

# 12.1 VOCABULARY

## TALKING ABOUT THE SENSES

A Work in pairs. Circle the sense adjective in each statement below. Then decide if each statement is true or false.

- 1 Yellow is a bright color.
- 2 Black-and-white movies are colorful.
- 3 The ground is damp after it rains.
- 4 Female opera singers usually have deep voices.
- 5 Boiled rice is a very flavorful food.
- 6 You must put flowers in water to keep them looking fresh.
- 7 Car alarms make a high-pitched sound.
- 8 The sound of a baby crying is very melodic.
- 9 Closets in a very old house often smell musty.
- 10 It can hurt to walk on a rough road without shoes.
- 11 Sometimes soap is scented.
- 12 A cat's tongue is very smooth.
- 13 Most cheese is very stinky.
- 14 Rotten vegetables are tasty.



B Work individually. Rewrite the false statements in exercise A so that they are true. Share your answers with your partner. Do they agree with your statements?

C Work in pairs. Use the vocabulary words to describe an object. Can your partner guess what you are describing?

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## 12.2 VOCABULARY

### DESCRIBING MEMORIES

A **Work in pairs. Each sentence below contains an error. Rewrite the sentences by changing one word so that the sentence is correct and logical. Use words from the box.**

brings early long look recent recognize remind vague vivid

- 1 Mark has a great short-term memory. He can recall conversations from many years ago.
- 2 I learned to ride a bike many years ago. It's such a distant memory that my recollection of it is vivid.
- 3 Did you get a haircut? I almost didn't recall you!
- 4 I will never forget my wedding day! My memories of that day are clear and vague.
- 5 When I smell apple pie, it looks me back to my childhood.
- 6 Nelson was very close to his grandmother. He has a recent memory of her singing to him when he was a baby.
- 7 I forgot to write down our plans. Please recognize me what time we are meeting.
- 8 When I bring back on my childhood, I realize how much my parents loved me.
- 9 The human brain can keep only a limited number of clear memories in short-term memory.



B **Work in pairs. Use the words in the box to fill in the blanks in the conversations. Then practice the conversations with your partner.**

brings childhood distant early long-term look back  
recall recognize remind short-term vague vivid

- 1 **Laura** Do you ever <sup>1</sup> \_\_\_\_\_ on your <sup>2</sup> \_\_\_\_\_ with regret?  
**Marcus** Not really. Most of my <sup>3</sup> \_\_\_\_\_ memories are quite pleasant. What about you?  
**Laura** I'm not sure, but I have a <sup>4</sup> \_\_\_\_\_ memory of being really mean to my sister.  
**Marcus** You shouldn't worry about it. I'm sure she doesn't remember!
- 2 **Leo** Sue? Is that you?  
**Sue** Wow! Leo? I almost didn't <sup>5</sup> \_\_\_\_\_ you! It's been, what? Almost twenty years since we graduated from college?  
**Leo** At least! Seeing you really <sup>6</sup> \_\_\_\_\_ me back to our college days.  
**Sue** Your <sup>7</sup> \_\_\_\_\_ memory must be better than mine! College was so long ago. It's really just a <sup>8</sup> \_\_\_\_\_ memory.  
**Leo** Really? For me, those college memories are so clear and <sup>9</sup> \_\_\_\_\_!
- 3 **Mable** I have a terrible <sup>10</sup> \_\_\_\_\_ memory!  
**Alex** Why do you say that?  
**Mable** I'm studying for a vocabulary test and I can't <sup>11</sup> \_\_\_\_\_ words that I learned yesterday!  
**Alex** You should try making a set of study cards. Write the vocabulary word on one side and draw a picture on the other to help <sup>12</sup> \_\_\_\_\_ you of the word.

# ANSWER KEY

# Teacher's notes for photocopyable activities: VOCABULARY

## 1.1 DESCRIBING ACCOMPLISHMENTS

page T-218

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they complete the phrases. Model the activity by doing the first item with the Ss. On the board, write *b\_\_ \_\_ a r\_\_\_\_\_*. Point out that the number of spaces equals the number of the letters needed to complete the phrase. Elicit the correct answer: "break a record." Indicate that Ss should fill in the spaces on their worksheet.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to fill in the blanks. Discourage Ss from looking back in the unit at first; encourage them to work together to recall as many of the phrases as possible before checking.

