

UNIT 3 TICKETS, MONEY, PASSPORT!

The **expression** *tickets, money, passport* refers to the three essential things you need for foreign travel. If any of these three elements are missing, you are unlikely to be able to travel to another country. People often check they have packed these before they leave home to travel to the airport. Ask the students to look through the unit and find pictures, and texts associated with travel.

Unit plan

Unit opener	(p. 29)	10 min.
• Optional downloadable unit opener		10 min.
1 Vocabulary: travel essentials	(p. 30)	25 min.
2 Listening: travel plans	(p. 30)	30 min.
3 Grammar: reflexive pronouns	(p. 31)	40 min.
4 Reading: pronoun reference	(p. 32)	30 min.
5 Vocabulary: travel	(p. 33)	25 min.
6 Writing: a travel blog	(p. 33)	20 min.
• Optional downloadable Writing workshop: writing a travel blog		20 min.
7 Grammar: modals of permission, request, and offer	(p. 34)	40 min.
8 Speaking: responding appropriately	(p. 35)	20 min.
9 Pronunciation: /s/ vs /ʃ/	(p. 35)	15 min.
lifeSkills: estimating and guessing (Study and Learning)	(p. 36)	45 min.
• Optional downloadable lifeSkills lesson (Work and Career)		45 min.
• Optional downloadable lifeSkills lesson (Study and Learning)		45 min.
Language wrap-up	(p. 38)	15 min.
Video and downloadable video worksheet		45 min.

Refer the students to the **lifeSkills** panel. Explain that the topic of this unit's lifeSkills lesson is *Estimating and guessing*. Ask them the following questions: *What kinds of figures and numbers do you have to estimate and guess every day? What other calculations do you do in your daily life? Why is it important to be able to estimate and guess accurately?*

A

Ask the students to work individually and put the vacations in order of preference from 1 (the best vacation) to 5 (the worst vacation). This is a good way to recycle superlatives (see Unit 2, 7 Grammar p. 24). Give the students time to think about the reasons for their order. Ask them to make a list of positive and negative points about each vacation.

B

- Divide the class into groups of four or five for this exercise. Ask the students to read the model conversation. Suggest that the students follow this model as they talk in their pairs or groups. Encourage them to use *I would like to go on ... because ...* when they discuss their preferences, and explain their reasons.
- When they finish, listen to their ideas as a class, and find out which is the most popular vacation.

Alternative

Do a class survey. Ask the students to circulate, asking and answering questions about the vacation they would like to go on. Explain that they should make notes of how many people like which vacation and also their classmates' opinions of each one. When they finish, tell the students to add up the score to find the most popular vacation in the class. Encourage them to say what they would like about the vacation they chose (e.g. *the weather, the food, swimming*).

Culture notes

- The most popular countries for African safaris are South Africa, Kenya, Tanzania, and Zambia.
- To tour Europe by train, you can buy special weekly or monthly passes that enable you to travel all over Europe for a fixed price, without buying extra tickets.

Unit opener

Lead-in

Direct the students' attention to the objectives in the unit menu and go through the information with them. Explain that this unit focuses on how to talk about *travel* and *making requests*, and on the following skills which will help them talk about these topics:

Reading: pronoun reference

Ask the students if they can name the subject and object pronouns in English. Then ask them what other kinds of pronouns they can think of.

Speaking: responding appropriately

Ask the students what a *request* is. Then elicit examples of common requests.

Listening: travel plans

Ask the students if they have traveled outside their country, and if so, where they have gone.

Writing: a travel blog

Have the students look through the lesson to find two blogs and what places they are about (*the U.K. and Thailand*).

UNIT 3 TICKETS, MONEY, PASSPORT!

IN THIS UNIT YOU

- ⚙ learn language for talking about travel and making requests
- ⚙ read a text with advice for Americans traveling to the U.K.: pronoun reference
- ⚙ ask for permission and make requests, and respond to them: responding appropriately
- ⚙ listen to someone talking about his/her travel plans
- ⚙ write a blog about a travel experience
- ▶ watch a video about people discussing different vacation destinations

A Where would you like to go on vacation?
Number the pictures in order of preference.



a diving vacation in Australia



an African safari



a hiking vacation in the U.S.A.



a skiing trip in Canada



a tour of Europe by train

B Work in pairs or small groups. Talk about which vacation you would like to go on and why.

A: I'd like to go on an African safari because I love animals.

B: Really? I think safaris are scary!

LIFE SKILLS

STUDY & LEARNING

Learning ways to estimate or guess

1 VOCABULARY: travel essentials

A **10** Listen and match the words to the pictures.

- | | | | | |
|--------------------|----------------------|---------------------|-----------------------------|-----------------------|
| 2 a map | 10 a suitcase | 3 a passport | 7 a driver's license | 6 tickets |
| 9 sunscreen | 1 sunglasses | 8 a wallet | 5 a guidebook | 4 a toothbrush |



B Choose the top five essential things in Exercise A to take on a summer vacation. Then compare your answers in pairs.

A: I think a toothbrush is essential.

B: Well, you can buy a toothbrush, but your passport is essential if you want to go to a different country!

2 LISTENING: travel plans

A **11** Listen to the first part of a conversation. Check the place where Alison is going on vacation.

B Listen to the rest of the conversation. Write Alison's travel essentials in two lists below. Compare your answers in pairs.

Things she already has

tickets, passport, suitcase

Things she needs to buy

sunscreen sunglasses, hat, guidebook, maps



Vietnam ☒

C Answer these questions about the conversation. Then listen to the whole conversation again and check your answers.

- Is Alison going on vacation with a tour group? no, by herself
- What two short tours is she going to do? a tour of the Buddhist temples and an elephant tour
- Who organized Alison's trip? How? She did it by herself on the internet.
- How did she pay for the trip? by credit card

D Work in pairs. Talk about a vacation or trip you are planning. Tell your partner what things you need to take. What things do you already have and what things do you need to buy?



1 Vocabulary: travel essentials

Lead-in

Ask the students to imagine that they are going to live on a desert island for a month (e.g. for a reality TV show) and they are allowed to take three personal items with them. Tell them to write down the items they would take, and why they would take them. Then ask them to compare their items in pairs. Listen to some ideas from the class.

A 10

- Ask the students to match the words and pictures individually and then to compare their answers in pairs.
- Play the audio so that the students can check their answers. Check that they understand *guidebook* (a book with a lot of information about the place you are visiting), *sunscreen* (a cream you use to protect you from the sun), and *wallet* (where you keep your money and credit cards).

