

UNIT 9 Things happen

Language notes

Lesson A When things go wrong . . .

Grammar Past continuous statements

(See Student's Book p. 87.)

The past continuous is used to talk about actions and events in progress in the past.

Form

- Affirmative statements
subject + *was / were* + present participle
I was talking.
They were watching a movie.
- Negative statements
subject + *wasn't / weren't* + present participle
I wasn't paying attention.
We weren't looking.

Use

- The past continuous is used to talk about actions and events in progress in the past. These may be temporary or unfinished.
Helen was using my computer last night.

- It is also used to set the background for a story, to tell about longer actions and events.
I was going to work, and I was talking to a woman.

- Simple past with past continuous

The simple past is often used for shorter actions that happened – and were completed – during the time of another, longer one (which is expressed with the past continuous).

A friend of mine deleted all my files (short action) when she was using my computer (background, longer action).

Speaking naturally Fall-rise intonation

(See Student's Book p. 87.)

- Fall-rise intonation at the end of statements is often used to show that there is more you are going to say. It suggests that the information is not yet complete.
- Fall-rise intonation is common in sentences where background information is given before the main news or events.
I was running for a bus last week (background), and I fell (main news).

Lesson B Accidents happen.

Grammar Past continuous questions

(See Student's Book p. 89.)

Form

- Yes-No* questions
Was / Were + subject + present participle?
Was he skiing by himself?
Were they skiing on the weekend?
- Affirmative short answers
A Was he skiing by himself?
B Yes, he was.
A Were they skiing on the weekend?
B Yes, they were.
- Negative short answers
A Was he skiing by himself?
B No, he wasn't.
A Were they skiing on the weekend?
B No, they weren't.
- Information questions
question word + *was / were* + subject + present participle?
What was he doing?
What were you doing on the weekend?

Use

- Past continuous questions ask about actions or events in progress in the past.
- Asking questions with *when*
Compare these two questions:
What were you doing when you fell? = What activity was in progress before or at the time you fell?
I was skating when I fell.
What did you do when you fell? = What activity did you begin after you fell?
I called for help when I fell.

Grammar Reflexive pronouns

(See Student's Book p. 89.)

- Reflexive pronouns are used when the subject and the object of the verb refer to the same person.
I hurt myself.
He cut himself.
- They are also used with *by* to mean "alone" or "with no one else."
I went by myself.
He did it by himself.



Corpus information *Yourself; myself*

In conversation, people often say *How about yourself?* rather than *How about you?* as it can sound less direct. About 10 percent of uses of *yourself* are in this expression. Almost 10 percent of uses of *myself* are in the expression *by myself*.

Common errors with object pronouns

Ss may incorrectly use an object pronoun when the subject and object refer to the same person. Compare the difference in meaning: *My father hurt himself.* (*himself* = my father. My father was hurt.) *My father hurt him.* (*him* = another person)

Lesson C **That's hilarious.**

Conversation strategy **Reacting to a story**

(See Student's Book p. 90.)

- Ss have already learned a variety of expressions for reacting to information. This lesson gives Ss practice using different ways of reacting to stories or anecdotes.
- Giving personal information
A *We were making Thai curry for a bunch of people . . .*
B *Oh, I love Thai food.*
- Expressions of surprise
A *. . . and it all stuck to the bottom of the pan and burned.*
B *Oh, no!*
- Comments on the information
A *Then I hid the burnt pan under the sink.*
B *Oh, that's hilarious.*
- *I bet* + a guess about something
A *I bought some rice at a restaurant and served it for dinner.*
B *I bet no one even noticed.*

Strategy plus ***I bet . . .***

(See Student's Book p. 91.)

- People use *I bet* as a response to show they understand a situation.
I bet = I'm sure
A *It was funny.*
B *Yeah, I bet.*
- People also start statements with *I bet* when they are making a guess or offering an idea about a situation in the past, present, or future.
I bet no one noticed.
I bet no one is there.
I bet no one will come.



Corpus information ***(I) bet***

Bet is one of the top 600 words and over 60 percent of its uses are in the expression *I bet*. About 25 percent of the uses of *I bet* are in the response *I bet . . .*

Lesson D **Happy endings**

Reading tip

(See Student's Book p. 92.)

The Reading Tip tells Ss that they should pay attention to time expressions as they read. Time expressions will help them follow the order of events in a story and help them understand it better.

Help note **Linking ideas with *when* and *while***

(See Student's Book p. 93.)

Both *when* and *while* can link two actions in the past.

- *When* + simple past
- *When* can introduce actions and events that interrupt a longer, or background, event.
*I was walking to work **when** it started to rain.*

- *When* can show that events happened one after another.
When *I got to the corner, the light changed.*
- *When* + past continuous
If used with the past continuous, *when* can introduce a longer, or background, event.
When *I was walking to work, it started to rain.*
- *While*
It suggests that an action or event lasted some time.
- The past continuous often follows *while*.
While = during that time
While I was waiting, a young man came up to me.

Things happen

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Ask Ss to brainstorm good things that can happen to someone (e.g., *you get an email from an old friend, you pass a test, you do something really fun*). Then ask about bad things (e.g., *you lose your wallet, you fall and hurt yourself, you have a fight with your boyfriend / girlfriend*).

In Unit 9, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look at the aims in Lesson A, Lesson B, and Lesson C and find examples in the unit of the past continuous and expressions to show interest. [p. 86 We weren't looking, and we walked right into a glass door.; p.89 While you were skiing?; p.90 Oh, that's hilarious.; p. 91 I bet.]

Before you begin . . .

- **Introduce the mishaps** Say, "Look at the pictures. Here are some bad things that can happen. Look at picture 1. Somebody broke a vase."
- Ask, "What happened in picture 2?" [Someone left their keys in the car.] "How about picture 3?" [Someone left their wallet and cell phone on a park bench.] "And what happened in picture 4?" [Somebody spilled coffee on their computer keyboard.]
- Read aloud the task in Before You Begin. Tell Ss about a time you broke something (e.g., *I broke the chain on my bicycle once.*).

Recycle conversation strategies Ask, "How can you respond using a *That's . . .* expression?" Tell Ss to call out ideas (e.g., *That's too bad. That's terrible.*). (See *Touchstone Student's Book 1*, Unit 7, Lesson C.)

- Then ask, "What follow-up questions can you ask to get more information?" Have Ss call out ideas and write them on the board (e.g., *How did that happen? Did you fix it?*). (See *Touchstone Student's Book 1*, Unit 7, Lesson C.)
- Tell Ss to work in pairs and tell their partners about a time they broke something. Remind Ss to respond with *That's . . .* and ask a follow-up question.
- Have a few Ss report back to class about their partner (e.g., *Mindy broke her leg one time. She fell off a wall, and she had to have it in a cast for six weeks.*).

- Point Ss back to picture 2. Ask, "Do you ever forget your car keys or your house keys?" Elicit answers from Ss. Have Ss tell the class about a time they forgot something. Encourage other Ss to ask follow-up questions.
- Point Ss to picture 3 again. Ask, "What kinds of things do people lose?" Have Ss call out ideas (e.g., *keys, wallets, purses, computers, pets*). Ask Ss to tell about a time they lost one of these things to a partner.
- Point Ss to picture 4 again. Ask, "When's the last time you damaged something?" Call on a few Ss to tell the class (e.g., *I damaged my mountain bike last summer. I hit a tree.*).

Extra activity PAIRS

Pairs choose one of the topics in the Before You Begin activity. Ss take turns saying all the times they can remember when that thing happened. Ss have to find something that happened to them that didn't happen to their partner (e.g., *broke something: S1: I broke my nail once. B: Me too. S1: I broke a window once. I threw a ball through it. B: Really? Not me.*). Ss score a point each time they did something that their partner didn't do.

Things happen



In this unit, you learn how to . . .

Lesson A

- Tell anecdotes about things that went wrong using the past continuous and simple past

Lesson B

- Talk about accidents (e.g., *I broke my arm.*) using the past continuous and *myself, yourself*, etc.

Lesson C

- React to show interest with expressions like *Oh, no!*
- Use *I bet* to show you're sure or that you understand

Lesson D

- Read anecdotes in an article
- Write an anecdote using *when* and *while*

1

2

3

4

Before you begin . . .

Look at the pictures. Think about a time when one of these things happened to you. Tell the class about a time when you . . .

- broke something.
- lost something.
- forgot something.
- damaged something.

Are you having a **BAD** week?

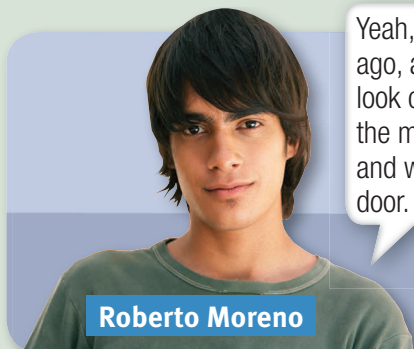
Sean Davis

Actually, yes. I was going to work on the train Monday morning, and I was talking to this woman. I guess I wasn't paying attention, and I missed my stop. I was half an hour late for a meeting with my new boss.