### Answers

- 1 break a record
- 2 face your fears
- 3 get a lot of likes
- 4 have a sense of humor
- 5 rise to a challenge
- 6 run a business
- 7 run a marathon
- 8 set a goal
- 9 take pride in something
- 10 tell a joke
- 11 win a medal
- 12 work with your hands

- **B** Ss complete the sentences using the words in exercise A, and then check with a partner. When Ss have filled in the blanks, direct them to write their own sentences by changing the phrases in *italics*.

### Answers

- 1 take
- 2 a medal
- 3 run
- 4 with your hands
- 5 face
- 6 rise
- 7 humor
- 8 get

- **C** Ss work in pairs to ask and answer the questions.
- **Review** Ask volunteers to read aloud the original sentences in B. Ss can then take turns reading the new sentences to their partner. Go around the room and ask each S to read one sentence aloud, or ask Ss to each write one sentence on the board. Check the sentences for correct grammar.
- Encourage Ss to expand on their answers and to ask each other questions to encourage more conversation.
- Alternatively, exercise C can be assigned as writing homework.

## 1.2 DESCRIBING KEY QUALITIES

page T-219

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they circle the correct form of a word (adjective or noun) in a series of sentences. Write sentence 1 on the board and elicit the correct answer (*ambitious*). Circle the word *ambitious* in the sentence. Leave the sentence on the board.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to complete the sentences. Monitor and prompt by reminding Ss that adjectives often come before nouns, and that nouns often come after verbs. Allow Ss to use a dictionary or their phone if they need to look up a word.

### Answers

- 1 ambitious
- 2 confidence
- 3 creative
- 4 curiosity
- 5 enthusiasm
- 6 experienced
- 7 independent
- 8 Politeness
- 9 qualifications
- 10 responsible
- 11 successful
- 12 truthfulness

- **B** Ss work individually to write sentences for the words they did not circle in exercise A. Ss check their sentences with a partner.
- **Review** Elicit an example for all 12 sentences. Which statements are Ss most in agreement with?

## 2.1 DESCRIBING TRENDS

page T-220

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to answer some multiple choice questions. Their task is to choose the sentence that is most similar in meaning to the first sentence. Give each S a worksheet. Model the activity by completing the first one with the class. Read the sentence, *Boring food is old-fashioned* aloud. Ask Ss to look at the three possible answers. Which one contains a synonym for *old-fashioned*? Elicit the correct answer: *C It is a thing of the past.*
- **A Do the task** Ss complete the task in pairs. Check understanding of vocabulary, such as *dumpster diving*.

### Answers

- 1 c
- 2 a
- 3 b
- 4 b

- **B** Ss work individually to put the sentences in order. Monitor and prompt by pointing out that the first word of every sentence is capitalized and every sentence contains a phrase from exercise A.

## Answers

- 1 Vegetarianism will continue to gain popularity.
- 2 People are going to lose interest in fast food.
- 3 The next big thing in the food industry might be dumpster diving.
- 4 Friendly service is on the way out.
- 5 Food trucks are the latest thing.
- 6 Fusion food is a fad.
- 7 Good food never goes out of style.
- 8 Healthy food is all the rage.
- 9 Being vegan is trendy.
- 10 Cooking at home is coming back in style.
- 11 Wearing formal clothes to a restaurant is a thing of the past.
- 12 It is old-fashioned to expect men to pay for dinner.

- **C Ss** complete the task in pairs. Encourage them to provide explanations for why they agree or disagree with the statements.
- **Review** Ss share with the class their ideas on which statements from C they agree or disagree with.

## 2.2 TALKING ABOUT PREPARING FOOD

page T-221

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to put vocabulary words in a chart. Model the activity by quickly drawing a chart on the board similar to the one on the worksheet. Ask Ss which column *barbecue* should go in. Is *barbecue* a meat? A vegetable? A fruit? An herb? An action? Elicit the correct answer: *barbecue* is an action. Write *barbecue* in the correct column on the board. (Note: in some parts of the U.S., *barbecue* is used to talk about a food –, usually meat – as in “I love barbecue/to eat barbecue.”) If necessary, do one or two more words with the class.
- **A Do the task** Give each S a worksheet. Ss complete the task individually, and then check with a partner.
- Check answers with the class.