Audio script

- | | |
|----------------|----------------------|
| 1 sunglasses | 6 tickets |
| 2 a map | 7 a driver's license |
| 3 a passport | 8 a wallet |
| 4 a toothbrush | 9 sunscreen |
| 5 a guidebook | 10 a suitcase |

Extra: vocabulary

Ask the students to look at the Unit opener again and make a list of essential items to pack for each type of vacation shown (e.g. a skiing trip: *skis, sunglasses, gloves, boots, sunscreen*; a hiking vacation: *hiking boots, backpack, map, tent*; a tour of Europe by train: *guidebooks, camera*; an African safari: *sunscreen, camera, sunglasses, binoculars, hat*; diving vacation: *swimsuit, towel, wetsuit, mask, snorkel*).

B

- Ask the students to work alone to choose five essential items from the list in Ex. A. Point out that *essential* means something that you cannot live without.
- Put the students in pairs to compare their answers.

► Workbook p. 16, Section 1

2 Listening: travel plans

Lead-in

Write on the board: *I think this picture shows ...; I think this is ...; This looks like ...*, and encourage the students to use these phrases. Ask the students to look at the pictures and discuss in pairs where the two places could be and if they would like to visit either of them.

A 11

- Make sure the students understand they have to identify the picture which shows where Alison is going on vacation. Play the audio once. If necessary, play it again.
- Check the answer with the class.

Audio script

A = Alison, C = Christine

- A: Hey, Christine! What are you doing here?
C: Oh, I'm just looking around. What about you?
A: I'm going on vacation, and I need to get some things before I go.
C: Really? Where are you going?
A: Well, I'm flying to Vietnam. I'm flying to Hanoi next Friday.
C: Vietnam? How exciting! So are you going with a tour group, or what?
A: No, I'm going by myself. I'm just going to do two one-day tours. One is a tour of Ho Chi Minh City, and the other is an elephant tour.
C: You mean to see elephants?
A: No, to ride an elephant!
C: You're going to ride an elephant? Amazing!
A: I know!

B

- Make sure the students understand that they should write down the things Alison already has and the things she still needs to buy in the correct columns.
- Play the audio all the way through once. If necessary, play it again. Ask the students to compare their answers in pairs.

Audio script

A = Alison, C = Christine

- C: So how did you organize the trip? With a travel agency?
A: Oh, no. I just went online and did it myself.
C: Did you buy your tickets online, too?
A: Yes. You just pay with a credit card, and then print out your tickets. So I have my tickets and my new passport. I'm ready to go, except for a few things that I need to buy.
C: I see that you've bought a suitcase. What else?
A: I need to get sunscreen, sunglasses, and a hat.
C: I suppose the weather is going to be hot and sunny?
A: Yeah. And, let's see, tomorrow I want to buy a guidebook and some maps. I think that's it.
C: Oh, it sounds wonderful! Have fun!
A: Thanks!

C

- Ask the students to answer the questions. They can do this orally in pairs or make notes in writing.
- Listen to their ideas as a class but do not correct them at this stage.
- Play the audio again so that they can check their answers.

D

- Give the students a few minutes to take notes about what they are going to say.
- Encourage them to use the verbs *plan to* and *need to* in their discussion. Point out that this exercise reviews some of the vocabulary from the Listening and Vocabulary exercises.
- When the pairs finish, listen to some answers from the class and find out which items are the most popular.

3 Grammar: reflexive pronouns

Lead-in

Play a memory game. Ask the students to work in pairs. Encourage them to look at the picture for 30 seconds and name the various items they can see. Then ask them to close their books and write down as many items from the picture as they can remember. Elicit answers from the students (e.g. *suitcase, bag, stairs, chairs, plants, backpack, broken leg*).

A 12

- See the Student's Book for the **audio script**.
- Ask the students to read and listen to the conversation. Then check the answer with the class.

Answer

They are at a hotel.

NOTICE!

Elicit from the students that the words that come before *-self* and *-selves* are possessive adjectives (e.g. *my/your/our*).

Answers

our, your, my, your

B

Form

- Ask the students to complete the table individually and then to compare their answers in pairs. Remind them that they can find all the information they will need to complete the table in the conversation in Ex. A.

Function

- Ask the students to refer to the conversation in Ex. A to help them to match the functions with the examples.
- Draw the students' attention to the grammar note. Explain that *by myself* means *alone*. Ask the students to give a few examples of things that they do or have done by themselves (e.g. *I live by myself. I went on vacation by myself.*).

C

- Ask the students to do this exercise individually and then to compare their answers in pairs, discussing any differences.
- Check the answers with the class. Ask them to look at the examples in the **Watch out!** box and explain that when the subject and object of a sentence are the same, we use a reflexive pronoun for the object, not an object pronoun. In the sentences in the box, the subject and the object both describe the same person (*I*). As a result, we need to use a reflexive pronoun for the object. So, in the first sentence, the reflexive *myself* is correct. In the second sentence, the object pronoun *me* is incorrect.

Extra: grammar practice

Write these sentences on the board. Ask the students to work in pairs and fill in the blanks using reflexive pronouns. Check the answers with the class.

- 1 She painted the house ____.
- 2 He bought ____ a new computer.
- 3 They repaired their car ____.
- 4 I hurt ____ while I was cleaning the house.

Answers

- 1 herself
- 2 himself
- 3 themselves
- 4 myself

D

- Ask the students to read the questions and make a note of their answers. Then ask the students to work in groups. Divide the class into groups of four or five. Explain that they should try to use reflexive pronouns if possible, and that everyone in the group should ask and answer at least one question. Circulate and monitor, giving help where needed to make sure they use reflexive pronouns correctly.
- Listen to ideas from the class. Correct any errors in the use of reflexive pronouns.

▶ Workbook pp. 16–17, Section 2



3 GRAMMAR: reflexive pronouns

A  **12 LANGUAGE IN CONTEXT** Listen to the conversation below. Where do you think the men are?

Paul: I guess we have to carry our suitcases **ourselves**. There isn't anyone to help.

Lucas: Yeah, I guess so. I can carry the bags, but can you go up the stairs by **yourself**, or do you need help? I can take the bags up and then come back to help you.

Paul: No, don't worry. I can do it, and I can carry my backpack **myself**. It isn't very heavy.

Lucas: OK, but don't hurt **yourself**!

Paul: Don't worry, I'm fine.