Julia Chen

Definitely! My friend accidentally deleted all my music files when she was using my computer. Actually, she was trying to help me – she was downloading stuff from my phone, and something went wrong. I spent hours on the phone with tech support.



Roberto Moreno

Yeah, kind of. A couple of days ago, a friend and I were trying to look cool in front of some girls at the mall. We weren't looking, and we walked right into a glass door. I was so embarrassed.



1 Getting started

A Look at the illustrations above. What do you think happened to each person? Do these kinds of things ever happen to you? Tell the class.

B 3.23 Listen and read. Were your guesses about the people correct?

Figure it out

C Can you choose the correct verb forms? Use the interviews above to help you. Then compare with a partner.

1. Sean **missed** / **was missing** his stop because he **talked** / **was talking** to a woman on the train.
2. Julia's friend **deleted** / **was deleting** all Julia's music files when she **using** / **was using** her computer.
3. Roberto and his friend **tried** / **were trying** to look cool when they **walked** / **were walking** into a glass door.

Lesson A When things go wrong . . .

1 Getting started

Set the scene Have Ss work in pairs. Ss brainstorm all the things that can go wrong in a typical week and write them in a list (e.g., *You miss an important call. Your computer crashes. You run out of gas. You forget your homework.*). Ask Ss to call out their ideas. Other Ss raise their hands when someone says something that is also on their list.

A

- **Preview and do the task** Tell Ss to look at the title of the article. Say, “These people are having a bad week.” Tell Ss to look at the pictures for 30 seconds and then close their books. Have Ss work in pairs to say what happened to each person. Ask a few Ss about each person, and write their ideas on the board (e.g., *Sean Davis: He couldn’t get off the train. He missed his stop. Julia Chen: Her computer crashed. Her friend broke her computer. Roberto Moreno: He walked into a glass door.*).
- Ask, “Do these kinds of things ever happen to you?” Ask, “Who misses their stop on the train?” Have Ss raise hands. Ask a few Ss to tell about a time that happened.
- Ask, “Who loses data on their computer sometimes?” Have Ss raise their hands and call on a few Ss to tell about a time it happened to them.
- Ask, “Who walks into glass doors?” Have Ss raise their hands. Call on any Ss who raise their hands to tell about a time they walked into a door.

B 3.23

- **Preview the task** Books closed. Read the instructions aloud. Tell Ss to listen and find out if their guesses about each person were correct. Say, “Just listen the first time.”
- **Play the recording** Ss listen with books closed. Pause the recording after each person. Ask Ss to raise their hands if they guessed correctly about what happened to the person.
- **Play the recording again** Books open. Ss listen and read along. Tell Ss to underline or highlight exactly what happened to each person.
- **Follow-up** Books closed. Ask Ss questions about each person. Have Ss call out answers without looking back at their books (e.g., *Sean: What happened to Sean? [He missed his stop on the train.] What day was it? [Monday] How late was he for his meeting? [half an hour] How do you think his new boss felt? [upset]; Julia: What happened? [Her friend deleted all the files from her computer.] How did she fix it? [She called tech support.]; Roberto: What happened? [He walked into a glass door.] Where was he? [at the mall.] Who was he with? [his friend] How did he feel? [embarrassed]).*

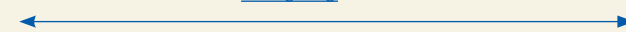
Figure it out 

C

- **Preview the task** Tell Ss to read about what happened to Sean Davis again. Ask, “Which of Sean’s activities happened over a longer period of time?” [He was going

to work. He was talking to a woman. He wasn’t paying attention.] Draw a simple time line on the board, and write above it *He was going to work . . .*

He was going to work . . .



Ask, “Which of Sean’s activities was a shorter, completed action?” [He missed his stop.] Add an X to the time line, and write . . . *and he missed his stop* under the line:

He was going to work . . .



. . . and he missed his stop.

- Read the instructions aloud.
- **Do the task** Have Ss complete the task. Remind Ss to use the stories for help. Then have Ss compare their answers in pairs.
- Check answers with the class: Have Ss read the sentences from Exercise 1C aloud.

Answers

1. Sean missed his stop because he was talking to a woman on the train.
2. Julia’s friend deleted all Julia’s music files when she was using her computer.
3. Roberto and his friend were trying to look cool when they walked into a glass door.

- **Focus on the form and the use** Write sentence 1 on the board. Ask Ss to name the verb in the simple past [missed]. Underline *was talking*. Say, “This verb is in the past continuous. Can you figure out the two verbs that make up the past continuous?” [past of *be* + verb ending in *-ing*]
- Say, “Use the past continuous to describe the action or event that was in progress when another shorter, completed event took place. Use the simple past to talk about the shorter, completed event.”
- **Try it out** Tell Ss to look back at the stories in Exercise 1B. Tell Ss to find and highlight more examples of past continuous verbs. Check answers with the class [*Sean: I was going to work, I was talking to this woman, I wasn’t paying attention; Julia: she was using my computer, she was trying to help me, she was downloading stuff; Roberto: a friend and I were trying to look cool, We weren’t looking.*].
- Have Ss call out each example again. This time have Ss explain what happened using a simple past verb (e.g., *Sean was going to work and he missed his stop. He was talking to a woman and he didn’t see his station. He wasn’t paying attention so he didn’t see his stop.*).

Extra activity PAIRS

Pairs choose one of the people from Exercise 1A and continue the story. Ss add two more events and then join another pair and say what happened next. A few pairs tell the class.

2 Grammar

3.24

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask Ss to read the first two examples. Write them on the board. Ask, "Which action in each sentence was shorter and complete?" [missed; walked] Circle these verbs in the sentences on the board, and ask, "What verb form is this?" [simple past]
- Ask, "Which action in each sentence sets the background or describes events in progress?" [was talking, wasn't paying attention; were trying, weren't looking] Underline these verbs in the sentences on the board. Ask, "What verb form is this?" [past continuous]
- Ask a S for the patterns for affirmative and negative statements in the past continuous, and write them on the board [subject + *was / were* + verb(-ing); subject + *wasn't / weren't* + verb(-ing)].
- Read the last two sentences in the chart aloud. Tell Ss that if used with the past continuous, *when* can introduce a longer or background event. (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Read the information aloud.
- **Preview the task** Read the instructions aloud. Say, "An anecdote is a very brief story that is interesting or amusing. It's usually about something that happened to you or someone you know." Tell Ss to read each anecdote through before they complete it.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask a few Ss to each read a completed anecdote.

Answers

1. I was having lunch in a café yesterday when the server accidentally spilled tomato sauce on my shirt. I guess he wasn't paying attention. I was upset, but I got my lunch for free.
 2. My friend and I were at a barbecue last week. When we were walking around the yard, she tripped and fell into the pond.
 3. I damaged my parents' car last week. I was trying to park, and my friend was talking to me, and I hit a wall. Now I have to pay for the repairs.
 4. I was in a chemistry class recently, and a classmate and I were doing an experiment when something went wrong. I burned my hand.
 5. Last week I was on the bus, and I was talking to my girlfriend on my cell phone. Well, actually, we were having a long argument. We weren't getting along at the time. When I ended the call, I realized that everyone on the bus was listening. How embarrassing!
- Have Ss look at the anecdotes again. Help with any new vocabulary. Have Ss close their books, and take turns retelling the anecdotes to each other.

Recycle a conversation strategy Say, "If you forget or make a mistake, and you have to look back at the text, use an expression to correct yourself." Ask a few Ss which expressions they can remember that they can use to correct themselves (e.g., *I mean, actually*).

Extra practice

Tell Ss to turn to Extra Practice 9A on page 148 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See teaching notes on p. T-148.)

3 Speaking naturally

A 3.25

- **Preview the task** Ask Ss to look at the intonation lines in the two example sentences. Point out the fall-rise for the first intonation line. The fall-rise indicates that some more information is coming. Then read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B 3.26

- **Preview the task** Tell Ss to predict the words they might hear to complete the sentences. Write Ss ideas on the board.
- **Play the recording** Have Ss listen and complete the sentences. Check answers.

Answers

1. I was reading a book on the train, and I missed my stop.
2. Last night when I was washing the dishes, I broke a glass.
3. I was texting a friend of mine, and I tripped and fell on the street.
4. Yesterday when I was using my computer, it suddenly crashed.

- Play the recording again and have Ss repeat. Listen carefully for the correct fall-rise intonation and correct any mistakes.