### Answers:

Protein (meat or seafood)	Vegetables	Fruit	Herbs or spices	Actions
shrimp tuna	cabbage eggplant zucchini	pineapple	garlic ginger mint	barbecue boil chop fry rinse stir

- **B Ss** work individually to complete the sentences.
- Check answers as a class.

### Answers

- 1 barbecue 2 boil 3 rinse 4 fry 5 chop 6 stir

- **C Ss** work individually to make new sentences by replacing the words in italics in exercise B with other words from exercise A.
- **D Ss** work individually to make new sentences by replacing the words in italics in exercise B with their own words.
- **Review** Ss share their sentences from exercise D with the class.

## 3.1 TALKING ABOUT TIME AND MONEY

page T-222

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they write vocabulary words in a chart. Quickly make a chart on the board like the one on the worksheet. Model the activity by asking Ss if *afford* is a noun or a verb. Elicit from the Ss that *afford* is a verb. Put *afford* into the correct column in the chart. Ask the Ss if the phrase *quality of life* starts with a verb or a noun. Elicit that it is a phrase that starts with a noun. If necessary, elicit a few more answers, one for each column.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to complete the chart. Monitor and prompt by reminding them to look back at the vocabulary introduction in the Student’s Book.

### Answers

Nouns	Noun Phrases	Verbs	Verb Phrases
lifestyle	quality of life	afford	take a salary cut
balance	cost of living	trade	be worth it
	time well spent	value	
	standard of living	boost	

- **B Ss** work individually to complete the conversation using the words from exercise A.

### Answers

- 1 cost of living
- 2 afford
- 3 balance
- 4 took a salary cut
- 5 trade
- 6 quality of life
- 7 is/was worth it
- 8 standard of living
- 9 lifestyle
- 10 value

- **C Ss** practice the conversation in pairs. Ss switch roles and practice again.
- **D Ss** work in pairs to change the parts of the conversation in italics using their own ideas.
- Ss practice the conversation in pairs.
- **Review** Ask a confident pair of Ss to role play their conversation for the class.

## 3.2 TALKING ABOUT PRICES AND VALUE

page T-223

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match phrases to make short sentences. Give each S a worksheet. Model the activity by reading the first phrase from the left-hand column aloud and eliciting from Ss the correct ending from the right-hand column. For example, for the starting phrase *You should take advantage*, elicit from Ss that *of every business opportunity* correctly completes the sentence.
- **A Do the task** Ss work individually to complete the task.
- Check answers as a class.

### Answers

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

- **B** Ss work individually to complete the task.
- Check answers as a class.

### Answers

1A for 1B for 2A of 2B on 3A with 3B in 4A on 4B to

- **C** Ss complete the task individually and correct the sentences they marked false.
- Ss share their corrections with a partner. Check answers as a class.

### Answers

- 1 F, possible correction: If you pay a fair price for something, someone is NOT taking advantage of you.
- 2 F, possible correction: When you suggest a price for something, you should offer ~~more~~ LESS than you can afford.
- 3 F, possible correction: If a business has an effect on an area, the neighborhood ~~stays the same~~ CHANGES.
- 4 T
- 5 F, possible correction: Businesses ~~do not~~ DO depend on good reviews. They rely on having ~~unhappy~~ HAPPY/ SATISFIED customers!

- **D** Ss work in pairs to discuss the questions.
- **Review** Ss share their partner's responses to exercise D with the class.

## 4.1 TALKING ABOUT ADVERTISING

page T-224

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they answer multiple choice questions. Give each S a worksheet. Model the activity by completing the first question with the class. Ask the class what sponsors do. Do sponsors create advertising for sports teams? Do sponsors pay sports teams to wear their logo? Do sponsors design

merchandise? Elicit the correct answer: Sponsors pay sports teams to wear their logo. Ss should circle answer b.

- **A Do the task** Ss work in pairs to complete the task. Monitor and prompt by encouraging them to work together and to look up difficult vocabulary if they are uncertain.
- Check answers as a class.

### Answers

1 b 2 a 3 a 4 c 5 b 6 b

- **B** Ss work individually to complete the sentences with their own ideas.
- **C** Ss share their ideas from exercise B with a partner.
- **Review** Ask Ss about their answers to exercise C. Did all Ss give the same answers? Why or why not?