NOTICE!

Look at the words in bold. What words come before *-self* or *-selves*?

B ANALYZE Read the conversation in Exercise A again.

Form Complete the table with examples from Exercise A.

Subject pronouns	Reflexive pronouns
Singular	
I	(1) <u>myself</u>
you	(2) <u>yourself</u>
he	himself
she	herself
it	itself
Plural	
we	(3) <u>ourselves</u>
you	yourselves
they	themselves

Function Match the functions 1 and 2 with the examples A and B.

We use reflexive pronouns ...

1 when the subject and the object of the sentence are the same. **b**

2 to indicate *without help from another person*. **a**

a) I can carry my suitcase myself.

b) I bought myself a birthday gift.

We also use reflexive pronouns in the expression *by myself/himself/ourselves*, etc, to mean *alone*.
I like traveling by myself.

C PRACTICE Circle the correct pronoun to complete the sentences.

1 I made me / myself a cake!

2 Do you want me to help you / yourself?

3 My brother is going to camp by him / himself.

4 Sometimes people hurt them / themselves on adventure trips.

5 Please call us / ourselves when you arrive.

6 Look. I painted this picture I / myself.


7 My sister wants to buy her ticket her / herself.

8 This computer program automatically updates it / itself.

WATCH OUT!

✓ I burned myself.

✗ I burned me.

D  **NOW YOU DO IT** Work in groups. Discuss these questions.

1 What things can you do yourself when you travel, and what things do you ask other people to do for you?

2 Do you like traveling by yourself? Why or why not?

3 What is something that you were recently able to do yourself, without help from another person?

4 READING: pronoun reference page 13

Pronouns, and words like *this*, *that*, *here*, *there*, *these*, and *those* can replace noun phrases and even entire sentences. Read the sentences that come before a pronoun to help you identify what the pronoun refers to.

A Read this article and check the sentence that best expresses the main idea.

- ☐ Americans are very interested in British culture.
☒ There are some differences between the U.S.A. and the U.K.

BLOG AROUND THE WORLD

The United Kingdom



- 1** Many people from the U.S.A., and all over the world, are fascinated with the U.K. **They** dream of traveling **there**, so here are some tips, dreamers!
- 2** Bring comfortable walking shoes. Believe me, you are going to need **them**. In London, when you ask people how far something is, the answer is always "about a five-minute walk." Do not believe **them**. The British are all world-class speed walkers.
- 3** Americans, a subway is not a subway. If you go down some stairs next to a sign that says SUBWAY, you are simply going to go under a street and back up to the other side of **it**. You are not going to catch the next train to Piccadilly Circus. If you want to get a train to go **there**, look for the London Underground sign. Of course, subway tunnels under streets are a very good idea because the British drive on the wrong side of the road!
- 4** When you check into a hotel, ask for a short lesson about the bathroom. No two of **these** in Britain are the same. I usually have to look around for several minutes before I can figure out how to flush the toilet. And I can almost never operate the shower without instructions. I once had to get out of a shower in Oxford and go downstairs to ask the hotel receptionist how to turn **it** off. There is actually a postcard called *The British Bathroom*, with everything on it labeled to help tourists!
- Seriously, though, if you are going to travel to the U.K., or to any other foreign country, spend some time learning about **it** before you go. Your trip will be much more fun and less stressful!



B Find the pronouns listed below in the text. Who or what does each one refer to? Choose the correct option.

- | | | | |
|--------------------------------|-----------------------|---------------------------|---------------|
| 1 there (paragraph 1, line 3) | a) all over the world | b) the U.K. | c) the U.S.A. |
| 2 them (paragraph 2, line 5) | a) the shoes | b) people | c) walkers |
| 3 it (paragraph 3, line 11) | a) the subway | b) the underground | c) the street |
| 4 these (paragraph 4, line 17) | a) hotels | b) lessons | c) bathrooms |
| 5 it (paragraph 4, line 23) | a) downstairs | b) the hotel receptionist | c) the shower |

C Work in pairs. Find the pronouns below in the text. Read the sentence containing the pronoun and the previous sentence. Say who or what the pronoun refers to.

- 1 They (paragraph 1, line 2): Many people from the U.S.A. and all over the world
 2 them (paragraph 2, line 7): people in London
 3 there (paragraph 3, line 13): to Piccadilly Circus
 4 it (paragraph 4, line 23): the postcard

4 Reading: pronoun reference

Lead-in

Ask the students to work in pairs and think of examples of cheap and expensive vacations. Encourage them to look at the Unit opener for ideas. Elicit that a hiking vacation in the area they live in is probably cheap, whereas going on a safari in Africa is expensive. Ask what other examples of cheap and expensive vacations they can think of. Elicit examples from the class and write them on the board in two columns: cheap and expensive (cheap: *camping, biking*; expensive: *staying on a tropical island, touring Australia, going on a cruise*).

Remind the students that they practiced pronoun reference (see Unit 1, 7 Reading, p. 13). Encourage the students to read the information in the skills panel. Ask them what a pronoun does (it replaces a noun or a noun phrase and sometimes entire sentences) and what they should read to find out what a pronoun refers to (the sentences that come before the pronoun).

A

- Ask the students to read the two statements carefully first, and then read the article and choose which statement expresses the main idea of the article.
- Check the answer with the class. Encourage the students to give you reasons for their choice (e.g. the text mentions the difference between the underground and a subway; bathrooms are different in the U.K.).

B

- Do one example with the class first to demonstrate the exercise. Ask the students to read the final paragraph again and **highlight** the sentence ending, "... *learning about it before you go*". Ask them what the word *it* refers to and elicit the answer: *the U.K. or any other foreign country*.
- Ask the students to do the exercise individually and then to compare their answers in pairs. Remind the students that they should always look back to find the referent because a pronoun refers to something that has already been mentioned.
- Check the answers with the class.

C

- Ask the students to find the four pronouns in the text. Encourage them to read the sentence containing the pronoun and then to read the sentence before it in the text.
- Ask them to find the word or phrase each pronoun refers to.
- Ask them to complete the exercise individually and then compare their answers in pairs.
- Check the answers with the class.

Extra: reading practice

Write the following statements on the board. Tell the students that each statement contains a factual error (based on the information in the article). Ask them to correct the errors and then check their answers by reading the article again.

- 1 The American tourist asked the receptionist how to turn the shower on.
- 2 He usually has to look around for several seconds before he can figure out how to flush the toilet.
- 3 The British drive on the correct side of the road.
- 4 There is a poster called "The British Bathroom".

