

# FOUR CORNERS

**Second Edition**

**Teacher's Edition**

with Complete Assessment Program

**JACK C. RICHARDS & DAVID BOHLKE**



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# Scope and sequence

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<b>Unit 2</b> Pages 13–22			
<b>Personal stories</b> <b>A</b> <i>What were you doing?</i> <b>B</b> <i>Guess what!</i>  <b>C</b> <i>I was really frightened!</i> <b>D</b> <i>How embarrassing!</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> describe what was happening in the past</li> <li><input checked="" type="checkbox"/> announce news</li> <li><input checked="" type="checkbox"/> close a conversation</li> <li><input checked="" type="checkbox"/> tell personal stories</li> <li><input checked="" type="checkbox"/> describe embarrassing moments</li> </ul>	Past continuous vs. simple past Participial adjectives	Sentence adverbs Verbs to describe reactions
<b>Unit 3</b> Pages 23–32			
<b>Style and fashion</b> <b>A</b> <i>Fashion trends</i> <b>B</b> <i>Does this come in...?</i>  <b>C</b> <i>The latest look</i> <b>D</b> <i>Views on fashion</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> ask about and describe past fashions</li> <li><input checked="" type="checkbox"/> ask where something is in a store</li> <li><input checked="" type="checkbox"/> ask for a specific product</li> <li><input checked="" type="checkbox"/> express opinions about style and fashion</li> <li><input checked="" type="checkbox"/> ask and talk about current fashions</li> </ul>	<i>Used to</i> Defining relative clauses	Fashion statements Clothing styles
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<b>Unit 5</b> Pages 43–52			
<b>Our world</b> <b>A</b> <i>Older, taller, and more famous</i> <b>B</b> <i>I don't believe it!</i>  <b>C</b> <i>World geography</i> <b>D</b> <i>Natural wonders</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Compare human-made structures</li> <li><input checked="" type="checkbox"/> express disbelief</li> <li><input checked="" type="checkbox"/> say that they don't know something</li> <li><input checked="" type="checkbox"/> ask and talk about geographical features</li> <li><input checked="" type="checkbox"/> describe natural wonders in their country</li> </ul>	Comparatives <i>Not as...as</i> Superlatives	Human-made wonders Geographical features
<b>Unit 6</b> Pages 53–62			
<b>Organizing your time</b> <b>A</b> <i>A busy week</i> <b>B</b> <i>Can I take a message?</i>  <b>C</b> <i>Can you do me a favor?</i> <b>D</b> <i>Perspectives on time</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> ask and talk about weekend plans</li> <li><input checked="" type="checkbox"/> offer to take a message</li> <li><input checked="" type="checkbox"/> leave a message</li> <li><input checked="" type="checkbox"/> make requests, promises, and offers</li> <li><input checked="" type="checkbox"/> discuss ways to manage time effectively</li> </ul>	Present tenses used for future Requests Promises and offers with <i>will</i>	Commitments Favors