## 4.2 TALKING ABOUT PEOPLE IN THE MEDIA

page T-225

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do a matching activity. Give each S a worksheet. Model the activity by asking Ss what comedians do. Elicit the correct answer: *Comedians tell jokes*. Indicate that they should write *e* on the rule after 1.
- **A Do the task** Ss work in pairs to complete the task. Monitor and prompt by encouraging Ss to work together and to look up difficult vocabulary if they are uncertain. Note that some of the vocabulary (e.g., *tell jokes*, *merchandise*) is from previous units in the Student's Book.

### Answers

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

- **B** Ss work in pairs to complete the task.
- Check answers as a class.

### Answers:

- 1 T
- 2 F
- 3 F
- 4 F
- 5 T
- 6 T
- 7 F
- 8 T
- 9 F
- 10 T
- 11 F

- **C** Ss work individually to correct the false sentences in exercise B.
- **Review** Ss share their sentences from exercise C with the class.

## 5.1 DESCRIBING STORIES

page T-226

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if statements are true or false. Give each S a worksheet. Model the activity by reading the first sentence aloud. Ask if the statement is true or false. Elicit the correct answer *true* and indicate that they should mark the sentence with a *T*.
- **A Do the task** Distribute the worksheets and put Ss in pairs to do the task. Remind them to correct the false statements. Monitor and prompt by reminding Ss of the key vocabulary from the unit.
- Check answers as a class.

### Answers

- 1 T
- 2 F possible answer: A family saga is a story that occurs over many years.
- 3 F possible answer: Hard-luck stories talk about the problems of unsuccessful people.
- 4 T
- 5 T
- 6 T
- 7 F possible answer: A tall tale is fiction/not true.
- 8 F possible answer: If a movie is a tearjerker, the audience will cry a lot.

- **B Ss** work in pairs to complete the task.
- Check answers as a class.

### Answers:

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

- **C Ss** complete the task individually.
- **Review** Ss take turns reading their story summaries from exercise C to the class. The class tries to guess the title and the type of story.

## 5.2 MAKING AND BREAKING PLANS

page T-227

20 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match a verb phrase with an appropriate noun or noun phrase. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask: *Do you cheer up people or things? What kind of person do you cheer up?* Continue until you have elicited the correct answer: *someone who feels sad.*
- **A Do the task** Ss work in pairs to match the phrases.
- Check answers as a class. Ask volunteers to use each phrase in a sentence.

### Answers:

1 b 2 c 3 e 4 a 5 d

- **B Ss** complete the task individually.
- Check answers in pairs.
- Guide Ss to notice that the sentences of each numbered item form a paragraph.

### Answers

- 1a My car always breaks down on my way to work.
- 1b I end up being late for work.
- 1c My boss is going to give up on me.
- 1d She might even go ahead and fire me.
- 2a I was really looking forward to the weekend.
- 2b I had plans to hang out with my girlfriend.
- 2c We get together every weekend.
- 2d I had to cancel when I came down with a cold.
- 2e My girlfriend split up with me.

- **C Ss** work individually to create a story about a time when something went wrong. Explain that the story does not have to be true. Refer to the “stories” in Part B as models.
- **Review** Ss share their stories with the class.

## 6.1 DISCUSSING GOOD WORKS

page T-228

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match a verb phrase with an appropriate noun phrase to make the most logical statement. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them *What do you take part in? Do you take part in someone new? Do you take part in information?* Continue until you have elicited the correct answer of *an activity*. Tell Ss that they should match each item to just one other word.
- **A Do the task** Ss work in pairs to match the phrases.
- Check answers as a class. Ask volunteers to use each phrase in a sentence.

### Answers

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

- **B Ss** work individually to complete the conversation.
- Ss check answers in pairs and practice the conversation.

### Answers

- 1 volunteer / help out
- 2 get involved
- 3 donate
- 4 take care
- 5 help out / volunteer
- 6 connect you with
- 7 bring together
- 8 pass on
- 9 join

- **C Ss** do the task individually.
- **Review** Ss share their ideas from exercise C with the class.