Answers

- 1 ... how to turn the shower off
- 2 ... look around for several minutes
- 3 ... on the wrong side
- 4 ... there is a postcard

D

- Ask the students to complete the exercise individually and then compare their answers in pairs.
- Check the answers with the class.

▶ Workbook p. 18, Section 4

5 Vocabulary: travel

Lead-in

Ask the students to work in pairs or small groups and brainstorm what they like to do when they are on vacation. Elicit suggestions from them, and write relevant phrases on the board (e.g. *go to the beach, go sightseeing, take pictures, write postcards, go swimming*). Ask the students to choose their three favorite activities from the list on the board and explain their choice to a partner.

A

- Explain that if the students don't understand all of the verbs in the box, they should try to figure out the answers through a process of elimination. Ask them to do this exercise individually and then to compare their answers in pairs, discussing any differences.
- Check the answers with the class.
- Note that we *change* money (e.g. dollars to pounds) at an *exchange office*, but we do not *exchange* money.

B

- Invite the students to read the model conversation.
- Encourage the students to use adverbs of frequency (*always, usually, often, sometimes, rarely, never*) when comparing their answers.
- Listen to some ideas from the class. Note that some activities can appear in both categories.

Possible answers

Before you travel: make a reservation, change money, pack your suitcase, take a train/bus to the airport, check in at the airport

When you get to your destination: change money, take a tour, rent a car, find a restaurant / a museum, check in at a hotel

Extra: definitions game

Review travel vocabulary from this unit. Divide the class into two teams, and ask a student from each team to sit at the front of the class with their back to the board. Write a word on the board behind them (e.g. *backpack, guidebook, toothbrush*). Ask each team to describe the word to their chosen teammate. They cannot say the actual word but can use synonyms, opposites, definitions, mime, or gestures. The two students at the front have to guess the word. The student who correctly guesses the word first wins a point for their team. Ask a different student from each team to come to the board, and play the game again.

Extra: homework

Ask the students to make a list of the things they do when they get home after their vacation (e.g. *unpack things, upload pictures to the internet, do laundry, give presents to friends, etc.*).

▶ Workbook pp. 17–18, Section 3

6 Writing: a travel blog

Lead-in

Ask the students if they read blogs, and if they do, what kind of blogs they read (e.g. blogs about sports, music, relationships, etc.). Find out if anyone in the class writes a blog and, if they do, what they write about. Ask the students if they ever post questions on websites or take part in forum discussions. If so, ask them what kinds of websites they post questions on (e.g. *blogs, music websites, health websites*). Ask them if they ever post answers to other people's questions, and if so, what kinds of questions they tend to answer.

A

- Ask the students to look at the picture and read the question aloud to the class.
- Ask the students to work individually to find the answer to the question.
- Ask them to compare their answers in pairs.
- Check the answer with the class. **Highlight** that this was a *coincidence* (a situation in which separate things happen by chance at the same time or in the same way).

Possible answer

By chance, the writer met the owner of a restaurant from her home town in the U.S.A. in the middle of a market in Bangkok, Thailand.

B

- Ask the students to work individually to answer the questions. Circulate and monitor while they are writing notes, giving help where needed.

C

- Ask the students to use their answers to the questions from Ex. B to help them write a travel blog like the one in Ex. A.
- Circulate and monitor, giving help where needed.
- Ask the students to post their blog on the classroom wall. Ask them to circulate and read each other's blogs.

D Circle the correct completion for each statement. Then look back at the text to check your answers.

- 1 According to the writer, the British walk very fast / slowly.
- 2 The American word for trains that go under streets is underground / subway.
- 3 In the U.K., a subway is a train / tunnel.
- 4 The writer thinks British bathrooms are similar to / different from bathrooms in other countries.

5 VOCABULARY: travel

A Complete the phrases with the correct words in the box.

change check in find make pack rent take (x2)

- | | |
|-----------------------------|--|
| 1 <u>make</u> a reservation | 5 <u>rent</u> a car |
| 2 <u>change</u> money | 6 <u>find</u> a restaurant / a museum |
| 3 <u>pack</u> your suitcase | 7 <u>take</u> a train / a bus to the airport |
| 4 <u>take</u> a tour | 8 <u>check in</u> at a hotel / at an airport |

B  Work in pairs. Discuss which activities from Exercise A you should do before you travel and which activities you should do after you arrive.

- A:** I think it's a good idea to rent a car before you travel.
B: Why? You can do it when you arrive.
A: Yes, but it's often cheaper to rent before you travel.

6 WRITING a travel blog

A Read the blog. What was unusual about this travel experience?

BLOG AROUND THE WORLD

Thailand



Recommendation:



I recently spent two weeks in beautiful Thailand. The capital, Bangkok, has several amazing markets, such as the enormous Chatuchak weekend market, where you can buy traditional Thai clothes and handicrafts. One day, I was looking at silk blouses in one of the thousands of stalls in the market, and I wanted to try on a blouse. The vendor spoke only a little English, and of course, I don't speak Thai at all! I indicated that I wanted to try on the blouse, but she said no. At that moment, a Thai woman was walking past the stall. She stopped and said to me, "I'll help you." She convinced the vendor to let me try on the blouse, and I bought it. But here's the amazing part! We started talking, and it turned out that we both live in a very small community near San Antonio, Texas. That was a big coincidence, but that's not all. It also turned out that she owns my favorite Thai restaurant! So that is how I met the owner of Thai Spice in San Antonio, Texas, in the middle of the city of Bangkok (population 9 million), in the middle of a market with thousands of stalls and thousands of people!

To get to the Chatuchak market in Bangkok: take the Skytrain (BTS) to the Mochit station (five-minute walk from there).

B Choose a place you visited or that you know well and make some notes for a blog entry like the one in Exercise A. Use the questions below to help you.

- 1 Where did you go? When did you go there?
- 2 What experiences or places were especially memorable? Why?
- 3 What information do you want to include for other travelers?

C Now write your blog entry. "Post" it on the wall in the classroom.

7 GRAMMAR modals of permission, request, and offer

A  **13 LANGUAGE IN CONTEXT** Listen to the conversations below. Where do you think each one takes place?

Conversation 1

Man: Can we check in, please?
Woman: Certainly. May I see your passports, please, sir?
Man: Yes. Here you are.
Woman: Thank you. Shall I order you a meal for the flight?
Man: Yes, vegetarian, please. Oh, and could I have a window seat?
Woman: I'm very sorry, sir, I'm afraid you can't change seats now. The flight is full.
Man: Oh, well. Never mind.