About you

C

- **Preview and do the task** Have Ss complete the task in pairs. As Ss tell their anecdotes, go around the class listening for the fall-rise intonation. If necessary, replay the examples from Exercise 3A, and have Ss listen and repeat again.
- **Follow-up** Several Ss tell their anecdotes to the class.

Extra activity GROUPS

Write the following five words on the board: *suitcase, foot, key, hospital, cell phone*. Groups have to make up a short story using all five words. They can put the words in any order in the stories. Once their stories are ready, Ss practice telling them aloud. Choose one person from each group to tell their story to the class.

Workbook

Assign Workbook pp. 66 and 67. (The answer key begins on p. T-181.)

2 Grammar Past continuous statements 3.24

Extra practice p. 148

Use the past continuous to set the background for a story or tell about events in progress in the past. Use the simple past for completed actions in the past.

I **was talking** to a woman, and I missed my stop. I **wasn't paying** attention.

We **were trying** to look cool, and we walked into a glass door. We **weren't looking**.

A friend of mine deleted all my music files **when** she **was using** my computer.

When my friend **was using** my computer, she deleted all my music files.

In conversation

The most common verbs in the past continuous are *talk, do, go, say, try, get, and tell*.

Complete the anecdotes with the past continuous or simple past. Then close your book. Take turns retelling the anecdotes to a partner.

- I was having (have) lunch in a café yesterday when the server accidentally _____ (spill) tomato sauce on my shirt. I guess he _____ (not / pay) attention. I was upset, but I _____ (got) my lunch for free.
- My friend and I were at a barbecue last week. When we _____ (walk) around the yard, she _____ (trip) and _____ (fall) into the pond.
- I _____ (damage) my parents' car last week. I _____ (try) to park, and my friend _____ (talk) to me, and I _____ (hit) a wall. Now I have to pay for the repairs.
- I was in a chemistry class recently, and a classmate and I _____ (do) an experiment when something _____ (go) wrong. I _____ (burn) my hand.
- Last week I was on the bus, and I _____ (talk) to my girlfriend on my cell phone. Well, actually, we _____ (have) a long argument. We _____ (not / get along) at the time. When I _____ (end) the call, I realized that everyone on the bus _____ (listen). How embarrassing!



3 Speaking naturally Fall-rise intonation

I was running for a **bus** last week, and I **fell**.

When I was going **home** yesterday, I ran into an old **friend**.

A 3.25 Listen and repeat the sentences above. Notice that the intonation falls and then rises slightly at the end of the first part of each sentence. This sets the background.

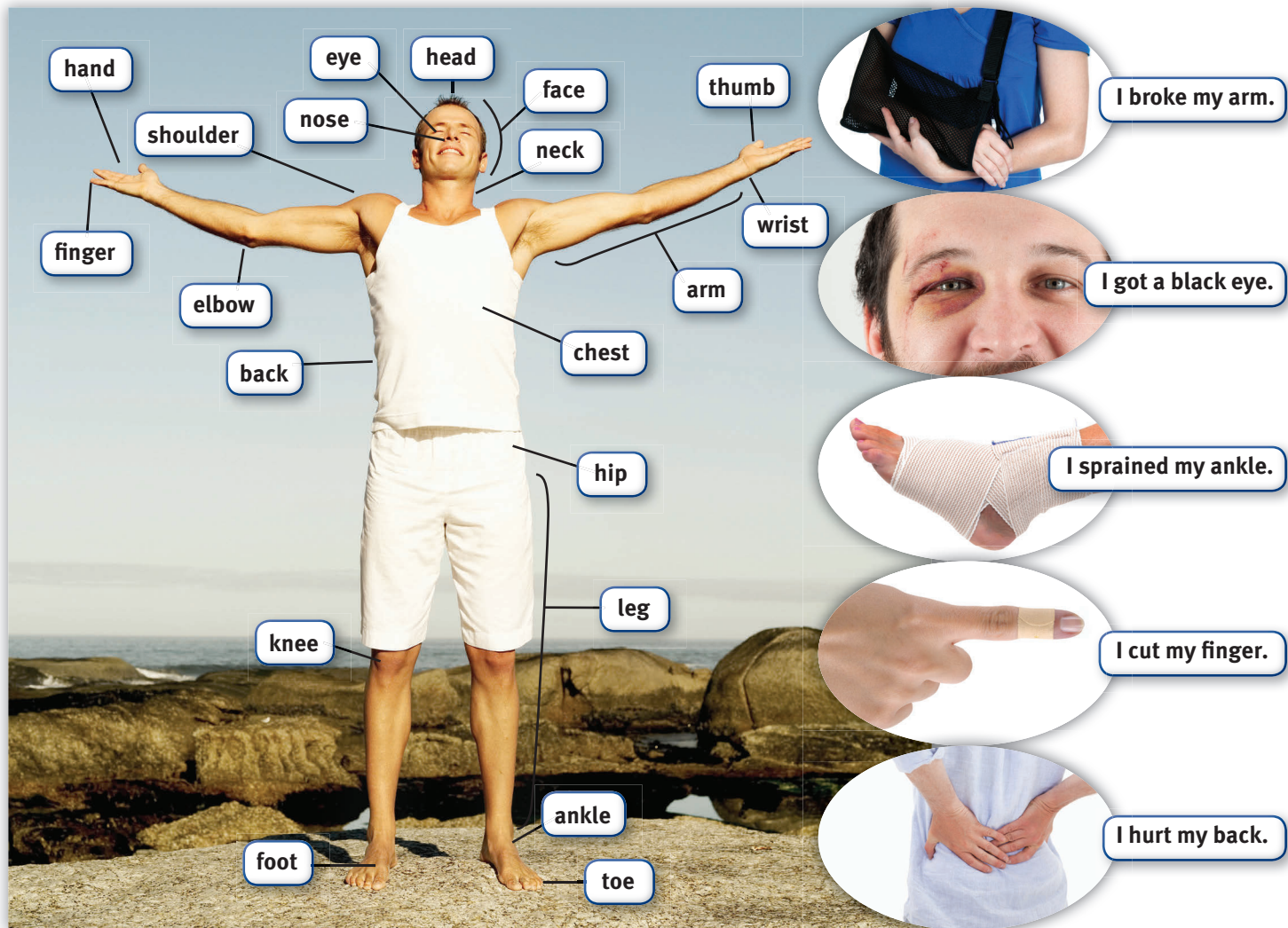
B 3.26 Listen and complete the sentences. Then listen again and repeat.

- I was reading a book _____, and I missed my stop.
- Last night when I was washing _____, I broke a glass.
- I was texting _____, and I tripped and fell on the street.
- Yesterday when I was using _____, it suddenly crashed.

C Pair work Think of things that happened to you this week. Tell each other your anecdotes.

1 Building vocabulary

A 3.27 Listen and say the words and sentences. Which words and expressions do you already know?



Word
sort

B Make true sentences about accidents that happened to you or people you know. Use the vocabulary above and add other words you know.

break	<i>I broke my leg when I was a kid.</i>
sprain	
cut	
hurt	
other	<i>My sister got a black eye . . .</i>

About
you

C Pair work Take turns telling about the accidents in your chart.



Vocabulary notebook p. 94

Lesson B Accidents happen.

1 Building vocabulary

- **Set the scene** Books closed. Say, "What names of body parts do you know in English? Write as many as you can think of. You have one minute." At the end of one minute, ask a few Ss to read their lists. Write the words on the board (e.g., *arm, leg, hand, face*).

A 3.27

- **Preview the task** Books open. Tell Ss to listen and then repeat the words and sentences. Point out to Ss that the *w* in *wrist* is silent, as are the *b* in *thumb* and the *k* in *knee*.
- **Play the recording** Ss listen and repeat.
- Tell Ss to look again at the words on the page and circle any they know. Tell Ss to highlight words they need to learn.
- Point Ss to the sentences on the right of the page. Look at each sentence in turn. Ask, "What other parts of the body can you break?" Have Ss call out ideas (e.g., *leg, finger, shoulder*). Ask, "What else can you sprain?" (e.g., *wrist, knee*) "What can you cut?" (e.g., *toe, foot*) "What can you hurt?" (e.g., *elbow, head, hip*)

Extra vocabulary PARTS OF THE BODY

Present or have Ss suggest extra vocabulary for parts of the body, such as *calf, chin, cheeks, eyebrows, eyelashes, forehead, knuckle, lips, mouth, nostril, palm, shin, thigh, waist*.

Extra activity PAIRS

Ss have two to three minutes to look at the words for parts of the body they do not know and try to learn them. Then in pairs, S1 points to ten different parts of his or her body, with S2's book closed. S2 tries to name each part S1 points to. S1 checks S2's answers. Ss then change roles and play again.

Extra activity CLASS

Call out body parts in Ss' first language, and the class calls back the name in English.