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p><b>Interactions:</b> Expressing prohibition Expressing obligation</p>	<p><b>Listening:</b> Office rules An interview about homeschooling <b>Pronunciation:</b> Stress and rhythm</p>	<p><b>Reading:</b> “Are Video Games Educational?” An article <b>Writing:</b> Advantages and disadvantages of distance education</p>	<ul style="list-style-type: none"> <li>• Information exchange about school and work</li> <li>• <i>Keep talking:</i> “Find someone who” activity about everyday activities</li> <li>• List of class rules</li> <li>• Information exchange about personal behavior</li> <li>• <i>Keep talking:</i> Comparison of behaviors</li> <li>• Discussion about distance education</li> </ul>
<p><b>Interactions:</b> Announcing news Closing a conversation</p>	<p><b>Listening:</b> News about other people A camping trip <b>Pronunciation:</b> Intonation in complex sentences</p>	<p><b>Reading:</b> “Embarrassing Experiences” An article <b>Writing:</b> An embarrassing moment</p>	<ul style="list-style-type: none"> <li>• Group story about a past event</li> <li>• <i>Keep talking:</i> Description of simultaneous past actions</li> <li>• Celebrity news</li> <li>• Personal stories and anecdotes</li> <li>• <i>Keep talking:</i> Picture stories</li> <li>• Descriptions of embarrassing moments</li> </ul>
<p><b>Interactions:</b> Asking where things are Asking for an alternative</p>	<p><b>Listening:</b> Clothing purchases An interview with a fashion designer <b>Pronunciation:</b> <i>Used to and use to</i></p>	<p><b>Reading:</b> “Dress to Impress” An article <b>Writing:</b> Class survey</p>	<ul style="list-style-type: none"> <li>• Interview about style and fashion</li> <li>• <i>Keep talking:</i> Comparison of two people’s past and present styles</li> <li>• Role play of a shopping situation</li> <li>• Opinions on fashion and style</li> <li>• <i>Keep talking:</i> Interview about what’s hot</li> <li>• Class survey about style and fashion</li> </ul>
<p><b>Interactions:</b> Checking meaning Clarifying meaning</p>	<p><b>Listening:</b> Unusual habits An interview with a grandmother <b>Pronunciation:</b> Contrastive stress in responses</p>	<p><b>Reading:</b> “The Life of an Astronaut” An interview <b>Writing:</b> Interesting people, places, or things</p>	<ul style="list-style-type: none"> <li>• Interview about experiences</li> <li>• <i>Keep talking:</i> Information exchange about experiences never had</li> <li>• Information exchange about unusual habits</li> <li>• True and false information about life experiences</li> <li>• <i>Keep talking:</i> “Find someone who” activity about everyday experiences</li> <li>• Description of an interesting person or place</li> </ul>
<p><b>Interactions:</b> Expressing disbelief Saying you don’t know</p>	<p><b>Listening:</b> An interesting city The Great Barrier Reef <b>Pronunciation:</b> Intonation in tag questions</p>	<p><b>Reading:</b> “Seven Wonders of the Natural World” An article <b>Writing:</b> A natural wonder</p>	<ul style="list-style-type: none"> <li>• Comparison of different places</li> <li>• <i>Keep talking:</i> Information gap activity about impressive places</li> <li>• Information exchange about human-made structures</li> <li>• Discussion about experiences in different places</li> <li>• <i>Keep talking:</i> Advice for foreign visitors</li> <li>• List of the most wonderful places in the country</li> </ul>
<p><b>Interactions:</b> Offering to take a message Leaving a message</p>	<p><b>Listening:</b> Weekend plans Phone messages <b>Pronunciation:</b> Reduction of <i>could you</i> and <i>would you</i></p>	<p><b>Reading:</b> “Time and Culture” An article <b>Writing:</b> Tips for success</p>	<ul style="list-style-type: none"> <li>• “Find someone who” activity about weekend plans</li> <li>• <i>Keep talking:</i> Information exchange about upcoming plans</li> <li>• Role play with phone messages</li> <li>• Class favors, offers, and promises</li> <li>• <i>Keep talking:</i> Role play with requests</li> <li>• Quiz about overdoing things</li> </ul>