Conversation 2

Man: Can I help you with your bags? They look heavy.
Woman: Oh, thank you. That's very kind. May I have the bill, please?
Man: Certainly, madam.
Woman: And could I ask you something?
Man: Of course.
Woman: Can you call me a taxi to the airport?
Man: No problem. I'll call one now and ask the driver to wait outside.
Woman: That would be great. Thank you.

B ANALYZE Read the conversations in Exercise A again.

Form Choose the correct option to complete the sentence.

We always use ... with modal verbs.

- a) the base form of a verb b) the infinitive with to

Function Choose the correct option(s) to complete the sentences. Then complete the grammar table with examples from Exercise A.

- We use *can*, *could*, and *may* with *I* or *we* to
 a) ask permission b) make a request c) make an offer.
- We use *can* and *could* with *you* to
 a) ask permission b) make a request c) make an offer.
- We use *I* or *we* with *can* and *will* to
 a) ask permission b) make a request c) make an offer.
- We use _____ to deny permission and refuse requests.
 a) *can't* b) *couldn't* c) *wouldn't*

Permission	Requests	Offers
(5) <u>May / Can / Could I</u> check in, please?	(8) <u>Can / Could you</u> call me a taxi?	(11) <u>May / Can / Could I</u> help you with your bags?
(6) <u>May / Can / Could I</u> ask you something?	(9) <u>Can / Could I</u> have a window seat, please?	(12) <u>I'll</u> call one now and ask the driver to wait outside.
(7) <u>May / Can / Could I</u> see your passport?	(10) <u>Can / Could I</u> have the bill, please?	

C PRACTICE Complete this conversation using modals of permission, request, and offer. In some cases, there is more than one correct answer.

Hazel: Good morning. (1) May / Can / Could I see some information about trips to Japan, please?
Lara: Yes, of course. We have several brochures, but (2) can / could you complete this questionnaire first?
Hazel: OK. (3) May / Can / Could I sit here?
Lara: Yes, of course. I (4) 'll/will move these books for you.
Hazel: Oh, and (5) can / could / may I use your pen, please? I don't have one.
Lara: Of course. Now, (6) can I get you a drink? Tea? Coffee?
Hazel: No, I'm fine, thanks.

NOTICE!

Find and underline *could*, *may*, and *can* in the conversations. What form is the main verb of the sentence in?

WATCH OUT!

- ✓ Can you give us another room key?
- ✓ Excuse me. May I use your phone?
- ✗ May you help me with my suitcase?
- ✗ Will we please have some more towels?

7 Grammar: modals of permission, request, and offer

Lead-in

Ask several students to do something for you, using a modal of request (e.g. *Could you get the dictionaries please? Can you open the door for me?*). Tell the students that this lesson is about *modals of permission, request, and offers*.

A 13

- See the Student's Book for the **audio script**.
- Ask the students to cover the text of the conversations in their books. Tell them they are going to listen to two conversations. Ask them to listen for key words and phrases which tell them where the conversation takes place.
- Play the audio once, and then ask the students to compare their answers in pairs.
- Check the answers with the class.
- Elicit key words that helped the students understand where the conversations take place (Conversation 1: *check in, passports, flight, window seat*; Conversation 2: *bags, heavy, bill, taxi*).
- **Highlight** the responses to the requests (*Certainly, Of course, No problem*).

Answers

Conversation 1 is at the airport.
Conversation 2 is at a hotel reception desk.

NOTICE!

Ask the students to underline examples of *could*, *may*, and *can* in the conversation in Ex A. Elicit that all three verbs are followed by the base form (simple form) of the verb.

Answer

The main verb of the sentence uses the base form.

B

Form

- Ask the students to complete the rule and then compare their answer in pairs.
- Check the answer with the class. Emphasize that *can*, *could*, and *may* are not followed by *to*.
- Point out that both *can* and *could* form contractions in the negative (*can't* and *couldn't*), but that *may* not does not have a contracted form.

Function

- Ask the students to complete the Function rules. Remind them that they can find all the information they will need to complete the rules in the conversations in Ex. A. Check the answers with the class.
- **Highlight** that we use *may* to ask for permission in formal situations usually when we don't know the person we are speaking to. We only use *may* in the first person in questions (*I* or *we*). *May* is quite formal and is not used very often in spoken English. *Could* is a little more polite than *can*.
- **Highlight** the fact that we don't use *couldn't* and *could* to refuse or give permission (e.g. A: *Could I open the window?* B: *No, I'm afraid you can't.* (not *No, you couldn't*) and *Yes, of course you can* (not *Yes, of course you could*)).
- Point out the use of *I'll* (*I will*) in offers.
- Refer the students to the **Watch out!** box. Explain that the third sentence is incorrect because *may* is only used with the first person (*I*, *we*) when it means asking for permission or making a request. The fourth sentence is incorrect because *will* is not used with the first person (*we*) to make a request.

C

- Read the instructions to the class, and make sure the students understand that there is more than one possible answer in some cases and that it depends on the degree of formality they wish to express.
- Ask the students to do the exercise individually and then compare their answers in pairs. Check the answers with the class.

Extra: grammar practice

Write the following sentences on the board and explain that each sentence has an error. Ask the students to work in pairs and correct the errors.

- 1 Will I have another cup of coffee?
- 2 May you open the window, please?
- 3 We can book a room for tomorrow night?
- 4 Can you to help me?

Answers

- 1 Can/Could/May I have another cup of coffee?
- 2 Can/Could you open the window, please?
- 3 Can/Could/May we book a room for tomorrow night?
- 4 Can you help me?

D

- Read the instructions to the class and go through the bullet points with the students, making sure they understand what they need to do.
- Give the students time to think about what they are going to say and make a few notes. Encourage them to use all the modals of request, permission, and offer in the grammar table in Ex. B and some of the responses from the conversation in Ex. A.
- Circulate and monitor, giving help where needed. Make sure they are using the modals correctly, and switching roles so they practice both asking and answering.
- Listen to some examples from the class.

▶ Workbook p. 19, Section 5

8 Speaking: responding appropriately

Lead-in

Ask individual students a few questions like the ones in Ex. A (e.g. *Could you open the door, please? Can you open the window, please? May I use your cell phone? Can I ask you something?*). Write the students' answers on the board (*No problem; Yes, of course; Yes, you can, etc.*).