B

- **Preview the task** Read the instructions aloud. Ask Ss to look at the chart. Make sure Ss understand the four kinds of injuries: Ask several Ss to tell the class about a time they had one of these injuries and how they got the injury.
- Point out the category "other" and brainstorm other kinds of injuries with Ss (e.g., *scratch, scrape, bruise, pulled muscle*). Have a S read the examples from the chart aloud.

- **Do the task** Have Ss complete the chart. Check answers with the class: Read the name of each category, and ask individual Ss to call out an accident that they wrote about for that category.

Possible answers

break: I broke my leg. I broke my arm. My dad broke his wrist last year.

sprain: I sprained my ankle. My mom sprained her finger. My dad sprained his knee.

cut: My dad cut his thumb. I cut my knee yesterday. My little brother cut his toe at the beach.

hurt: I hurt my back last week. My dad hurt his eye. My sister hurt her knee when she was little.

other: I got a bump on my head when I fell skiing. I scraped my hands when I fell as I was running.



C

- **Preview and do the task** Read the instructions aloud. Have pairs complete the task.
- **Follow-up** Individual Ss report one of their partner's accidents to the class.

Extra activity PAIRS

Pairs write a part of the body for each letter of the alphabet (e.g., *A = arm, B = back, C = chin*). Pairs race to finish. After three minutes, stop the game. Ss then compare lists with another pair. Pairs get one point for any words that are not on the other pair's list.



Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 94 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-94.)

2 Building language

- **Set the scene** Write on the board: *So how was your ____?* *Did you have a good time?* Explain that this is the start of the conversation. Have Ss look at the picture, guess the missing words, and write them. Ask a few Ss to tell their ideas to the class.

A 3.28

- **Preview the task** Tell Ss to read the instructions and guess the answers to the two questions based on the picture. Have Ss write their answers.
- Write the two questions on the board. Say, "Listen and check your guesses."
- **Play the recording** Ss listen. Have Ss who guessed the answers to the questions correctly raise their hands.
- **Play the recording again** Books open. Ss listen and read along. Check answers with the class [George broke his leg. He was talking on his cell phone while he was skiing.].
- **Practice** Have Ss practice the conversation in pairs, taking turns playing the roles of Nikki and George.

Figure it out 

B

- **Preview the task** Have Ss look at Nikki's third speech in the conversation. Ask, "Which question is in the simple past?" [How did it happen?] "How do you know?" [It uses *did*.] Ask, "Which question is in the past continuous?" [What were you doing?] Read the instructions aloud.
- **Do the task** Have Ss choose the correct word or words.

Answers

1. What were you doing?
2. How did it happen?
3. Did you hurt yourself?
4. I don't enjoy skiing by myself. Do you?

- **Focus on the form and the use** Ask, "Do you use *did* to make questions in the past continuous?" [no] "What verb do you use?" [to be; were, was] "Do past continuous questions ask about completed events in the past or events that were in progress?" [events that were in progress]
- Ask, "In sentence 3, what is the subject?" [you] "What is the object?" [yourself] "Do *you* and *yourself* mean different people or the same person?" [the same person] Ask, "What does *by myself* mean?" [alone; not with friends]

3 Grammar

3.29

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Write on the board: *Were you skiing with a friend?* Ask Ss to identify the pattern for past continuous *yes-no* questions, and write it on the board [*Were* + subject + verb(-ing)?]. Point out the short answer, *No, I wasn't*. Write on the board: *Was she skiing with a friend?* Ask Ss to identify the pattern, and write it on the board [*Was* + subject + verb(-ing)?]. Ask a S for the affirmative and the negative short answers [Yes, she was. No, she wasn't.].
- Write on the board: *What was she doing? What were you doing?* Ask Ss for the pattern for past continuous information questions, and write it on the board [question word + *was / were* + subject + verb(-ing)?].
- Tell Ss to look at the right side of the chart. Say, "When the subject and object of the verb are the same, use a reflexive pronoun for the object. If you use a reflexive pronoun with *by*, it means *alone*." (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Read the information aloud.
- **Present Common Errors** Read the information aloud. Write on the board: *She bought ____ a new sweater. The twins made ____ a birthday cake.* Have Ss fill in the blanks.

A

- **Preview and do the task** Read the instructions aloud and have Ss complete the task. Check answers.

Answers

1. A What's wrong with your finger? Did you cut yourself?
B Yeah, I accidentally cut myself with a knife.
A Oh, were you making dinner?
2. A My father hurt himself at the gym.
B That's too bad. Was he lifting weights?
A Yeah. A lot of people hurt themselves on weight machines, I guess.
3. A Hey, where did you get that black eye?
B Oh, my mom and I had a car accident. But she's OK.
A Well, that's good. Uh, so who was driving?
4. A My sister was hiking by herself last weekend, and she broke her ankle. She was in the middle of nowhere.
B Oh, no! So, how did she get help? I mean, was anyone else hiking on the trail?

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.


Extra practice

Tell Ss to turn to Extra Practice on 9B p. 148 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-148.)


Sounds right

Tell Ss to turn to Sounds Right on page 139 of their Student's Books. Have Ss do the task for Unit 9 in class, or assign it for homework. (See the teaching notes on p. T-139.)

Workbook

 Assign Workbook pp. 68 and 69. (The answer key begins on p. T-181.)

2 Building language

A  3.28 Listen. What happened to George? What was he doing when it happened? Practice the conversation.

- Nikki So, how was your ski trip? Did you have a good time?
 George Yeah, I guess. I sort of had an accident.
 Nikki Oh, really? What happened? Did you hurt yourself?
 George Yeah, I broke my leg.
 Nikki Oh, no! How did it happen? I mean, what were you doing?
 George Well, actually, I was talking on my cell phone. . . .
 Nikki While you were skiing? That's kind of dangerous.
 George Yeah, I know. But I was by myself, so I was lucky I had my cell to call for help.



Figure it out

B Complete the questions George's other friends asked. Use the conversation above to help you.

1. What **were** / **did** you doing?
2. How **did** it happen / **was** it happening?
3. Did you hurt **yourself** / **you**?
4. I don't enjoy skiing **by** / **with** myself. Do you?

3 Grammar Past continuous questions; reflexive pronouns 3.29

Extra practice p. 148

Past continuous

Were you **skiing** with a friend?
 No, I wasn't. I was by myself.
 What **were** you **doing** (when you fell)?
 I was talking on my cell phone.

Simple past

Did you **hurt** yourself?
 Yes, I did.
 What **did** you **do**?
 I called for help.

Reflexive pronouns

I	hurt	myself.
You		yourself.
He		himself.
She		herself.
We		ourselves.
They		themselves.

In conversation

10% of uses of **yourself** are in the question **How about yourself?**
 Almost 10% of uses of **myself** are in the expression **by myself**.

Common errors

Don't use an object pronoun when the subject and object of the verb refer to the same person.

My father hurt himself.
 (NOT *My father hurt him.*)

A Complete the conversations with reflexive pronouns and the simple past or past continuous of the verbs given.

1. A What's wrong with your finger? Did you cut _____ ?
 B Yeah, I accidentally cut _____ with a knife.
 A Oh, _____ you _____ (make) dinner?
2. A My father hurt _____ at the gym.
 B That's too bad. _____ he _____ (lift) weights?
 A Yeah. A lot of people hurt _____ on weight machines, I guess.
3. A Hey, where _____ you _____ (get) that black eye?
 B Oh, my mom and I had a car accident. But she's OK.
 A Well, that's good. Uh, so who _____ (drive)?
4. A My sister was hiking by _____ last weekend, and she broke her ankle. She was in the middle of nowhere.
 B Oh, no! So, how _____ she _____ (get) help?
 I mean, _____ anyone else _____ (hike) on the trail?


B Pair work Practice the conversations above. Continue them with your own ideas.

 Sounds right p. 139

1 Conversation strategy Reacting to a story

A Look at some words from a funny story. Can you guess what happened?

curry phone burnt pan hide hilarious

B  3.30 Listen. What happened to Hugo? How did he “solve” his problem?



Hugo I was at my friend's house one time. We were making Thai curry for a bunch of people . . .

Olivia Oh, I love Thai food.

Hugo And he left me in the kitchen to watch the curry. Well, my phone rang and I got talking . . .

Olivia Uh-oh.

Hugo . . . and it all stuck to the bottom of the pan and burned.

Olivia Oh, no!

Hugo Yeah. It didn't taste too good. I freaked.

Olivia I bet.

Hugo So I poured the curry into another pan and added some chili peppers. Then I hid the burnt pan under the sink.

Olivia Oh, that's hilarious. I bet no one even noticed.

Hugo I don't know. No one said anything, but they drank a lot of water.

C Notice how Olivia reacts to Hugo's story. She makes brief comments on the things he says to show she is listening and interested. Find examples in the conversation.