LEVEL 3	Learning outcomes	Grammar	Vocabulary
<b>Unit 7</b> Pages 63–72			
<b>Personalities</b> <b>A</b> <i>You're extremely curious.</i> <b>B</b> <i>In my opinion, ...</i>  <b>C</b> <i>We've been friends for six years.</i> <b>D</b> <i>What is your personality?</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> talk about personality traits</li> <li><input checked="" type="checkbox"/> give an opinion</li> <li><input checked="" type="checkbox"/> ask for agreement</li> <li><input checked="" type="checkbox"/> describe people's personalities</li> <li><input checked="" type="checkbox"/> talk about their personalities</li> </ul>	Adverbs modifying adjectives and verbs Present perfect with <i>for</i> and <i>since</i>	Personality traits More personality traits
<b>Unit 8</b> Pages 73–82			
<b>The environment</b> <b>A</b> <i>Going green</i> <b>B</b> <i>I'd rather not say.</i>  <b>C</b> <i>What will happen?</i> <b>D</b> <i>Finding solutions</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> discuss environmental problems</li> <li><input checked="" type="checkbox"/> give an approximate answer</li> <li><input checked="" type="checkbox"/> avoid answering</li> <li><input checked="" type="checkbox"/> talk about future possibilities</li> <li><input checked="" type="checkbox"/> discuss solutions to problems</li> </ul>	Quantifiers First conditional	Environmental impacts Tips to help the environment
<b>Unit 9</b> Pages 83–92			
<b>Relationships</b> <b>A</b> <i>Healthy relationships</i> <b>B</b> <i>I'm really sorry.</i>  <b>C</b> <i>That can't be the problem.</i> <b>D</b> <i>Getting advice</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> discuss what's important in relationships</li> <li><input checked="" type="checkbox"/> apologize and give excuses</li> <li><input checked="" type="checkbox"/> accept an apology</li> <li><input checked="" type="checkbox"/> speculate about people</li> <li><input checked="" type="checkbox"/> give advice about relationships</li> </ul>	<i>It's ...</i> expressions Expressions with infinitives Modals for speculating	Relationship behaviors Inseparable phrasal verbs
<b>Unit 10</b> Pages 93–102			
<b>Living your life</b> <b>A</b> <i>He taught himself.</i> <b>B</b> <i>I'll give it some thought.</i>  <b>C</b> <i>What would you do?</i> <b>D</b> <i>What an accomplishment!</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> talk about themselves and their experiences</li> <li><input checked="" type="checkbox"/> advise against something</li> <li><input checked="" type="checkbox"/> consider advice</li> <li><input checked="" type="checkbox"/> talk about imaginary situations</li> <li><input checked="" type="checkbox"/> ask and talk about accomplishments</li> </ul>	Reflexive pronouns Second conditional	Qualities for success Separable phrasal verbs
<b>Unit 11</b> Pages 103–112			
<b>Music</b> <b>A</b> <i>Music trivia</i> <b>B</b> <i>The first thing you do is ...</i> <b>C</b> <i>Music and me</i> <b>D</b> <i>Making your own music</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> talk about music</li> <li><input checked="" type="checkbox"/> give instructions</li> <li><input checked="" type="checkbox"/> talk about things they've done recently</li> <li><input checked="" type="checkbox"/> talk about memorable songs</li> </ul>	Past passive Present perfect with <i>yet</i> and <i>already</i>	Compound adjectives Verb and noun formation
<b>Unit 12</b> Pages 113–122			
<b>On vacation</b> <b>A</b> <i>Travel preferences</i> <b>B</b> <i>Don't forget to...</i>  <b>C</b> <i>Rules and recommendations</i> <b>D</b> <i>Seeing the sights</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> discuss travel preferences</li> <li><input checked="" type="checkbox"/> ask about preferences</li> <li><input checked="" type="checkbox"/> remind someone of something</li> <li><input checked="" type="checkbox"/> talk about rules and recommendations</li> <li><input checked="" type="checkbox"/> describe their dream trip</li> </ul>	Gerunds Modals for necessity and recommendations	Vacation activities Extreme sports

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p><b>Interactions:</b> Giving an opinion Asking for agreement</p>	<p><b>Listening:</b> Common proverbs A personality quiz <b>Pronunciation:</b> Reduction of <i>don't you</i></p>	<p><b>Reading:</b> “The Signs of the Zodiac” Descriptions <b>Writing:</b> My personality</p>	<ul style="list-style-type: none"> <li>• Interview about personality traits</li> <li>• <i>Keep talking:</i> “Left-brain vs. right-brain” quiz</li> <li>• Discussion about personality assumptions</li> <li>• Information exchange about friends and their personalities</li> <li>• <i>Keep talking:</i> Interviews about special people and things</li> <li>• Guessing game to match people and their personality descriptions</li> </ul>
<p><b>Interactions:</b> Giving an approximate answer Avoiding answering</p>	<p><b>Listening:</b> A survey on grocery shopping habits Award winners for environmental work <b>Pronunciation:</b> Stress in compound nouns</p>	<p><b>Reading:</b> “One-of-a-Kind Homes” An article <b>Writing:</b> A letter about an environmental issue</p>	<ul style="list-style-type: none"> <li>• Discussion about community environmental problems</li> <li>• <i>Keep talking:</i> “Green” quiz</li> <li>• Survey about water usage</li> <li>• Cause and effect</li> <li>• <i>Keep talking:</i> Possible outcomes in different situations</li> <li>• Solutions to environmental issues</li> </ul>
<p><b>Interactions:</b> Apologizing Accepting an apology</p>	<p><b>Listening:</b> Apologetic phone calls A radio call-in show <b>Pronunciation:</b> Sentence stress</p>	<p><b>Reading:</b> “Addy’s Advice” Emails <b>Writing:</b> A piece of advice</p>	<ul style="list-style-type: none"> <li>• Tips for healthy relationships</li> <li>• <i>Keep talking:</i> Advice for relationship problems</li> <li>• Role play to apologize and make excuses</li> <li>• Speculations about classmates</li> <li>• <i>Keep talking:</i> Speculations about people</li> <li>• Discussion about relationship problems</li> </ul>
<p><b>Interactions:</b> Advising against something Considering advice</p>	<p><b>Listening:</b> Three problems Interviews about accomplishments <b>Pronunciation:</b> Stress shifts</p>	<p><b>Reading:</b> “A Walk Across Japan” An interview <b>Writing:</b> An accomplishment</p>	<ul style="list-style-type: none"> <li>• Interview about personal experiences</li> <li>• <i>Keep talking:</i> “Find someone who” activity about personal experiences</li> <li>• Role play to give and consider advice</li> <li>• Discussion about hypothetical situations</li> <li>• <i>Keep talking:</i> Interview about hypothetical situations</li> <li>• “Find someone who” activity about accomplishments</li> </ul>
<p><b>Interactions:</b> Beginning instructions Continuing instructions Ending instructions</p>	<p><b>Listening:</b> How things work Song dedications <b>Pronunciation:</b> Syllable stress</p>	<p><b>Reading:</b> “A Guide to Breaking into the Music Business” A guide <b>Writing:</b> A music review</p>	<ul style="list-style-type: none"> <li>• Guessing game about music</li> <li>• <i>Keep talking:</i> Discussion about music</li> <li>• Information exchange with instructions</li> <li>• “Find someone who” activity about recent actions</li> <li>• <i>Keep talking:</i> “Find the differences” activity about two friends</li> <li>• Information exchange about songs and memories</li> </ul>
<p><b>Interactions:</b> Asking about preferences Reminding someone of something</p>	<p><b>Listening:</b> Hotel check-in A white-water rafting trip <b>Pronunciation:</b> Reduction of verbs</p>	<p><b>Reading:</b> “A Taste of Cairo” A food blog <b>Writing:</b> A walking tour</p>	<ul style="list-style-type: none"> <li>• Interview about vacation activities</li> <li>• <i>Keep talking:</i> Comparison of travel preferences</li> <li>• Role play about checking into a hotel</li> <li>• Discussion about extreme sports</li> <li>• <i>Keep talking:</i> Plan for a backpacking trip</li> <li>• Information exchange about dream trips</li> </ul>

