streamed online to viewers over the Internet. E-sports tournaments use sports journalists to provide live commentary of games in progress, much like traditional sports commentators.

Some people don't agree that these activities should be called sports because they don't involve a lot of physical action. Some people, though, think that games can be considered "mind sports" because they involve the same dedication and discipline needed for athletics.

Whether you consider them sports or not, e-sports attract a lot of attention: from the participants, from the fans, from the media, and from the sponsors. As technology advances, the games will continue to advance, too. As more money becomes involved, gaming may soon attract everyone's interest.

5. Listen and notetaking

- Read the directions for this activity to the students.
- Point out the lines below the directions.
- Tell the students that they are going to listen to the podcast again and take notes. Remind them to focus on writing down only the main ideas from the podcast.
- Play the recording. Give the students some time to complete their notes.
- Put the students into pairs and tell them to compare their notes.
- Briefly have the students summarize the main ideas of the podcast just to make sure that all of the students understand the general situation.

Answer Key

Answers will vary.

Audio Script

Repeat track.

Skills Focus – Using an Outline

Strategy – Reviewing and Organizing Your Notes

Go over the information on Reviewing and Organizing Your Notes. Ask the students to paraphrase the information in the note to check whether or not they really understood it.

6. Reviewing your notes

- Read the directions to the students. Point out the outline framework below the directions. Make sure that the students understand that they will be writing information from their notes in the blanks.
- Give the students time to fill in the blanks.

Answer Key

Answers will vary.

7. Listening for specific information

- Play the recording one more time.
- Tell the students to look at their outline while listening to check for mistakes and to fill in missing information.

Answer Key

Answers will vary.

Audio Script

Repeat track.

After You Listen

8. Summarizing

- Put the students in pairs and have them compare their notes.
- Tell the students to summarize the information in their outlines in activity 6.
- While the students are summarizing the information, walk around the room, helping them with grammar and vocabulary.
- Write the basic outline for the interview from activity 6 on the board. Tell the students to give you the information to fill in the outline. This will act as an answer check.
- Ask individual students to read out their summaries to the class. Invite the class to comment and add any missing information.

Answer Key

Answers will vary.

9. Role-playing

- Tell the students to decide which of them is the professional sports player and which is an interviewer.
- Tell the students to create an imaginary interview. Tell the students to do the role-play.
- When the students have finished, ask for volunteer pairs to do their interview in front of the class.

Answer Key

Answers will vary.

10. Thinking critically

- Read the directions to the students.
- Tell them to read all of the questions and to ask for clarification of anything that they don't understand.
- Put the students in pairs. Have them discuss all of the questions, using new vocabulary from the chapter in their answers.
- Go over the questions as a class.

Answer Key

Answers will vary.

Listening 3 – Sports News

Section Aims

Listening: Listening to a conversation about sports results for specific information

Speaking: Discussing live sporting events; role-playing a sports podcast

Vocabulary: Words and phrases related to sports competitions and games

Before You Listen

1. Topic

- Read the directions to the students.
- Give the students time to read the questions and ask for clarification of anything that they don't understand.
- Put the students into pairs. Tell them to look at the images and discuss the questions.
- Go over their answers as a class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen to the underlined words.
- Read the directions to the students.
- Give the students time to complete the activity.
- Put the students in pairs. Tell them to compare their answers.
- Go over the questions together.

Answer Key

1. I; 2. F; 3. G; 4. E; 5. H; 6. D; 7. C; 8. A; 9. B

Audio Script

loser

rival

score
set
winner
lost
won
a close game
a tie

While You Listen

3. Listening for specific information

- Go over the directions for the activity.
- Point out the chart. Show the students the first row of the chart that is filled out.
- Show the students some places where there are either blanks to be filled or parts of the table that are completely blank.
- Make sure that the students understand that they are to fill in the missing information as they listen to the sports results.
- Play the recording.
- After the recording is finished, give the students another minute or two to complete the chart. Don't check answers at this stage.

Audio Script

Announcer Bill: And now, to Yao Lam and Kristin Fox for Faber College Weekend Sports!

Kristin: Thanks, Bill. Well it was a busy weekend in sports, wasn't it, Yao?