“It all stuck to the bottom of the pan and burned.”

“Oh, no!”

D Read the story below and the comments on the right. For each part of the story, choose a comment. Practice telling the story and commenting with a partner.

1. I was working as a server at Pierre's last year. c
2. Yeah, it's very fancy with cool art and everything. _____
3. Well, it's not cheap. Anyway, I was serving coffee to this guy, and I spilled it all over his suit! _____
4. Yeah – but wait. I found out it was Pierre himself! _____
5. Yeah, and he was pretty mad. But he didn't fire me! _____

- a. Oh, no! I bet he was upset.
- b. Well, that was lucky.
- c. Oh, Pierre's is nice, I heard.
- d. Expensive, huh?
- e. You're kidding, the owner?

Lesson C That's hilarious.

Lesson C recycles the simple past versus the past continuous and vocabulary for talking about accidents.

1 Conversation strategy

- **Set the scene** Say, "Cover the conversation and look at the picture. Where are they? Hugo is telling Olivia about something that happened to him. What kind of thing do you think happened to Hugo?" Have Ss share their ideas with the class.

A

- **Preview and do the task** Read the instructions and the words aloud. Have Ss explain the meanings of the words. Have Ss work in pairs and figure out what the story is about. After Ss have discussed their ideas, call on a few Ss to tell the class. Have other Ss say how their version of the story is different.

B 3.30

- **Preview the task** Read the instructions and the questions aloud. Explain that "solve" is in quotation marks because he didn't really solve the problem properly.
- **Play the recording** Books closed. Ss listen and write the answers. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class [Hugo burned the curry because he was talking on the phone. He put the food in a new pan, added chili peppers, and hid the burnt pan under the sink.].
- Call on a few Ss to say if their guesses from Exercise 1A were correct.
- **Follow-up** Ask Ss, "Why did Hugo put chili peppers in the curry? [to cover the burnt taste] Why is this story funny?"

C

- **Present Notice** Read the information aloud. Explain to Ss that reacting to another person's story with an appropriate expression shows interest and active listening. This creates a friendly atmosphere, encourages the speaker to give more information, and helps keep a conversation going. (For more information, see Language Notes at the beginning of this unit.)
- Ask two Ss to read aloud the example exchange. Say, "Find examples of how Olivia reacts to the story in the conversation." [Oh, I love Thai food.; Uh-oh.; Oh, no! I bet.; Oh, that's hilarious.] Point out to Ss that all the responses and comments are short so Olivia doesn't interrupt the story.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Tell Ss playing the role of Olivia to add another comment to each comment she makes (e.g., *Oh, I love Thai. Thai is my favorite.*)

D

- **Preview the task** Say, "Read the story on the left and the comments on the right. For each part of the story, choose a comment." Ask two Ss to read the example sentence and its comment.
- **Do the task** Have Ss complete the task. Check answers with the class: Have pairs of Ss each read a sentence and a comment.
- Students have learned that reflexive pronouns refer back to the subject of the sentence. In item 4, the reflexive pronoun is used in a slightly different way. Explain that here, the reflexive pronoun *himself* is used to add emphasis to *Pierre*.

Answers

1. I was working as a server at Pierre's last year.
c. Oh, Pierre's is nice, I heard.
2. Yeah, it's very fancy with cool art and everything.
d. Expensive, huh?
3. Well, it's not cheap. Anyway, I was serving coffee to this guy one day, and I spilled it all over his suit!
a. Oh, no! I bet he was upset.
4. Yeah – but wait. I found out it was Pierre himself!
e. You're kidding! The owner?
5. Yeah, and he was pretty mad. But he didn't fire me!
b. Well, that was lucky.

- **Practice** Tell Ss to practice the story and comments in pairs, taking turns playing each role.
- Have Ss do the task again: S1 reads the story from the book, while S2 comments using his or her own ideas.

Extra activity PAIRS

Pairs use the anecdote as the basis for a conversation, adding reaction expressions and comments. A few pairs present their conversations to the class.

Extra activity GROUPS

Small groups of Ss write a story. On one piece of paper, S1 writes the opening sentence of a story and then passes the paper to S2. S2 adds a comment and the next line of the story. S2 passes the paper to S3, who adds a comment and the next line of the story. S3 passes the paper to the next group member. Encourage Ss to have fun with the story and to continue it for as long as they can. The activity continues in this way until Ss decide their story is complete. Each group reads its completed story to the class. Note: To ensure that all Ss are working during this activity, have each S start a story line on a piece of paper and pass it around. In this way, there will be several stories being passed around the group and everyone will be working on something.

2 Strategy plus

3.31

- **Present Strategy Plus** Explain to Ss that *I bet* is an expression that can be used to react to a story. As a reaction expression, it means “I understand completely.” It can also be used to make a comment or conclusion about a situation when the speaker feels sure about the situation (e.g., *You stayed up all night? I bet you're tired.*). (For more information, see Language Notes at the beginning of this unit.)
- Read the information and the examples aloud. Tell Ss to find the *I bet* expressions in the conversation on p. 90 [I bet.; I bet no one even noticed.].
- **Present In Conversation** Ask a S to read the information aloud.
- **Preview the task** Read the instructions aloud and ask Ss to read the conversations before doing the task. Help with new vocabulary as needed.

- **Do the task** Have Ss guess the responses and then compare their answers in pairs.
- **Play the recording** Have Ss listen and review their answers. Check answers as a class.

Answers

1. Oh, no! I bet she was embarrassed.
2. Oh, I bet you weren't too happy with yourself.
3. Oh, no, I bet you freaked.

- **Practice** Have Ss practice the conversations in pairs. Then have them practice again, but this time using their own reactions.

3 Listening and strategies

A 3.32

- **Preview the task** Tell Ss they are going to listen to a story. Tell Ss to just listen first. Then listen again and choose a good response each time there is a pause.
- **Play the recording Audio script p. T-175** Ss listen. Ask questions about the story to make sure Ss have understood (e.g., *What gets mixed up? [their cell phones] Why didn't the speaker's husband call her? [She had his cell phone.]*).
- **Play the recording again** Ss listen. At the first pause in the story, pause the audio. Point Ss to the two responses in item 1. Say, “Which is the best response?” [Oh, I bet.] Tell Ss to check Oh, I bet. Play the rest of the story. Each time there's a pause, pause the audio and tell Ss to choose the best option.
- Check answers as a class.

Answers

1. b. Oh, I bet.
2. b. Nice.
3. a. It's easy to do.
4. a. I bet.
5. a. I bet he was pretty upset.

- **Practice** Have Ss practice the conversations in pairs. Then have Ss practice again, this time using their own reactions.

About you

B

- **Preview the task** Read the instructions aloud. Tell Ss to listen carefully and think of their own comment or response.
- **Play the recording Audio script p. T-175** Ss listen and write a comment or response. Pause after each conversation to give Ss time to write.
- **Play the recording again** Pause after each conversation, and ask a few Ss to each read their new comment.

C

- **Preview and do the task** Have pairs take turns retelling the story from Exercise 3A. Alternatively, they can tell each other their own true funny stories. While S1 talks, S2 responds and asks questions to get more information. A few Ss report their partners' stories to the class.

Workbook

Assign Workbook pp. 70 and 71. (The answer key begins on p. T-181.)

2 Strategy plus *I bet...*

You can start a statement with ***I bet...*** when you are pretty sure about something.

I hid the burned pan under the sink.



I bet no one even noticed.

You can also use ***I bet*** as a response to show you understand a situation.

A *I freaked!*

B *I bet.*

In conversation

Bet is one of the top 600 words. Over 60% of its uses are in the expression ***I bet...***

3.31 Read the stories and guess the responses. Then listen and write the responses you hear. Practice with a partner.

- A A friend of mine was staying at a hotel one time, and she was walking back to her room in the dark, and she fell in the pool. Everyone at the pool café saw her!
B Oh, no! I bet _____.
- A One time I fell asleep on the subway, and when I woke up, the train was at the end of the line. It took an hour to get back to my stop.
B Oh, I bet _____.
- A I was on vacation in London with my parents a few years ago, and we were flying home. Anyway, we got to the airport, and I realized my passport was still in the hotel safe.
B Oh, no. I bet _____.



3 Listening and strategies A funny story

A 3.32 Listen to the story. Choose the best response each time you hear a pause. Check (✓) a or b.

- a. ☐ That's awful. b. ☐ Oh, I bet.
- a. ☐ I bet. b. ☐ Nice.
- a. ☐ It's easy to do. b. ☐ That's good.
- a. ☐ I bet. b. ☐ Thank goodness.
- a. ☐ I bet he was pretty upset. b. ☐ Good.

About you

B 3.32 Listen to the story again. Write your own comments or responses when you hear the pauses.