# 1 Education

At a glance: Unit overview	Speaking outcomes
<b>LESSON A I'm taking six classes.</b> Ss learn vocabulary for school subjects. They use simple present and present continuous.	Ss can . . . ask and talk about routines.
<b>LESSON B You're not allowed to . . .</b> Ss express prohibition and obligation.	Ss can . . . express prohibition and obligation.
<b>LESSON C My behavior</b> Ss learn vocabulary for feelings and emotions. They use zero conditional statements.	Ss can . . . ask and talk about feelings and reactions.
<b>LESSON D Education controversy</b> Ss read and discuss an article on the educational possibilities of video games. They write a paragraph on distance education.	Ss can . . . discuss advantages and disadvantages.

## Warm-up

**Learning objective:** Preview the topic and discuss classroom experiences.

### Presentation Plus: Tip

Before class, hide part of each picture. For example, in the third picture, hide the bottom of the picture so Ss don't see that the people are writing. Books closed. Zoom in on the pictures (which will automatically hide the title). Elicit what's happening in each picture and then elicit ideas for the unit title. Reveal the covered parts of each picture. Show the unit title.

### A

- To introduce the topic of education, direct Ss' attention to the pictures. Ask: *Where are they? (In school.) What ages do you see? (Adults.)*
- Go over the instructions and the questions.
- Have Ss work in pairs or groups to discuss the questions.

- Elicit answers from the class.
- **Option** Do the activity as a class.

### Possible answers

- A They're answering a question.
- B They're painting.
- C They're working together.
- D The student is using a smart board / technology.

### B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about education in this unit. Point out the Unit 1 lesson overviews. Go over what Ss will learn in each lesson.



## LESSON A overview

**Vocabulary:** School subjects

**Grammar:** Simple present vs. present continuous

**Speaking:** Information exchange about school and work

# 1 Vocabulary School subjects

**Learning objective:** Use vocabulary for school subjects.

## A (Level 3, Track 3)

- Direct Ss' attention to the words in the box. Ask: *What are these words? (School subjects.)* Explain or elicit that *subjects* are the different classes we take in school.
- Direct Ss' attention to the first picture. Ask: *What subject is it? (Physics.)* Point out that *h* is in the box.
- Have students match the words and pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

## B (Level 3, Track 4)

- Go over the instructions and the example. If helpful, elicit one more example for each category so that Ss understand what the headings mean.
- Have students write the subjects in the chart.
- Play the audio and have students listen and check their answers.
- Go over the answers with the class.

## C

- Go over the instructions and the example conversation.
- Model the activity. Tell Ss about subjects that were easy or hard for you.
- Have Ss answer the questions in pairs.
- Elicit answers from the class.

### **Presentation Plus:** Label that picture page xxix

After doing Part C, follow the steps for *Label that picture* to review vocabulary for school subjects.