Yao: Sure was, Kristin. Well, Faber College men's basketball lost a big game to State College, 76–72.

Kristin: Yeah, it was too bad – it was really close down to the last few seconds...On the other hand, our women's basketball team won their game easily. They beat Hamilton College 61 to 43.

Yao: They get stronger every game. Now turning to volleyball, the women got a rest this weekend, but the men's team played down at Washington Junior College, and they were just unbeatable!

Kristin: That's right – they won all three games: 21–15, 21–18 and 21–12. In the State College tennis tournament, we can be very proud of our own Johnson sisters.

Yao: Yeah, the twins are playing really well. Mary Johnson won her match without any trouble: 6–3, 6–2. It took her just half an hour to finish her opponent, Tina Lewis.

Kristin: Her sister Susan Johnson had to work a little harder, but also was a winner against her rival Lisa Kim. The scores for the sets were 6–4, 4–6, 7–5. It was the longest match of the day.

Yao: And finally, our women's soccer team is playing some matches on a tour down in Brazil.

Kristin: I wish I was down there reporting on that!

Yao: Me too. I understand they just finished their first game, and they almost beat the girls from College Club Rio.

Kristin: Really, what was the score?

Yao: Actually, it was a 3–3 tie, so no losers. Well, that's it, for Weekend Sports.

Kristin and Yao: Go Faber!!

4. Listening again

- Put the students in pairs so that they can check their answers. Play the recording again.
- Check the answers as a class.

Answer Key

Sport	Players or Teams	Results/Scores
Men's basketball	Faber vs. State	Faber lost: 76–72
Women's basketball	Faber vs. Hamilton College	Faber won: 61–43
Men's volleyball	Faber vs. Washington Junior College	Won all 3 games: 1. 21–15 2. 21–18 3. 21–12
Tennis	Mary Johnson vs. Tina Lewis	Won 6–3, 6–2

Tournament	State College; Johnson sisters	
Tennis	Susan Johnson vs. Lisa Kim	Won 6–4, 4–6, 7–5
Women's soccer	Faber College vs. College Club Rio	Tie 3–3

Audio Script

Repeat track.

After You Listen

5. Role-playing

- Put students in pairs. Read out the directions and make sure they understand what to do.
- Tell the students to create an imaginary podcast between two sports presenters discussing a sports match. Tell the students to do the role-play, using the sentences and phrases listed to in their dialogue.
- When the students have finished, ask for volunteer pairs to role-play their podcast in front of the class.

Answer Key

Answers will vary.

Speaking 1 – Sports and Athletes

Section Aims

Speaking: Discussing sports; interviewing classmates using a questionnaire about sport; reporting survey results

Vocabulary: Words and phrases for different sports

Language Focus: Sports

Critical Thinking: Discussing survey results, identifying trends and discussing choices

1. Topic

- Review the instructions for the activity.
- Put students in pairs. Have them discuss what each image shows and note words, phrases, and ideas about any other activities that are related or unrelated to the images.
- Go over their answers as a class. Write new vocabulary on the board as it comes up in the discussion.

Answer Key

Answers will vary.

Language Focus – Sports

- Go over the information on the formation of sports-related words on the first chart showing the words for Action (verb), Sport (noun) and Person (noun). Point out the chart showing examples of the use of play, do, and go with different sports below.
- Explain that students will use these in their answers to the next activities.

2. Vocabulary

- Review the instructions for the activity.
- Have students describe what types of sports or athletes are shown in each image.
- Tell students to listen to the words and phrases and to match each item to the correct image. Tell them to write each word below its matching image.
- Play the recording. Allow time for students to match the images and words.
- Check answers as a class.

Answer Key

1. kitesurfing; 2. cricket; 3. squash; 4. judo; 5. ice hockey; 6. basketball; 7. wingsuiting; 8. hockey; 9. badminton; 10. rugby

Audio Script

badminton
basketball
cricket
hockey
ice hockey
judo
kitesurfing
rugby
squash
wingsuiting

3. Forming sports words and phrases

- Read the directions. Tell students to look back at the charts in the Language Focus box to help complete their answers.
- Point out that the example relates to image 1 from activity 2. Have student complete the activity individually. Then put them in pairs to compare their answers.
- Copy the chart onto the board and write up the answers as students give them to check answers as a class.