- _____
- _____
- _____
- _____
- _____

C **Pair work** Take turns retelling the story you just heard, or tell your own story. React with short comments and respond using ***I bet***.

1 Reading

A Brainstorm! Make a list of any good things that happened recently. Tell the class.

I passed my final math test.

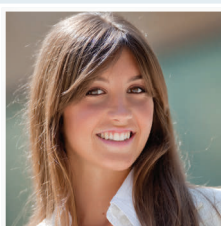
My friend gave me a ticket to a concert.

B Read the article. What bad thing happened to each person?
Did their stories have happy endings?

Reading tip

As you read a story, pay attention to the time expressions like *ten years later*, or *last month*. They help you follow events.

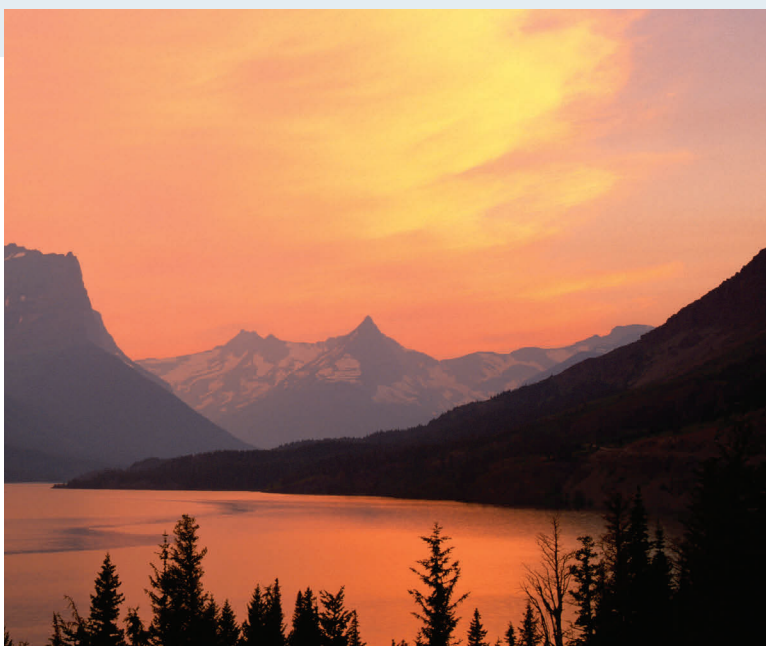
EVERY CLOUD HAS A SILVER LINING . . .



GEMMA RUSSO, CALIFORNIA

Sometimes when things go wrong, they just go wrong. But occasionally something really positive comes out of

a bad situation. Last month, while I was hiking in a state park, I took a photo of an amazing sunset over a lake. It was so beautiful that I decided to text it to my friend Charley right then and there. Anyway, when I was taking more photos of the lake, I slipped and dropped my cell phone in the water. Disaster! I lost all my photos, and I sprained my ankle. They couldn't fix my phone, either. Well, apparently, Charley secretly sent in my sunset photo to the local TV station. Today, they chose it for "Photo of the Month," and I won a brand new camera! Maybe every cloud does have a silver lining, after all!



ELENA, TEXAS

Ten years ago, my scooter broke down when I was riding to school. I couldn't afford to fix it, so that semester I had to get up at 5:00 a.m. every day to take the bus. One cold, wet morning,

I was feeling really tired and grumpy. But while I was waiting for the bus, this guy started talking to me, and he actually made me laugh! It turned out that he was studying at the same college. We exchanged phone numbers, and the rest is history. Ten years later, we're married with two children. Oh, and a new scooter!



CHIN-HO, DAEGU

A couple of weeks ago, I was helping a friend move his things into my apartment. He was out of work and needed a place to stay. While we

were carrying some heavy boxes up the stairs, I hurt my back. It was really bad, so I had to go to the emergency room. Anyway, while I was waiting to see the doctor, I saw an advertisement for a computer technician at the hospital. I called my friend, he got the job, and I got a prescription for painkillers! At least his cloud had a silver lining! Though I do have my apartment all to myself again.

Lesson D Happy endings

1 Reading

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, “What does ‘a happy ending’ mean?” [Usually something happens or goes wrong or it’s a sad story, but the story ends in a good way.] Point Ss to the title of the article. Say, “When something bad happens, but something good comes out of it, we often use the expression ‘Every cloud has a silver lining.’ It means every bad or difficult situation has something good in it.”

A

Prereading

- **Preview the task** Read the instructions and the two examples aloud. Ask, “Did either of these things happen to you recently?” Have Ss raise their hands. Call on those Ss to say how they felt.
- **Do the task** Give Ss two minutes to list as many good things that happened to them recently as they can. After two minutes, ask Ss to call out one good thing that happened to them recently.

B

During reading

- **Preview the reading** Tell Ss to look at the photo. Ask, “What’s it a photo of?” [a sunset over the mountains]. Tell Ss to skim the three stories. Ask, “Which story is about the photo?” [Gemma’s]
- Tell Ss to read the three stories, find out what bad thing happened to each person, and underline it.
- **Present Reading Tip** Read the tip aloud. Explain that paying attention to the time expressions in an article can help Ss understand the order of events in a story. Have Ss call out time expressions and write them on the board for Ss to refer to as they read the article.
- **Do the reading** Have Ss read the article and underline the bad things that happened.
- When Ss finish, have them call out the bad things that happened, and check answers with the class: Call on different pairs to say what happened to each person. If Ss make any mistakes, have other pairs help correct them.

Answers

1. Gemma slipped and dropped her camera in the lake. She lost all her photos and she also sprained her ankle.
2. Elena’s scooter broke down. She couldn’t afford to fix it, and she had to take the bus to college every day.
3. Chin-ho was helping his friend move boxes into his apartment, and he hurt his back. He had to go to the emergency room.

- Have Ss cover the stories. Ask, “Did their stories have a happy ending?” Tell Ss to work in pairs and discuss with a partner. Then have Ss call out their answers, using their own words [Gemma’s story had a happy ending because she won a new camera. Elena’s story had a happy ending because she met a great guy at the bus stop. They married and they now have a family. Chin-ho’s story doesn’t have a great ending. He had to get painkillers for his back. His friend got a job, though, and moved out of Chin-ho’s apartment.].
- **Follow-up** Have Ss work in pairs and take turns summarizing the stories. Tell Ss to help each other with information instead of looking back at the article.

Extra activity PAIRS

Pairs choose one of the stories and turn into into a media interview. S1 plays the role of a reporter and S2 plays the role of either Gemma, Elena, or Chin-ho. S1 asks questions to elicit the full story from S2 (e.g., S1: So, Gemma, how did you win “Photo of the Month?”). Remind reporters to get as much detail as possible. Encourage Ss to embellish the story and make up their own detail to add to the story.

Extra activity GROUPS

Have Ss choose five words from the article that they don’t know, and write them in a list. Ss take turns telling their words to the group. Group members have to take turns using the words in a true sentence (e.g., S1: *disaster*; S2: *My English exam was a disaster! I couldn’t do any of it.* S3: *A building fell down in the city last week. It was a terrible disaster.*).

C

Postreading

- **Preview the task** Read the instructions and the example aloud. Point out that the statement is checked false, and read the corrected statement. Have Ss look in the article for information to support that answer. Call on a S to read out the sentence from the article [But occasionally something really positive comes out of a bad situation.].

- **Do the task** Have Ss check (✓) *True* or *False* for the remaining statements. For the false statements, have Ss find the true information in the article and correct the statements.

Answers

1. False. ~~always~~ occasionally
2. False. ~~she sent~~ her friend sent
3. True 4. True 5. True 6. True

2 Listening and speaking

A 3.33

- **Preview the task** Read the instructions and questions aloud.
- **Play the recording** *Audio script p. T-176* Ss listen only.
- **Play the recording again** Pause after each story to give Ss time to write their answers. Check answers with the class.

Answers

Gary lost something. Pam got lost.

B

- **Preview the task** Read the instructions aloud.
- **Play the recording** *Audio script p. T-176* Ss listen only.
- **Play the recording again** Pause after each story to give Ss time to write their answers.
- Have Ss compare their answers in pairs. Check answers with the class.

Answers

Gary's story

1. Gary was at a coffee shop. He was talking to someone at another table.
2. He met a guy who went to his high school.

3. He forgot his briefcase because he was talking about people from high school.
4. When he got to work, he called the coffee shop right away.
5. Yes, this story has a happy ending because Gary got his briefcase back and made a new friend.

Pam's story

1. Pam was going to a wedding reception.
2. She got lost because she forgot her GPS.
3. She got help by going to a little house and asking a woman who lived there for help.
4. The woman offered to help by showing Pam the way to the wedding reception.
5. No, this story doesn't have a happy ending because Pam was late to the wedding.