A

- Refer the students to the skills panel. Then ask them to do the exercise individually.
- Check the answers with the class.

Alternative

Have the students cover the questions in Ex. A, and only look at the pictures. Ask them to work in pairs and write a question for each picture. Then ask them to uncover the questions in the book and compare them to their own questions.

B

- Ask the students to do this exercise in pairs. Tell them that for some questions, more than one answer is possible.
- Check the answers with the class.
- **Highlight** that *Sorry, but I'd rather you didn't* is very formal, but also a very polite way of saying no to a request. *I'd rather* means *I'd prefer*.

C

- Ask the students to read the model conversation.
- Ask the students to do the exercise in pairs. Encourage them to use *may*, *can*, and *could* and the responses from Ex. B.
- Listen to a few examples from the class.

Extra: speaking

Ask the students to work in pairs and role-play each situation in Ex. A. They can begin with the request, give an answer, and then continue the conversation. Ask them to do this for all four conversations and then choose their best one to perform for the class.

▶ Workbook p. 19, Section 6

9 Pronunciation: /s/ vs. /ʃ/

Lead-in

Ask the students to keep their books closed. Write the words *see* and *she* on the board and ask the students to read them out to you. Ask what other words they can think of which begin with these sounds.


A 14

- See the Student's Book page and completed answers for the **audio script**.
- Explain to the students they will hear one word from each pair 1–7 in Ex. A. They should circle the word that they hear.
- Allow them some time to read the words and think about how each word will sound. Explain that the *g* in *sign* is silent (/saɪn/).
- Play the audio and ask the students to circle the correct word in each pair.
- Play the audio again if necessary, and check each answer with the class.
- Ask the students to practice saying the words in pairs.

B


- Explain what a *tongue twister* is (a sentence or saying that is difficult to say because it contains the same sound repeated several times, or different sounds that are similar and easily confused).
- Ask them to practice saying the tongue twister in pairs. Explain that they can start off by saying it slowly and carefully, but that they should try to get faster and faster.

▶ Workbook
p. 20, Listen and write
p. 21, Down time

D  **NOW YOU DO IT** Work in pairs. Look at the situations below. Ask and answer questions for these situations using modals of permission, request, and offer.

- You are at the train station and would like help with your suitcase.
- Your friend is thirsty, and you want to get them a drink.
- You are in a taxi and want to go downtown.
- Your friends are having a party and you can bring some snacks.
- You are in a café and would like to see the menu.

8 SPEAKING: responding appropriately

 Choose a few positive and negative short responses that you can use when people make requests or ask permission to do something. Memorize and practice them so that you're ready to use them at the right moment.

A Look at these pictures and match them to the correct questions.

- 1 May I sit here, please?
- 2 Can I close the window, please?
- 3 Could you tell me where the gas station is, please?
- 4 Could you turn down your music, please?



B Look at these responses for each question above. Check the responses that are possible.

- | | | |
|--|--|---|
| 1 <input checked="" type="checkbox"/> Sure. | <input type="checkbox"/> I'm sorry, I can't. | <input checked="" type="checkbox"/> Certainly. |
| 2 <input checked="" type="checkbox"/> Go ahead. | <input checked="" type="checkbox"/> Yes, of course. | <input checked="" type="checkbox"/> Sorry, but I'd rather you didn't. |
| 3 <input type="checkbox"/> Go ahead. | <input checked="" type="checkbox"/> Sorry, I don't know. | <input checked="" type="checkbox"/> Yes, sure. |
| 4 <input checked="" type="checkbox"/> Of course. | <input checked="" type="checkbox"/> No problem. | <input type="checkbox"/> I'm sorry, you can't. |

C  **Work in pairs. Take turns making requests and answering them.**



A: Could I use your pen, please?

B: Sure, go ahead.

9 PRONUNCIATION: /s/ vs. /ʃ/

A  **14** Listen and choose the word you hear each time. Then practice saying the words.

- 1 self / shelf
- 2 sort / short
- 3 see / she
- 4 sip / ship
- 5 sign / shine
- 6 sock / shock
- 7 so / show

B  **15**  **Work in pairs. Practice the tongue twister. Listen and check.**

She sells seashells on the seashore.

ESTIMATING AND GUESSING

- Understand what you need to estimate or guess.
- Do some simple calculations.
- Compare your estimate to other data.

A Read this extract from an environmental textbook. Follow the instructions.

Carbon footprint

Your carbon footprint is how much carbon dioxide (CO₂) gas you produce in your everyday life. This comes from things such as traveling, cooking, and heating your home. Your carbon footprint is bigger, for example, when you drive your car a lot, especially if you usually drive to school or work by yourself. It's also bigger if you take a lot of flights, or when you

live in a big house. It's smaller when you use public transportation (like buses and trains) to get around, when you use a bike, or when you recycle clothes and furniture. Travel of any kind makes up the largest part of a person's carbon footprint. To get a basic idea of the size of your own carbon footprint, check the activities that you do below.

Bigger carbon footprint Smaller carbon footprint

- | | |
|--|--|
| <input type="radio"/> go on a lot of foreign vacations | <input type="radio"/> go on vacation close to home |
| <input type="radio"/> travel by car/taxi | <input type="radio"/> travel by bus/train/bicycle |
| <input type="radio"/> cook with gas/oil | <input type="radio"/> cook with electricity |
| <input type="radio"/> buy food from large supermarkets | <input type="radio"/> buy food from local markets |
| <input type="radio"/> live in a large house | <input type="radio"/> live in a small house or apartment |



B In order to estimate your carbon footprint, you need to do some simple math. Follow these instructions from the Be Greener website.

BE GREENER

Do you want to get an idea of how big your carbon footprint is? You can get a pretty good idea just by analyzing your travel and transportation habits. You need to estimate how many kilometers you travel per year using different forms of transportation. Here are some examples to help you:



MEGAN WATKINS, 25, OFFICE MANAGER

Megan estimated how much she used cars and taxis in a week: **210 KM**

Then she calculated her total for a year: $210 \times 52 = 10,920 \text{ KM}$

Then she estimated how much she traveled by plane last year: **1 TRIP FROM SAN FRANCISCO TO LONDON = 8,641 KM**

Then she estimated how much she used buses and trains in a week: **40 KM**

Then she calculated her total for a year and divided it by two, because you produce less carbon dioxide when you use public transportation. $40 \times 52 \div 2 = 1,040 \text{ KM}$

Megan's total estimated travel for last year:

20,601 KM

lifeSkills: estimating and guessing

Step 1: Understand what you need to estimate or guess. (Ex. A)

Step 2: Do some simple calculations. (Ex. B)

Step 3: Compare your estimate to other data. (Ex. C)

Lead-in

Refer the students to the title of the section. Invite them to tell you what *guess* means (when you say or decide what you think is true without being certain about it). For example, on a quiz you might not know the answer to a question, so you have to guess. *To estimate* has almost the same meaning as *to guess*, but when we estimate something, we usually use available information to make an approximate calculation. Ask the students when they might *guess* or *estimate* (e.g. in a math class).