# 2 Language in context Busy schedules

**Learning objective:** See simple present vs. present continuous in context.

## A (Level 3, Track 5)

- Direct Ss' attention to the pictures to set the scene. Ask: *Who do you see? (A high school student, a university student, a businesswoman.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

### **Answer**

Jan

- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- **Option** Have Ss work in pairs to take turns reading the people's stories.

### **Cultural note**

In the United States, elementary school consists of kindergarten through either fifth or sixth grade. Grades seventh through ninth are usually taught in middle school or junior high school. High school is ninth or tenth through twelfth grades. After high school, students can go to community college (usually two years), college or university (four years), or take classes for personal growth in continuing education programs. Adults who did not graduate from high school can go to adult programs in which they take high school classes to get a diploma called a *GED*.

## B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.

### 3 Grammar Simple present vs. present continuous

**Learning objective:** Practice simple present vs. present continuous.

 (Level 3, Track 6)

#### Simple present

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for using simple present.
  - 1 Focus on use. Explain: *We use simple present to describe routines and permanent situations. Ask: What words do we use for routines? (On Saturdays, every night, always, usually, . . .)*
  - 2 Focus on form in statements: *I, you, we, they + verb; he, she, it + verb + -(e)s*
  - 3 Direct Ss' attention to the list of verbs on the right. Explain: *We usually use the simple present form of these verbs. These verbs are state verbs not action verbs. This means they describe a state or something that exists over time.*
- **Tip** To help Ss remember things such as a list of verbs not usually used in continuous tenses, suggest they look for patterns (e.g., verbs for mental states, emotional states, and ownership).

#### Present continuous

- Direct Ss' attention to the present continuous sentences in the grammar box.
- Elicit the rules for the present continuous.
  - 1 Focus on use. Explain: *We use the present continuous to describe actions in progress or temporary situations. Ask: Which words tell us the action is in progress? (Right now, today, at this moment.)*
  - 2 Focus on form: *subject + be + verb + -ing*
- Refer to the sentences in Exercise 2. Have Ss underline examples of the simple present and circle examples of the present continuous.
- Check comprehension. Ask: *Does Kenji like history and world geography? (Yes, he does.) What is Jan doing? (She's taking six classes and preparing for medical school exams.) What does she do every night? (She studies.) Does Amelia work? (Yes.) What else is she doing? (She's taking an English class.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

#### **Presentation Plus: Fix it!** page xxviii

Instead of doing Part A, follow the directions for *Fix it!* to practice the simple present and present continuous.

#### A

- Go over the instructions and the example.
- Have Ss complete the conversation with the simple present or present continuous forms of the verbs.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

#### B

- Model the activity. Ask a S the first question in Part A.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.

### 4 Speaking School and work

**Learning objective:** Ask and talk about school and work routines.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

#### A

- Go over the instructions.
- Model the activity. Call on a S and ask the first two questions. Elicit the answers.
- Have Ss work individually to add two new questions to the list.
- Have Ss take turns asking and answering the questions in pairs.
- Give help as needed. Take notes on errors you hear in simple present or present continuous.

#### B

- Have Ss work in groups to share any interesting information about their partners.
- Call on Ss to tell the class about their partners.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use simple present and present continuous correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about routines. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

#### **Additional practice**

For more practice, use:

Workbook	pages 1–3
Online Self-study	Lesson A

### LESSON C overview

**Vocabulary:** Fun things to do

**Grammar:** Present perfect vs. simple past

**Speaking:** True and false information about life experiences

## 1 Vocabulary Fun things to do

**Learning objective:** Use vocabulary for fun things to do.

**A**  (Level 3, Track 51)

- Direct Ss' attention to the pictures. Ask: *What places do you see? (A spa, a restaurant, the ocean, mountains, a campground, a body of water, an amusement park.)*
- Go over the instructions and the phrases.
- Have Ss match the phrases and the pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Books closed. Have Ss work in pairs to take turns saying the verb as their partner completes the phrase.
- **Option** Books open. Have Ss act out an activity for the class as their classmates guess.

**B**

- Go over the instructions.
- Model the activity. Tell the class about the fun things you have done in Part A.
- Have Ss work in pairs to talk about the things they have done in Part A.
- Call on Ss to tell the class about their partner's experiences.

**Presentation Plus: Label that picture page xxix**

After doing Part B, follow the steps for *Label that picture* to review vocabulary for fun things to do.

## 2 Conversation A fancy restaurant

**Learning objective:** Practice a conversation about a fancy restaurant; see use of present perfect vs. simple past in context.