## 6.2 DESCRIBING GOOD DEEDS

page T-229

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they circle the correct form of a word to complete a sentence. Model the activity by doing the first one with the Ss. Write the sentence, *I am very appreciate / appreciative of your hard work* on the board. Ask Ss if the sentence requires a verb or an adjective. Elicit the correct answer for an adjective: *appreciative*. Circle this word on the board. Keep this sentence on the board for later use.
- **A Do the task** Put Ss in pairs and give each S a worksheet. In pairs Ss complete the sentences. Monitor and prompt by referring Ss back to the vocabulary chart that they filled out on page 56.
- Check answers as a class.

### Answers

- 1 appreciative
- 2 gratitude
- 3 helpful
- 4 kind
- 5 rewarding
- 6 think

- **B** Ss work individually to write sentences for the words they did not circle in exercise A.
- Ss check their sentences with a partner.
- **C** Ask a volunteer to read the expressions in the word box.
- Ss work in pairs to complete the task.
- Check answers as a class.

### Answers

- 1 random act of kindness
- 2 show appreciation
- 3 thoughtful gesture
- 4 show some gratitude
- 5 all the reward you need
- 6 lend a helping hand

- **D** Ss work individually to rewrite the sentences in exercise C by changing the phrases in italics.
- **Review** Ss share their sentences from exercise D with the class.

## 7.1 DESCRIBING COMMUNICATION

page T-230

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss that they are going to do an activity where they match phrases to create complete sentences. Give each S a worksheet. Model the activity by completing the first one with the Ss. Ask *What should you never do?* Elicit: *Respond to messages when you are angry*. Indicate that they should write *g* on the rule next to 1.
- **A Do the task** Ss work in pairs to match the phrases.

- Check answers as a class.

### Answers

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

- **B** Ss work individually to complete the statements with their own ideas.
- **C** In pairs Ss ask and answer the questions in exercise B.
- **Review** Ss share their ideas from exercise C with the class.

## 7.2 TALKING ABOUT ONLINE COMMUNICATION

page T-231

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if statements are true or false. Give each S a worksheet. Model the activity by reading the first sentence aloud. Ask them if the statement is true or false. Elicit the correct answer *false*. A *Lifecaster* is someone who *frequently* posts status updates and check-ins on social media. Indicate to the Ss that they should mark the sentence with an *F*.
- **A Do the task** Ss work in pairs to complete the task.
- **B** Ss work individually to rewrite the false statements.
- Check answers as a class.

### Answers

- 1 F – A lifecaster frequently posts personal information on social media.
- 2 T
- 3 F – A trending topic is currently popular. It is *not* a thing of the past.
- 4 F – Clickbait often contains fun top ten lists or cute videos.
- 5 T

- **C** Ask a volunteer to read the words in the word box.
- Ss work individually to complete the conversation.
- Ss check answers with a partner and practice the conversation.

### Answers

- 1 profile
- 2 status update
- 3 hashtags
- 4 meme
- 5 tag
- 6 timeline

- **Review** Ask a pair of confident Ss to role play the conversation for the class.

## 8.1 DESCRIBING JOBS

page T-232

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they put words into a chart to show if the meaning of the words is negative, neutral, or positive. Give each S a worksheet. Model the activity by quickly drawing the chart on the board and eliciting at least one answer for each column.



- **Do the task** A Ss work in pairs to complete the chart.
- Check answers as a class.

### Answers

Negative	Neutral	Positive
stressful	desk	challenging
tiring	freelance	creative
tough	full-time	dream job
	government	high-paying
	main	
	part-time	
	permanent	
	second job	
	temporary	

- **B** Ss work individually to choose the best answer to complete the sentences.

### Answers

1 c 2 b 3 a 4 c 5 b 6 c

- **C** Ss practice the conversation with a partner.
- Ss work in pairs to change the words in italics and practice the conversation again.
- **Review** Ask a pair of confident Ss to role play the conversation for the class.

## 8.2 TALKING ABOUT WORK/LIFE BALANCE

page T-233

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they fill in the blanks using the words and phrases provided. Give each S a worksheet. Model the activity by doing the first one with the Ss.
- **Do the task** A Ss work in pairs to complete the conversation.
- Check answers as a class.
- Ss practice the conversation with a partner.