Answer Key

1. go	kitesurfing	kitesurfer
2. play	cricket	cricketer
3. play	squash	squash player
4. do	judo	judo player
5. play	ice hockey	ice hockey player
6. play	basketball	basketball player
7. go	wingsuiting	wingsuiter
8. play	hockey	hockey player
9. play	badminton	badminton player
10. play	rugby	rugby player

4. Interviewing

- Review the instructions for the activity.
- Tell students to complete the questionnaire with their own answers.
- Make sure students have understood and completed their own answers. Have students walk around the room to interview two classmates and record their answers. Alternatively, put students in groups of three to do so.

Answer Key

Answers will vary.

5. Thinking and discussing

- Put students in small groups to compare and their answers. Tell them to put their findings together so that they can report on the survey in the next stage.
- Walk around the room as the groups are discussing their results, and answer any queries they have.

Answer Key

Answers will vary.

6. Reporting

- Read the directions to students.
- Put students in pairs. Tell them to compare their answers in activity 4.
- Remind students of the information on Reporting Survey Results. Tell them to read the example statements again and to make statements like these in their survey results.

- Walk around the room, helping students as necessary. Make sure that they use the appropriate language for reporting their survey results.
- Call on a few volunteers to report their questionnaire results for the class.

Answer Key

Answers will vary.

7. Thinking critically

- Read the directions with the class.
- Put students in pairs to discuss the results and to identify trends they show. Remind them that the point of the discussion is also to think about why people choose to do (or not do) a particular sport.
- Invite volunteers to share their ideas with the class.

Answer Key

Answers will vary.

Speaking 2 – Giving and Understanding Instructions

Section Aims

Listening: Listening to instructions

Speaking: Role-playing an instructor/coach giving instructions; playing a game to guess the sport

Vocabulary: Nouns and verbs related to specific sports

Language Focus: Giving and understanding instructions

1. Thinking and predicting

- Review the instructions for the activity.
- Put students in pairs. Have them discuss the questions about the people in each of the four images.
- After they have discussed the images, they should think of any similar situations they have been in and describe it to their partner.
- Invite some students to share their answers with a class.

Answer Key

Answers will vary.

2. Vocabulary

- Play the recording and ask students to listen and repeat the words.
- Have the students match each word with one of the three images, A–C.
- Put the students in pairs to check their answers.
- Check the answers together as a class.

Answer Key

A ball, club, course, hole, putt, swing

B basketball, court, net, shoot, throw

C diving board, lane, pool, stroke, dive

Audio Script**Nouns**

ball

basketball

club

course

court

diving board

hole

lane

net
pool
stroke

Verbs

dive
putt
shoot
swing
throw

Language Focus – Giving and Understanding Instructions

3. Completing

- Point out that the words in the box can all be used for certain functions when giving and understanding instructions. Answer any questions students may have about the functions.
- Have the students work individually to go over the chart and fill in the blanks with the words and phrases from the box.
- Put the students in pairs to compare their answers.
- Check the answers together as a class.

Answer Key

Asking for Clarification	Signal Words, Sequencing	Asking Questions to Check Understanding
I'm lost. I didn't get that. Wait. Can you say that again? Would you help me?	First, ... Start with ... Then ... After that, ... The last step is ...	Is this clear? Did you get that? Are you following me?

4. Listening to instructions

- Read the directions to the students. Tell them to look back at the words and images in 2.
- Play each conversation, stopping after each description of a sport. Check that students have put the images (A–C) in the correct order to match the order of the conversations.

Answer Key

Conversation 1: Image B
Conversation 2: Image C
Conversation 3: Image A

Audio Script

Conversation 1

Instructor: Start with the ball in both hands in front of you. Bounce the ball on the court and catch it firmly. Focus on the net.

Boy: I got it. Can I throw now?

Instructor: Not yet. After that put your hands at the base of the ball. Are following me?

Boy: No, I didn't get that. Would you show me how to hold it?

Instructor: Here...stand straight, facing the net, move your hands down. Now take a fast step forward and push the ball up into the air...That's right! Way to go, kid!