**Presentation Plus: Find the match page xxviii**

Before doing Part A, follow the steps for *Find the match* to practice vocabulary for fun things to do. Hide *eaten in a fancy restaurant, try a lot of exotic food, brother tried them once, got sick*.

**A**  (Level 3, Track 52)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two women.) Where are they? (At a nice restaurant.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

**Possible answer**

No.

- Have Ss work in pairs to practice the conversation.

**B**  (Level 3, Track 53)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answers with the class.

**Possible answers**

Alice orders the ravioli, and Emma orders the frog legs.

### LESSON C overview

**Vocabulary:** Geographical features

**Grammar:** Superlatives

**Speaking:** Discussion about experiences in different places

## 1 Vocabulary Geographical features

**Learning objective:** Use vocabulary for geographical features.

**A**  (Level 3, Track 65)

- Direct Ss' attention to the pictures. Explain: *These are geographical features or natural formations of land or water, such as mountains and lakes.*
- Go over the instructions.
- Have Ss match the descriptions and the pictures.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

### Extra activity: Extension

Books open. Have Ss work in pairs to take turns describing a feature without saying its name (*This is in China. It is the longest in Asia.*). Their partner guesses the name of the feature (*Yangtze River.*).

**B**

- Go over the instructions.
- Model the activity. Name another famous lake (e.g., *Great Salt Lake, in Utah*).
- Have Ss work in pairs to name other famous places for each word. Encourage Ss to say at least one thing about the place.
- Call on Ss to tell the class about another famous place.

### Presentation Plus: Right or wrong? page xxx

After doing Part B, follow the steps for *Right or wrong?* to practice vocabulary for geographical features.

## 2 Conversation Welcome to Bali.

**Learning objective:** Practice a conversation about a place; see superlatives with adjectives and nouns in context.

**A**  (Level 3, Track 66)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two men.) Where are they? (Outside a hotel.) What's the weather like? (It might rain.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

### Answer

Bali gets a lot of rain from November to April.

- Have Ss work in pairs to practice the conversation.

**B**  (Level 3, Track 67)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

### Answer

Sam is visiting Bali to surf.

### LESSON C overview

**Vocabulary:** Verb and noun formation

**Grammar:** Present perfect with *yet* and *already*

**Pronunciation:** Syllable stress


**Speaking:** “Find someone who” activity about recent actions

## 1 Vocabulary Verb and noun formation

**Learning objective:** Use vocabulary for verb and noun formation.

**A**  (Level 3, Track 147)

- Direct Ss’ attention to the verbs in the box. Ask: *What do all of these verbs have to do with? (Music, entertainment.)*
- Go over the instructions.
- Have Ss match the phrases and the pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Explain that there are multiple noun forms for the verb *record*. *Recording* is a generic term for material that is recorded. *Record* refers to a flat, round, plastic disc that stores music.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

**B**  (Level 3, Track 148)

- Go over the instructions.
- Have Ss write the noun forms of the verbs in Part A.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.

### Extra activity: Extension

Have Ss work in pairs to generate lists of nouns belonging to the same families as the verbs in Part A. This time have Ss list nouns that refer to people. Elicit ideas from the class (*announcer, composer, entertainer, performer, producer*). Note that *appreciate, record, and release* don’t have a corresponding noun.

**C**


- Go over the instructions.
- Have Ss work in pairs to talk about people they know who do or have done the things in Part A.
- Call on Ss to share their answers with the class.

## 2 Conversation I’m his biggest fan!

**Learning objective:** Practice a conversation about an upcoming performance, see use of present perfect with *yet* and *already* in context.

### Presentation Plus: Which word? page xxxi

Before doing Part A, follow the steps for *Which word?* to practice vocabulary for verb and noun formation. Add text boxes over *perform, released, releases, and announces*. Into the first text box, put *release, perform*. In the second, put *released, appreciated*. In the third, put *releases, composes*. In the last, put *entertains, announces*.

**A**  (Level 3, Track 149)

- Direct Ss’ attention to the picture to set the scene. Ask: *What do you see? (A man and a woman outside a music venue / club / concert hall.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

### Answer

Andy tells Miranda to listen to Richie Starr’s new song / single.

- If helpful, play the audio again line by line and have Ss repeat.

**B**  (Level 3, Track 150)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

### Answer

He hasn’t looked at the website for a couple of weeks.

## People on my mind

**A** Write the name of someone you know for each description. Then think about answers to the questions.



Someone I miss very much:

- How long have you known this person?
- When did you last see him or her?
- When will you see each other again?



Someone who gave me a special gift:

- What was the gift?
- How long have you had it?
- What made the gift special?