### Answers

- 1 family life
- 2 9-to-5
- 3 shift
- 4 social life
- 5 always connected
- 6 me time (or downtime)
- 7 take time off
- 8 reports
- 9 assignments
- 10 lectures, seminars
- 11 downtime (or me-time)
- 12 office hours
- 13 commitments
- 14 busy schedule

- **B** Ss work individually to complete the task.
- **Review** Ss share their ideas from exercise B.

## 9.1 TALKING ABOUT PLACES

page T-234

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **A Introduce** Explain to Ss that they are going to do an activity where they match a description to a place. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them where Ss attend seminars. Elicit the correct answer of *a college campus*.
- **Do the task** Ss work in pairs to match the phrases.
- Check answers as a class.

### Answers

1 e 2 l 3 h 4 f 5 c 6 g 7 a 8 b 9 j 10 i  
11 d 12 k

- **B** Ss work individually to choose the correct answer to complete the sentences.
- Ss check answers with a partner. Then check answers as a class.

### Answers

1 b 2 a 3 c 4 c 5 a

- **C** Ss work in pairs to describe the places in exercise A. Encourage Ss to take notes on their descriptions.
- **Review** Ss read their descriptions from exercise C without naming the place. The class tries to guess what it is.

## 9.2 TALKING ABOUT RULES

page T-235

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they choose the correct form of a word to complete a sentence. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask what form of *to oblige* is needed to complete the sentence. Elicit the correct answer: the noun form *obligation* is needed. Indicate that they should circle *obligation* in the sentence.
- **A Do the task** Ss work in pairs to complete the sentences. Monitor and prompt by reminding Ss to consider which form of the word is needed. Clues might include the presence or absence of an article (*a/an/the*).
- Check answers as a class.

### Answers

1 obligation 2 permit 3 prohibition 4 register  
5 requirement

- **B** Ss work in pairs to complete the task.
- Check answers as a class.

### Answers

1 a, b 2 b, c 3 a 4 b 5 b, c

- **C** Ss work individually to write sentences for the words they did not circle in exercises A and B.
- **Review** Ss share their sentences from exercise C with the class.

## 10.1 TALKING ABOUT DISCOVERIES

page T-236

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match verbs to nouns to make phrases. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them which verb from the box goes with the three nouns *a breakthrough*, *a connection*, and *a discovery*. Elicit the correct answer of *make*. Indicate that Ss should write *make* at the top of the first column.
- **A Do the task** Ss complete the chart in pairs.
- Check answers as a class.
- Ask volunteers to make a sentence with each phrase.

### Answers

Make: a breakthrough, a connection, a discovery  
Gain: insight, knowledge  
Carry out: research  
Face: a challenge  
Notice: a phenomenon  
Provide: a solution

- **B** Ss work individually to complete the conversation.
- Ss check answers with a partner and practice the conversation.

### Answers

- 1 research
- 2 carry out
- 3 solution
- 4 gain
- 5 connection
- 6 make
- 7 phenomenon
- 8 gain
- 9 make
- 10 face

- **C** Ss work individually to change the words in italics in exercise B with their own ideas.
- Ss practice the conversation with a partner.
- **Review** Ask a confident pair of Ss to role play their conversation for the class.

## 10.2 TALKING ABOUT MISTAKES

page T-237

20 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they fill in the blanks using vocabulary words. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask Ss to notice that the first letter of the word is provided and that the lines correspond to the number of letters needed to fill the gap. Elicit the correct answer of *mix-up* for question one.
- **A Do the task** Ask volunteers to read the words in the box aloud. Correct for pronunciation.

- Ss complete the task in pairs. Monitor and prompt by reminding them that the blanks contain hints (the first letter and the number of letters for each word).
- Check answers as a class.

### Answers

- 1 mix-up
- 2 confusion
- 3 blame, mistake
- 4 get, make
- 5 fix, problem
- 6 misunderstanding, fault
- 7 correct, error
- 8 blunder, epic fail

- **B** Ss work in pairs to complete the questions.
- Check answers as a class.
- Ss take turns asking and answering the questions.

### Answers

- 1 fault
- 2 mistake/error
- 3 confusion, mistake/error
- 4 fix/correct
- 5 epic fail

- **Review** Ss share their answers from exercise B with the class.