A

- Point out that the instructions for this exercise are in the text, so the students will have to read the text and follow the instructions. Ask them to do this individually, and then compare their answers in pairs.
- Focus on some of the vocabulary in the text. Ask the students to tell you what they think the verb *to get around* means. They should be able to tell you from the context that it means *to travel*. Check that the students understand *heating your home* (making it warm in cold weather) and *size* (how big something is).

B

- Ask the students to work individually and read the first part of the website on p. 36. Point out that for transportation that they use regularly (e.g. *cars and buses*), they can estimate the total number of kilometers traveled per year by estimating the number of kilometers they travel each week and multiplying by 52. For transportation that they don't use regularly (e.g. *planes*), it is better just to estimate the number of kilometers flown on individual flights in a year and add these together.
- Ask the students to read the second part of the website on p. 37 and explain that they should calculate approximately how many kilometers they travel per year. Give them time to do the calculations individually. Make sure that everyone has finished before you move on to Ex. C.
- If the students are struggling to figure out how many kilometers they traveled on a particular flight, write the following information on the board: *average number of kilometers flown in one hour of air travel = 670*. Explain to the students that they can calculate the approximate number of kilometers of a particular flight by multiplying the number of hours the flight took by 670.

C

- Ask the students to read the model conversation. Encourage the students to discuss their carbon footprints in a similar way when they do the exercise.
- Divide the class into groups of four or five. Ask them to compare their carbon footprint with the other members of the group, and find out which students have a big carbon footprint and which have a small carbon footprint.
- Ask the groups to report back to the class. Encourage them to give reasons why different members of their group have different-sized carbon footprints.

D

- Ask the students to do the matching exercise individually, and then check the answers with the class.
- Ask the students to look at the model sentence. Ask them to work in pairs to discuss which of these ways of reducing their carbon footprint they could do easily.
- Listen to some ideas from the class.



REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Self and Society** where the skill of *Estimating and guessing* would be useful.
- Elicit the following ideas: estimating how long a particular task at work will take; how much time is needed for a trip, how much money is needed for a vacation.

Self and Society Work and Career Study and Learning

BE GREENER

Now do similar calculations to estimate how many kilometers you travel per year using these different forms of transportation:

- 1 My total estimated car and taxi kilometers are _____ this year.
- 2 My total estimated air kilometers are _____ this year.
- 3 My total estimated bus and train kilometers are _____ this year.


Remember to divide the total by two.

Finally, add your estimates 1–3 together to obtain a total estimate.

My total estimated travel is _____ per year.*


*THIS CALCULATION IS A VERY SIMPLE ESTIMATE OF ONE ASPECT OF THE CARBON FOOTPRINT. FOR A MORE COMPLETE CALCULATION, PLEASE LOOK FOR A CARBON FOOTPRINT CALCULATOR ONLINE.



C  Work in groups. Compare the estimates you made in Exercise B. Based on transportation use, who has a large carbon footprint? Who has a small carbon footprint?

A: I think I have a small carbon footprint. I only drive about 3,200 kilometers per year. I almost never fly, so maybe 1,000 kilometers for that. What about you?

B: I also think mine is small. I almost always ...

D  Everyone can do something to reduce their carbon footprint. Match the topics (1–5) to the things you can do (a–e), and tell your group what you could do to reduce your carbon footprint.

- | | |
|------------------|---|
| 1 Vacations | a) Use buses and trains. |
| 2 Food | b) Don't go by plane. |
| 3 Getting around | c) Don't drive by yourself. Share a ride. |
| 4 Electricity | d) Always turn off the lights. |
| 5 Driving | e) Don't buy things that arrive in your country by plane. |

I could use buses and trains more.



REFLECT ... How can the skill of estimating and guessing be useful to you in **Work and Career**



Language wrap-up

1 VOCABULARY

A Complete this conversation with words in the box. (8 points)

backpack driver's license guidebook map passport sunscreen tickets wallet

- Lisa:** The (1) tickets for our vacation in Morocco arrived yesterday. I'm so excited!
- Sara:** Me, too! But I'm not ready yet. What do I need to bring?
- Lisa:** Well, you definitely need (2) sunscreen. Morocco is really sunny!
- Sara:** OK. And what should I pack my clothes in?
- Lisa:** Well, I'm taking a (3) backpack to carry everything in because it's easier than a suitcase.
- Sara:** Good idea. I'm going to bring a (4) guidebook, too, so we will know what to see.
- Lisa:** Great! And I have a (5) map so we know where to go when we're driving around.
- Sara:** Oh, yes, I forgot we were renting a car. I guess I need my (6) driver's license. What else?
- My money is in my (7) wallet, so I won't forget that.
- Lisa:** Don't forget your (8) passport! You'll need it to get out of the country.

B Complete the phrases with the correct verb. (7 points)

- Is there a bank near here where I can change some money?
- We can take a train to the airport. It's very quick.
- When we get to Italy, we're going to rent a car and drive to Rome.
- Did you make a reservation for the hotel?
- After we arrive and check in at the hotel, we can explore the city!
- In Egypt, it's nice to take a tour of the pyramids.
- We need to pack our suitcases the day before we leave.

11–15 correct: I can talk about travel essentials and travel.

0–10 correct: Look again at Sections 1 and 5 on pages 30 and 33.

SCORE: /15

2 GRAMMAR

A Complete the sentences with the correct pronoun in the box. (8 points)

her herself him himself myself them themselves yourself

- My dad burned himself while he was cooking, and we had to take him to the hospital.
- Do you ever buy yourself a birthday gift? I do. I love shopping for myself on my birthday!
- My grandparents are getting old, and they can't really take care of themselves now, so my brother and I help them on weekends.
- Can you help my sister with that suitcase? It's too heavy for her, and she can't carry it by herself.