Someone I'd like to know better:

- How long have you known this person?
- When was the last time you spoke?
- What's he or she like?



Someone I've admired since I was a child:

- When did you first meet this person?
- What do you admire about him or her?
- Do you share any of the same qualities?

**B PAIR WORK** Interview your partner about each person. Ask questions for more information.

A: Who is someone you miss very much?

B: I miss my grandmother very much.

A: How long have you known her?

B: I've known her since I was born! But I haven't seen her since April.

## Unit 7, Lesson C

**Learning objective:** Talk about people they know.

Refer Ss to page 138.

### A

- Go over the instructions and the questions.
- Have Ss work individually to write their answers under each description.

### B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss to tell the class about one of the people their partner talked about.

**Exercise 2**

- 1 lost, I
- 2 been, I
- 3 acted, R
- 4 chatted, R
- 5 seen, I
- 6 won, I
- 7 had, I
- 8 gone, I
- 9 tried, R
- 10 broken, I
- 11 happened, R
- 12 done, I
- 13 met, I
- 14 moved, R
- 15 eaten, I
- 16 gotten, I

**Exercise 3**

- 1 Have, been
- 2 have
- 3 Have, visited
- 4 haven't
- 5 Have, tried
- 6 have
- 7 Have, tried
- 8 have
- 9 Have, gone
- 10 haven't
- 11 has been / 's been
- 12 Has, eaten
- 13 has
- 14 has had / 's had

**Exercise 4**

- 1 *Question* Has Emily ever broken a bone?  
*Answer* No, she hasn't.
- 2 *Q* Have Emily and Ken ever been on TV?  
*A* No, they haven't.
- 3 *Q* Has Ken ever played table tennis?  
*A* No, he hasn't.
- 4 *Q* Has Sandra ever done karate?  
*A* Yes, she has.
- 5 *Q* Has Marcos ever chatted online?  
*A* Yes, he has.
- 6 *Q* Have Marcos and Julia ever acted in a play?  
*A* Yes, they have.

**Exercise 5**

Answers will vary.

- 1 I've played table tennis. / I've never played table tennis.
- 2 I've done karate. / I've never done karate.

- 3 I've broken a bone. / I've never broken a bone.
- 4 I've acted in a play. / I've never acted in a play.
- 5 I've been on TV. / I've never been on TV.
- 6 I've chatted online. / I've never chatted online.

**Lesson B****Exercise 1**

- 1 What I mean is, ...
- 2 Do you mean ...
- 3 Does that mean ...
- 4 What I'm saying is, ...
- 5 I mean ...
- 6 Are you saying ...

**Exercise 2**

- 1 Do you mean
- 2 What I mean is,
- 3 Are you saying
- 4 I mean
- 5 Does that mean
- 6 What I'm saying is,

**Lesson C****Exercise 1**

- 1 went camping
- 2 climbed a mountain
- 3 went whale-watching
- 4 tried an extreme sport
- 5 tried an exotic food
- 6 went to a spa

**Exercise 2**

- 1 've been / have been
- 2 ate
- 3 has never gone, went
- 4 Have, tried
- 5 tried, didn't like
- 6 Did, ride
- 7 have, been
- 8 went, 've never gone / have never gone

**Exercise 3****A**

- 1 Have you ever gone camping?
- 2 Did she have (a lot of) fun?
- 3 Did she climb a mountain?
- 4 Have you ever gone kayaking?

**B**

- 1 Did you get my postcard?
- 2 When did you send it?
- 3 Have you (ever) been to Mexico City?
- 4 Did you see the pyramids?

**Exercise 4**

- 1 Victor swam last year.
- 2 He played golf a few years ago.

- 3 He's never done yoga. / He has never done yoga.
- 4 He joined a gym a few years ago.
- 5 He's lifted weights lots of times. / He has lifted weights lots of times.
- 6 He's never climbed a mountain. / He has never climbed a mountain.
- 7 He's played soccer lots of times. / He has played soccer lots of times.
- 8 He tried karate last year.

**Exercise 5**

Answers will vary.

**Lesson D****Exercise 1**

- 1 What is spelunking?
- 2 Are *caving* and *spelunking* different?
- 3 Is it dangerous?