## 11.1 TALKING ABOUT COLLEGE EDUCATION

page T-238

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they must choose the best answer to complete the statement. Give each S a worksheet. Model the activity by doing the first one with the Ss. Read the beginning of the sentence *A freshman is* aloud and direct Ss' attention to the three answer options. Elicit the correct answer of *an undergraduate* from Ss and indicate that they should circle answer *a*.
- **A Do the task** Ss work in pairs to complete the sentences.
- Check answers as a class.

### Answers

- 1 a
- 2 b
- 3 c
- 4 c
- 5 b
- 6 c

- **B** Ask volunteers to read the words in the box. Correct for pronunciation.
- Ss work in pairs to complete the task and practice the conversation.

### Answers

- 1 campus
- 2 freshman
- 3 major
- 4 undergraduate
- 5 faculty
- 6 degree
- 7 professor
- 8 facilities
- 9 association
- 10 society
- 11 grades
- 12 dorm
- 13 semester

- **Review** Ask a confident pair of Ss to role play their conversation for the class.

## 11.2 TALKING ABOUT SCIENCE

page T-239

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they must circle the correct form of the word to complete the sentence.
- **A Do the task** Put Ss into pairs and give each S a worksheet. Ss work in pairs to complete the sentences.
- Check answers as a class.

### Answers

1 science 2 scientific 3 researcher 4 based 5 proof  
6 based 7 medical 8 medically

- **B** Ss work individually to complete the crossword.
- Check answers as a class.

### Answers

Across  
5 approved 7 scientific 8 research  
Down  
1 researcher 2 science 3 proof 4 medicine  
6 proven

- **C** Ss work individually to write sentences for the words they did not circle in exercise A.
- **Review** Ss share their sentences from exercise C with the class.

## 12.1 TALKING ABOUT THE SENSES

page T-240

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if a statement is true or false. Give each S a worksheet. Model the activity by doing the first one with the Ss. Read 1 aloud and ask Ss which word in the statement is a sense adjective from the vocabulary in lesson 12.1. Elicit the answer *bright*. Then ask if it is true that yellow is a bright color. Elicit the correct answer: *Yes, it is true that yellow is a bright color*. Indicate that Ss should mark the sentence with a *T*.
- **A Do the task** Ss work in pairs to complete the task.
- Check answers as a class.

### Answers

1 bright, T  
2 colorful, F  
3 damp, T  
4 deep, F  
5 flavorful, F  
6 fresh, T  
7 high-pitched, T  
8 melodic, F  
9 musty, F  
10 rough, F  
11 scented, T  
12 smooth, F  
13 stinky, T  
14 tasty, F

- **B** Ss work individually to rewrite the false sentences in exercise A. Ss discuss their revised sentences with a partner.
- **C** Ss think of an object and describe it to their partner using the sense adjectives from exercise A. Their partner tries to guess the object.
- **Review** Ss share their descriptions from exercise C with the class. The class tries to guess the object.

## 12.2 DESCRIBING MEMORIES

page T-241

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they correct sentence errors. Write the first sentence on the board and read it aloud. Emphasize that there is a mistake in the sentence and Ss need to correct it, ONE adjective needs to be changed. Elicit that *short* is the incorrect word and that it should be changed to *long* for the sentence to be correct and logical. On the board, cross out *short* and write *long* above it. Give each S a worksheet. Indicate to Ss that they should do the same on their worksheet.
- **A Do the task** Ss work in pairs to correct the sentences. Monitor and prompt by encouraging Ss to underline all of the vocabulary words in the sentences so that it is easier to decide which word is incorrect.
- Check answers as a class.

### Answers

1 long (not *short*)  
2 vague (not *vivid*)  
3 recognize (not *recall*)  
4 vivid (not *vague*)  
5 brings (not *looks*)  
6 an early (not *a recent*)  
7 remind (not *recognize*)  
8 look (not *bring*)  
9 recent (not *clear*)

- **B** Ss work in pairs to complete the conversations and then practice them.

### Answers

1 look back  
2 childhood  
3 early  
4 vague / vivid  
5 recognize  
6 brings  
7 long-term  
8 distant  
9 vivid  
10 short-term  
11 recall  
12 remind

- **Review** Ask a confident pair of Ss to role play one of the conversations for the class.