Conversation 2

Instructor: First, it's important to get in the right position before you dive into the pool. You don't want to hit the water on your stomach.

Swimmer: Too right! That's so painful.

Instructor: Put your feet together at the front of the diving board. Now bend down and put your hands in front of your feet. Did you get that?

Swimmer: No, wait. Can you say that again? Where do I put my hands?

Instructor: Here...touching the edge of the board. Now don't look down, look straight ahead down the pool. Swing your arms up slowly level with your shoulders. Then...push forwards with your legs and...dive!

Conversation 3

Golfer: I'm lost. This club never seems to move how I want it to. What am I doing wrong?

Instructor: First, hold the club near the top with both hands. Then watch how you're standing. Put one foot in front of the other to get your balance.

Golfer: Like this?

Instructor: Left foot just a little bit forward...that's better.

Golfer: So, now what?

Instructor: The last step is to swing the club slowly and firmly. Don't bend your arms. Just lean forward a bit and swing right through to hit the ball straight down the course. Is this clear?

Golfer: Yes, I think I've got it. Alright, here goes...and it's in the hole! I did it!

5. Listening again

- Tell students they will hear the conversations again. Tell them to note down the expressions from 3 that they hear in each conversation.
- Play each conversation, stopping after each description of a sport. Check that students have put the images (A–C) in the correct order to match the order of the conversations.

Answer Key

Conversation 1

After that, ...

Are following me?

I didn't get that.

Conversation 2

First,

Did you get that?

No, wait. Can you say that again?

Conversation 3

I'm lost.

The last step is...

Is this clear?

Audio Script

Repeat track.

6. Role-playing

- Tell students to choose a sport or game and to make notes about how it is played to prepare to give instructions. They can choose a sport from the chapter or any other sport they know about.
- Put the students in pairs again for the role-play. Have the pairs act out the role-plays for the class.

Answer Key

Answers will vary.

7. Guessing the sport

- Put students in groups of three to five. Go over the instructions for the activity to make sure they understand what to do. Point out the example instructions for ping-pong. Answer any queries before they begin.
- Allow enough time for groups to prepare their set of instructions. When they are ready, invite groups to take turns at saying the instructions to the other groups.

- After each set of instructions has been read, award a point to the group which makes the first correct guess. The winners are the group with the most points at the end.
- If there is time, the groups could continue the game with another set of instructions for different sports.

Answer Key

Answers will vary.

Speaking 3 – Research and Present

Section Aims

Speaking: Discussing the popularity of apps and virtual games

Vocabulary: Reviewing words and phrases related to sports training

Critical Thinking: Make comments to express and justifying opinions on a blog

Research and Document: Researching and finding out about what apps or virtual games are popular among young people or classmates

Skills Focus – Researching and Finding Out

1. Brainstorming

- Read the directions with the class. Make sure that students understand what to do. Tell them to note down their own words and phrases for each image and any words or phrases that come to mind about sports training.
- Tell students to work in pairs to find instructions for a new sports-related app, device, or virtual game.
- Discuss each image as a class, asking a few volunteers to share their instructions for the device or app they chose to find out about.
- As a class, discuss their answers. Encourage students to give reasons for their answers.

Answer Key

Answers will vary.

2. Researching and documenting

- Read the directions aloud, and make sure students understand what to do. Tell students to use the Internet or any other source they can find to find the most popular apps or virtual games.
- Put students in pairs to discuss their findings in activity 2. Point out that there are no correct or wrong answers, and that the aim of the activity is to share their opinions.
- Tell them to put all their information together and to make notes on whatever points they found unusual, surprising, or new information for them.
- Invite pairs to take turn at presenting their findings to the class. Encourage classmates to ask and answer questions about the presentations.

Answer Key

Answers will vary.

3. Blogging

- Tell students to complete OUR BLOG to give their opinions on games and activities that are popular among people of their generation.

Answer Key

Answers will vary.

SELF-EVALUATION

- The Self-Evaluation at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and help them chart their progress.

- Read the directions aloud and have students check the vocabulary they learned in the chapter and are prepared to use. Have students check the strategies they practiced in the chapter and the degree to which they learned them. Have students work individually to circle the numbers which represent their progress.
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her Self-Evaluation. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.