C

- **Preview and do the task** Read the instructions aloud. Have Ss in each pair choose a different story to retell. Tell Ss to use the questions and answers from Exercise 2A to help them retell the stories. Tell partners to correct any information or help with the retelling.

Free talk

Tell Ss to turn to Free Talk 9 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-134.)

3 Writing

A

- **Preview and do the task** Read the instructions aloud. Tell Ss to think of a time something went wrong. Then have them complete the task.

About you 

B

- **Preview the task** Read the instructions aloud.
- **Present Help Note** Read the information aloud. Write an example like the following on the board:
When I was cooking, I cut my finger.
While I was cooking, I cut my finger.
- Explain, "In these sentences, the past continuous event began first and was in progress. The simple past event began second. It interrupted the past continuous event. You can use *while* and *when* to link the two actions. Use *when* or *while* before the past continuous."

- Then write an example like this on the board:
When I cut my finger, I put a bandage on it.
While I cut my finger, I put a bandage on it. (incorrect)
- Explain, "Remember: You can use *when* to link two simple past sentences. In this example, one event happens first, and the other happens second. *When* tells the order of the events. You cannot use *while*. *While* is used for an action that continues over time." (For more information, see Language Notes at the beginning of this unit.)
- **Do the task** Have Ss write anecdotes using their notes from Exercise 3A.

C

- **Preview and do the task** Read the instructions aloud. Have a few Ss report back to class about an anecdote they liked.

Workbook

- Assign Workbook pp. 72 and 73. (The answer key begins on p. T-181.)

C Read the article on page 92 again. Are the sentences true or false?

Check (✓) *True* (T) or *False* (F). Correct the false sentences.

	T	F
1. Gemma believes that something good ^{occasionally} always comes out of a bad situation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Gemma won a new camera because she sent her photo to a local TV station.	<input type="checkbox"/>	<input type="checkbox"/>
3. Elena had to take the bus to class because she didn't have the money to fix her scooter.	<input type="checkbox"/>	<input type="checkbox"/>
4. Elena liked the guy at the bus stop because he was funny.	<input type="checkbox"/>	<input type="checkbox"/>
5. Chin-ho hurt himself when he was trying to help a friend.	<input type="checkbox"/>	<input type="checkbox"/>
6. Chin-ho's friend moved to a new place when he got the job at the hospital.	<input type="checkbox"/>	<input type="checkbox"/>

2 Listening and speaking Happy endings?

A 3.33 Listen to Gary's and Pam's stories. Who lost something? Who got lost?

B 3.33 Listen to the stories again. Answer the questions.

Gary's story

- Where was Gary? What was he doing?
- Who did he meet?
- Why did he forget his briefcase?
- What did he do when he got to work?
- Does this story have a happy ending? Why or why not?

Pam's story

- Where was Pam going?
- What was her problem?
- How did she get help?
- How did the woman offer to help?
- Does this story have a happy ending? Why or why not?

C **Pair work** Student A: Choose one of the stories above, and retell it to a partner.

Student B: Listen. Did your partner leave out any important details?

Free talk pp. 134 and 136

3 Writing Anecdotes

A Think of a time something went wrong. Write 10 to 12 sentences about it. Make sure your sentences are in order.

<i>I was walking to work last week.</i>	<i>The light changed.</i>
<i>It started to rain.</i>	<i>I had to wait for a really long time.</i>
<i>I didn't have an umbrella.</i>	<i>A young man came up to me.</i>
<i>I put a newspaper over my head and ran.</i>	<i>He offered to share his umbrella.</i>
<i>I got to the corner.</i>	<i>He walked with me all the way to work!</i>

About you

B Read the Help note and the anecdote. What events do the words *when* and *while* link? Then use your notes from above to write your own anecdote.

Last week, I was walking to work **when** it started to rain. I didn't have an umbrella, so I put a newspaper over my head and ran. **When** I got to the corner, the light changed, and I had to wait for a really long time. **While** I was waiting, a young man came up to me and offered to share his umbrella. He walked with me all the way to work! It was so nice of him.

Help note

Linking ideas with *when* and *while*.

You can use **when** or **while** to link a longer "background" event and another action.

- While** emphasizes the length of time an action or event takes.
- When** also shows events that happen one after another.

C **Group work** Read your classmates' anecdotes. Which ones show "every cloud has a silver lining"?



Learning tip *Sketches*

Draw and label pictures to help you remember new vocabulary.

1 Label the sketch. Use the words in the box.

eye
nose
head
face
neck
shoulder



In conversation

Take my hand

The top ten body parts people talk about are:

- | | |
|---------|----------|
| 1. hand | 6. arm |
| 2. eye | 7. mouth |
| 3. head | 8. ear |
| 4. face | 9. back |
| 5. leg | 10. knee |

2 Now make a sketch of a body from head to toe. How many parts of the body can you label?



On your own

Before you go to sleep each night, think of the name for each part of your body. Start at your head, and work toward your toes. Can you think of each word in English before you fall asleep?



Can Do!

Now I can ...



I can ...



I need to review how to ...

- | | |
|---|---|
| <input type="checkbox"/> tell anecdotes about things that went wrong. | <input type="checkbox"/> understand people telling anecdotes and respond. |
| <input type="checkbox"/> talk about accidents and what happened. | <input type="checkbox"/> understand the details of a story. |
| <input type="checkbox"/> react with expressions like <i>Oh, no!</i> to show I'm listening to a story. | <input type="checkbox"/> read anecdotes in an article. |
| <input type="checkbox"/> use <i>I bet</i> to show I'm sure or as a response to show I understand. | <input type="checkbox"/> write an anecdote about something that went wrong. |

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

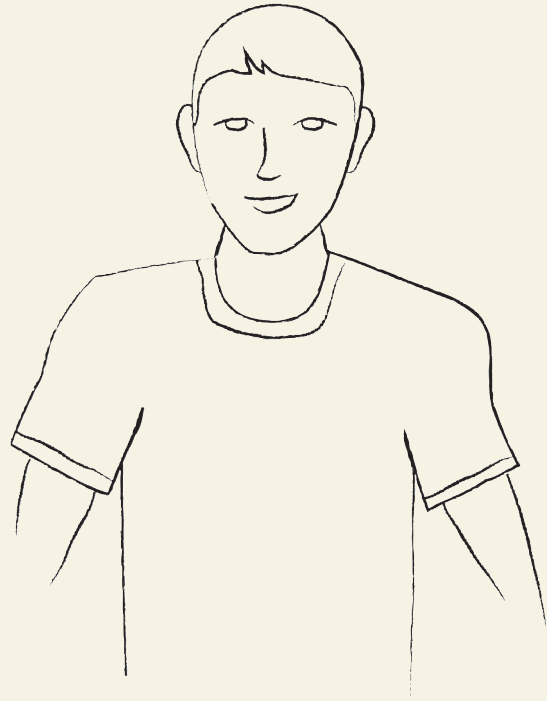
If done in class

- **Present Learning Tip** Read the information aloud. Say, "Making a picture with labels is an easy way to learn and remember vocabulary. It also helps you review words quickly."

↻ These tasks recycle the vocabulary for the names of parts of the body.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.
- **Present In Conversation** Books closed. Say, "What are the ten body parts people talk about the most? Write your guesses." At the end of two minutes, tell Ss to open their books. Ask a S to read the list of the ten body parts. Tell Ss to check (✓) each matching part on their lists. Ask, "How many of the top ten were on your list?" Ask several Ss.



2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: Sketch a body on the board. Point to different parts of the sketch. Call on individual Ss to name the body part. Label the sketch.

On your own

- **Present On Your Own** Read the information aloud.
- **Follow-up** At the start of the next class, have Ss form small groups. S1 points to a body part on himself or herself. The first group member to call out the correct name of the body part gets one point. Group members take turns indicating a body part.

Now I can . . .

- Go over the *Now I Can* items. Put students in pairs to give one example each for the first four items. Call on Ss


and ask for examples or explanations. For the last four statements, ask students to check the box if they can do them.

- Have students look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the *Now I Can* items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 7–9

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to quickly look through Units 7–9 and write the areas in order from the one they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 Can you complete this conversation?

 This task recycles the simple past and the past continuous. It also recycles the conversation strategy of reacting to a story.

A

- **Set the scene** Have Ss look at the picture. Tell Ss to think of two questions that could be in the conversation (e.g., *What happened to your eye? What were you doing?*). Ask a few Ss to call out questions, and write them on the board.
- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the conversation. Check answers with the class.

Answers

Marty Where did you get that black eye? Did you fall or something?

Kevin Not exactly. I crashed into a tree with a bike.

Marty You're kidding! How did that happen?

Kevin Well, I was riding my little brother's bicycle. And his friends were watching me and laughing at me.

Marty So why were they laughing? I mean, what were you doing?

Kevin I wasn't doing anything special. But the bike is kind of small.