B Choose the correct option to complete the questions and sentences. (7 points)

- Could / May you pass me the salt, please?
- Will / Can I help you with something?
- Please will / may I use your bathroom?
- Can you / I move these chairs for me, please?
- Could you / we have some more cake, please?
No, I'm afraid you couldn't / can't.
- May / Can I give you a lift home after work?

11–15 correct: I can use reflexive pronouns and modals of permission, offer, and request.

0–10 correct: Look again at Sections 3 and 7 on pages 31 and 34.

SCORE: /15

Language wrap-up

Students can do the Language wrap-up exercises in class or for homework. If you give the exercises for homework, remember to check the exercises at the beginning of the next class, or collect a few to grade and identify any typical errors.

If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step reviewing procedure. First, ask the students to do the Vocabulary section individually. When ready, encourage the students to check their answers carefully, and then put them in pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment. After completing the Vocabulary section, you can apply the same procedure to the Grammar section.

At the end of each section, make sure that the students write their score out of 15. If they have a score lower than 11, direct them to the appropriate sections of the unit, and encourage them to read those sections again for homework. After that, ask the students to complete the exercise(s) again at home.

1 Vocabulary

A

Ask the students to read the conversation. They can then complete the blanks with the words that they are sure about first, before completing the other blanks with the remaining words from the box.

B

Encourage the students to read each sentence carefully and to think of a verb to complete the blank that normally goes with the noun that follows.

2 Grammar

A

Point out to the students that there are two blanks they need to complete in each sentence. They should complete one blank with a suitable object pronoun from the box and the other with a reflexive pronoun. (One sentence has two reflexive pronouns.)

B

Tell the students that as they read each item, they need to decide whether the question is a permission, request, or offer, as well as whether the modal can go with the subject of the sentence.

Common European Framework: unit map



Unit 3	Competence developed	CEF Reference (A2)
1 Vocabulary	can talk about travel essentials	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
2 Listening	can understand an informal discussion about travel plans	Table 1; Table 2; Section 4.4.2.1; Section 4.4.3.1
3 Grammar	can understand and use reflexive pronouns	Table 1; Table 2; Section 4.4.1.1; Section 5.2.1.2
4 Reading	can understand what pronouns refer to in a longer text	Table 2; Section 4.4.2.2
5 Vocabulary	can talk about travel plans	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
6 Writing	can write a travel blog	Table 2; Section 4.4.1.2; Section 4.4.3.4; Section 5.2.1.5
7 Grammar	can understand and use modals of permission, request, and offer	Table 1; Table 2; Section 4.4.1.1; Section 5.2.1.2
8 Speaking	can make and respond to requests	Table 1; Table 2; Section 4.4.3.1; Section 5.2.2.2
9 Pronunciation	can distinguish between the sounds /s/ and /ʃ/	Section 5.2.1.4

UNIT 4 IT COULD HAPPEN TO ANYONE!

The expression *it could happen to anyone* is often used to offer sympathy or support to someone in a bad situation. For example, if a friend has made a bad mistake and is in trouble as a result, to alleviate their stress and frustration, we could say: *Don't worry. It could happen to anyone*, meaning that they are not the only person that could have this experience. Ask the students to look through the unit and find examples of bad experiences that have happened to people.

Unit plan

Unit opener	(p. 39)	10 min.
• Optional downloadable unit opener		10 min.
1 Vocabulary: good and bad experiences	(p. 40)	25 min.
2 Grammar: present perfect— <i>ever/never</i>	(p. 40)	40 min.
3 Pronunciation: initial clusters	(p. 41)	15 min.
4 Reading: an article	(p. 42)	30 min.
5 Listening: identifying speakers' opinions	(p. 42)	30 min.
6 Vocabulary: feelings	(p. 43)	25 min.
7 Grammar: present perfect— <i>How long</i> and <i>for/since</i>	(p. 44)	40 min.
8 Speaking: talking about important life changes and experiences	(p. 45)	20 min.
• Optional downloadable Speaking workshop: talking about experiences		20 min.
9 Writing: linking sentences	(p. 45)	30 min.
lifeSkills: active listening (Self and Society)	(p. 46)	45 min.
• Optional downloadable lifeSkills lesson (Work and Career)		45 min.
• Optional downloadable lifeSkills lesson (Study and Learning)		45 min.
Language wrap-up	(p. 48)	15 min.
Communicative wrap-up Units 3–4	(p. 132)	20 min.
Video and downloadable video worksheet		45 min.

Reading: an article

Ask the students to look through the unit to find out what kind of dessert they will learn about (*fortune cookies*).

Speaking: talking about important life changes and experiences

Ask the students if they have ever made an important life change. Invite a few volunteers to share their ideas with the class.

Refer the students to the **lifeSkills** panel. Tell them that the topic of this unit's lifeSkills section is *Active listening*. Ask them: *How do you show that you are listening to someone when they talk to you?*

A

- Ask the students to open their books and read the four statements. Make sure they understand all the vocabulary, especially *definitely (for sure)* and *winning (being first in a competition or race, or being successful in a game)*.
- Ask the students to work individually and match the statements to the pictures. Check the answers with the class.

Extra: talking about pictures

Ask the students to work in pairs and discuss the pictures. Encourage them to write down any vocabulary associated with each picture (e.g. Picture A: *bicycle, race, winner*; Picture B: *crash, damage, angry*; Picture C: *money, happy*; Picture D: *rain, raincoat, wet*). Listen to their ideas as a class.

B

- Write the following expressions on the board: *I agree with statements ... and ...; Statement ... is true for me because ...; I (really) disagree with statement ... because ...*. Ask the students to read the model conversation. Direct them to the expressions on the board and explain that these statements are useful when they want to express agreement and disagreement.
- Ask the students to work individually to read the four statements in Ex. A again and to check the ones they agree with. Tell them that they can check as many as they want to (or none at all).
- Invite the students to tell their classmates which opinions they share. Encourage them to use the phrases on the board and refer them to the model conversation.

Unit opener

Lead-in

Direct the students' attention to the objectives in the unit menu and go through the information with them. Explain that this unit focuses on how to talk about *experiences, feelings, and opinions*, and on the following skills which will help them do this:

Listening: identifying speakers' opinions

Ask the students what words or phrases people use to indicate that they are going to give an opinion. Listen to their ideas with the class.

Writing: linking sentences

Ask the students what words there are in their language to add extra information, contrast two points, and give an alternative. Then ask the students if they know some of these words in English.