Marty Yeah, I bet. And I bet you were trying to look cool, too.

Kevin I guess. I was looking at the kids behind me. And I didn't see the tree ahead of me. When my brother shouted, "Watch out," I turned around, but it was too late.

Marty Oh, no! Did you hurt yourself?


Kevin Well, I didn't break anything. I just felt embarrassed.

- Ask Ss if any of the questions they wrote for Set the Scene are in the conversation and, if so, which ones.

B

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.
- Tell Ss to circle the expressions Marty uses to react [You're kidding!; And I bet you were trying to look cool, too.; Oh, no!].
- Have pairs practice the conversation again. Tell them to change the circled expressions.

2 What's in the bathroom?

 This task recycles the vocabulary of things at home, personal belongings, and things to take on a trip.

A

- **Preview the task** Ask, "What things do people keep in bathrooms?" Write Ss' ideas on the board.
- Say, "You're going to see a picture of a bathroom. Look at the picture for ten seconds and try to remember things and their locations. Then you're going to close your books and write sentences about where the things are." Write the example on the board: *1. A toothbrush is on the sink.*
- **Do the task** Say, "Go!," and have Ss study the picture for ten seconds. Then say, "Stop! Close your books." Give Ss two minutes to write as many sentences as they can.
- Check answers with the class: Call Ss to the board one at a time to write one of their sentences. Continue until no one can add any sentences. Then have Ss open their books and compare the sentences with the picture. Ask Ss to cross out any incorrect sentences on the board.

Possible answers

A bathing suit / Shampoo is on the bathtub.

A hair dryer / A clock / A brush / Makeup is on the shelf.

Some pajamas are (hanging) under the shelf.

Scissors / A bottle of aspirin / Toothpaste / is in the cabinet.

Sunscreen / a first-aid kit is on top of the cabinet.

A mirror is on the wall / over the sink.

Soap / A razor / A toothbrush is on the sink.

A towel / A rug is on the floor.

a magazine / Some socks are on the floor.

A plant is by the window.

- **Follow-up** Ss count their number of correct answers. Find out who got the most correct answers.

B

- **Preview the task** Read the instructions aloud. Have Ss write six short definitions of items in the picture. Write the definition from the example conversation on the board: *You use it to clean your teeth.* Model the task by having a pair of Ss read the example aloud.
- **Do the task** Have Ss work in pairs, taking turns reading their definitions and guessing the items. Each S gets three guesses before the other S gives the answer.

1 Can you complete this conversation?

A Complete the conversation. Use the simple past or past continuous of the verbs.

- Marty Where did you get (get) that black eye?
 you (fall) or something?
- Kevin Not exactly. I (crash) into a tree with a bike.
- Marty You're kidding! How that (happen)?
- Kevin Well, I (ride) my little brother's bicycle. And his friends (watch) me and (laugh) at me.
- Marty So why they (laugh)? I mean, what you (do)?
- Kevin I (not do) anything special. But the bike is kind of small.
- Marty Yeah, I bet. And I bet you (try) to look cool, too.
- Kevin I guess. I (look) at the kids behind me. And I (not see) the tree ahead of me. When my brother (shout), "Watch out," I (turn) around, but it was too late.
- Marty Oh, no! you (hurt) yourself?
- Kevin Well, I (not break) anything. I just (feel) embarrassed.



B Pair work Practice the conversation. Then practice again and change Marty's responses.

2 What's in the bathroom?

A Look at the picture for ten seconds, and try to remember where things are. Then close your book. How many sentences can you write?

1. There's a toothbrush on the sink.

B Pair work Choose six items from the picture. Give your partner clues to guess the items. Then change roles.

A You use it to clean your teeth.

B Is it a toothbrush?

A No, it's not.

B Is it toothpaste? . . .



3 Can you use these expressions?

Use these words and expressions to complete the conversation. Use capital letters where necessary.

whose	yours	one	bright	would you mind	I guess	by myself	no, not at all
mine	hers	red	to do	✓ do you mind if	I bet	yourself	

Karen Do you mind if I come in? You look busy.

Trish No, make _____ at home. _____ handing me that paintbrush? The red _____?

Karen _____.

Trish Thanks. So, what do you think?

Karen Um, nice. I love the _____ wall. Did you and your roommate choose the colors together?

Trish No, actually, I did it all _____. Nadia's away this week.

Karen Oh, is she? _____ this was a lot of work.

Trish Actually, no. It was very easy _____.

Karen _____ room is this? Is it _____ or Nadia's?

Trish This one is _____, and _____ is down the hall.

Karen Um, does Nadia like these colors?

Trish I don't know. But I do! _____ I have an eye for color.



4 Suggestions, please!

Pair work Think of solutions to these problems. Then take turns making suggestions.

"I get a lot of colds in the winter."

"My bedroom is always a mess."

"I'm going camping in June, but I don't have any equipment."

"Ouch! I think I just sprained my ankle."

A *I get a lot of colds in the winter.*

B *Why don't you . . . ?*

5 Do you mind . . . ?

Pair work Imagine you and your partner are in a car on a road trip. One of you is the driver. Take turns asking permission and making requests. Use the ideas below and add your own.

- turn on the air conditioning
- stop for a snack
- open the window
- listen to the radio
- drive
- borrow some sunscreen
- check the GPS
- slow down
- eat one of your cookies


A *Would you mind turning on the air conditioning?*

B *No, not at all.*

Extra activity PAIRS

Pairs turn back to p. 78 in the Student's Book and choose a picture of a different room in a house (or give Ss pictures from magazines of other rooms in a house). Pairs do the task in Exercise 2A or Exercise 2B again, using the new pictures.

3 Can you use these expressions?

 This task recycles the uses of *Whose ... ?*, possessive pronouns, reflexive pronouns, adjective order, and the pronoun *one*. It also recycles the conversation strategies of using *I guess* if you are not sure about something, and making — and agreeing to — requests.

- **Preview the task** Read the instructions and the example aloud. Tell Ss to use each word and expression in the box only once.
- **Do the task** Have Ss complete the conversation. Check answers with the class.

Answers

Trish Do you mind if I come in? You look busy.

Karen No, make yourself at home. Would you mind handing me that paintbrush? The red one?

Trish No, not at all.

Karen Thanks. So, what do you think?

Trish Um, nice. I love the bright red wall. Did you and your roommate choose the colors together?

Karen No, actually, I did it all by myself. Nadia's away this week.

Trish Oh, is she? I bet this was a lot of work.

Karen Actually, no. It was very easy to do.

Trish Whose room is this? Is it yours or Nadia's?


Karen This one is mine, and hers is down the hall.

Trish Um, does Nadia like these colors?

Karen I don't know. But I do! I guess I have an eye for color.

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

4 Suggestions, please!

 This task recycles expressions for asking for advice and making suggestions.

- **Preview the task** Read the instructions aloud. Call on different Ss to read each sentence. Then ask, "What expressions can you use to give advice for problems?" Write Ss' ideas on the board (e.g., *You should ...*; *You shouldn't ...*; *You could ...*; *You need to ...*; *Do you want to ... ?*; *Why don't you ... ?*; *It's a good idea to ...*).
- **Do the task** Have Ss write advice for each problem using the expressions on the board. Then have pairs take turns reading the problems and making suggestions. Model the task by reading the first problem and calling on a S to give a suggestion.

Possible answers

I get a lot of colds in the winter.: Why don't you dress warmer? It's a good idea to have some cold medicine in the house. You could take extra vitamins in winter.

My bedroom is always a mess.: You need to clean it up.; Why don't you ask a friend to help you organize it?; I bet there are things you don't use. You should throw away that stuff.

I'm going camping in June, but I don't have any equipment.: You should buy some equipment.; You could borrow a tent from a friend.; Why don't you take my sleeping bag?; Do you want to use my flashlight?


Ouch! I think I just sprained my ankle.: You shouldn't move it.; You need to go to a doctor.; It's a good idea to put ice on it.; Don't do anything yet. Maybe it's OK.

- **Follow-up** A few pairs present their statements and responses to the class.

Extra activity PAIRS

Pairs write two new problems on a piece of paper and exchange papers with another pair. Pairs do the activity again using the new problems.

5 Do you mind ... ?

 This task recycles the conversation strategies of asking politely and agreeing to requests.

- **Preview the task** Read the instructions aloud. Have two Ss read the example aloud. Write on the board: *Would you mind ... ?* / *Could you ... ?* and *Do you mind if I ... ?* / *Can I ... ?* Have Ss tell which ideas on the list are used with *Would you mind* or *Could you* to make requests and which are used with *Do you mind if I* or *Can I* to ask for

permission (e.g., *Would you mind driving? Do you mind if I listen to the radio?*). Some items can be used for both.

- **Do the task** Have Ss role-play the conversations in pairs. Have a few pairs present their role plays to the class.