**Exercise 2**

- 1 T
- 2 F
- 3 T
- 4 F
- 5 T
- 6 T

**Unit 5****Lesson A****Exercise 1**

- 1 canal
- 2 bridge
- 3 tunnel
- 4 plaza
- 5 subway system
- 6 tower
- 7 skyscraper
- 8 stadium

**Exercise 2**

- 1 The Tower Bridge in England is older than the Akashi-Kaikyo Bridge in Japan.
- 2 The Murray Canal in Canada is shorter than the Erie Canal in the United States.
- 3 The Sydney Harbor Bridge in Australia is more modern than the Tower Bridge in England.
- 4 The Lincoln Tunnel between New Jersey and New York City is not as long as the Channel Tunnel between England and France.
- 5 The Jin Mao Tower in China is not as tall as the Sears Tower in the United States.

**B** Match the phrases to complete the sentences.

- |  |  |
|--|--|
| 1 El Capitán is _____.                 | a a beautiful waterfall.                     |
| 2 Yosemite Falls is _____.             | b the highest waterfall in North America.    |
| 3 Bridalveil Falls is _____.           | c a tree that people can walk through.       |
| 4 Mariposa Grove is _____.             | d the oldest Sequoia tree in Mariposa Grove. |
| 5 Grizzly Giant is _____.              | e a forest of Sequoia trees.                 |
| 6 The California Tunnel Tree is _____. | f a type of tree.                            |
| 7 A Sequoia is _____.                  | g a huge rock.                               |

**C** Who says it? Check (✓) the correct answers.



	Ben	Nick
1 "Yosemite National Park – the most beautiful place on earth."	<input type="checkbox"/>	<input type="checkbox"/>
2 "Yosemite National Park – the most dangerous place on earth."	<input type="checkbox"/>	<input type="checkbox"/>
3 "I saw a rattlesnake while I was walking on the road."	<input type="checkbox"/>	<input type="checkbox"/>
4 "Look at that! Don't you think that looks dangerous?"	<input type="checkbox"/>	<input type="checkbox"/>
5 "It was exciting and challenging!"	<input type="checkbox"/>	<input type="checkbox"/>
6 "It was stressful. It was frightening. And it was wet!"	<input type="checkbox"/>	<input type="checkbox"/>
7 "Water can't hurt you!"	<input type="checkbox"/>	<input type="checkbox"/>
8 "I left the food in the car."	<input type="checkbox"/>	<input type="checkbox"/>

## After you watch

**A PAIR WORK** How would you describe Nick and Ben's trip? Would you like to go to Yosemite National Park? Why or why not? Discuss your ideas.

**B GROUP WORK** Discuss these questions about trips you've taken.

- What was the most exciting trip you've ever taken? Where did you go?
- What was your favorite trip? What did you do?
- What was the worst trip you've ever taken? What was so bad about it?
- Have you ever been in a dangerous situation on vacation? What happened?

**C CLASS ACTIVITY** Tell the class the most interesting information or stories from your group discussion.



### Answers

1 J	5 E	9 J
2 L	6 L	10 L
3 E	7 L	11 E, L
4 O	8 O	12 O, J

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

### C

*In this activity, Ss correct the false sentences about the characters and their ideas about fashion.*

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

### Answers

- 1 Jim wears a lot of ~~blue~~ black and white clothing.
- 2 Jim doesn't likes to wear flashy ~~and~~ or tacky clothes.
- 3 Lola ~~doesn't~~ likes to stand out in a crowd.
- 4 Lola ~~doesn't~~ wears bright colors to work.
- 5 Officer Palone thinks his sunglasses are ~~trendy~~ retro.
- 6 Officer Palone's favorite color is ~~red~~ blue.

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

## After you watch (page T-184)

### A

*In this activity, Ss brainstorm information about their own past clothing styles.*

- **Preview the activity** Go over the instructions. Explain that Ss will write down the name of the clothing style they used to wear, and describe some of their favorite clothes. Model how to complete the diagram using your own style as an example.
- **Do the activity** Have Ss complete the diagram with their own ideas. Go around the room and help Ss as needed.

### B

*In this activity, pairs discuss their diagrams from Part A.*

- **Preview the activity** Go over the instructions. Model the dialogue with a volunteer.
- **Do the activity** Have pairs talk about their diagrams. Encourage Ss to ask their partners follow-up questions.
- **Follow-up** Have Ss report to the class about their partner's diagram and clothing styles.
- **Option** Put Ss in small groups of similar styles. Have Ss list the fashions they had in common.

### Action video note

Instruct Ss to make their own video about fashion and style. For further instructions, visit [www.cambridge.org/fourcorners/teacher](http://www.cambridge.org/fourcorners/teacher)

## Unit 2

### An awful, terrible, embarrassing, really bad day!

For her art project, April makes an animated video about her awful, terrible, embarrassing, really bad day. April's dog eats her homework, she misses the bus, she embarrasses herself in front of a boy from her French class, and she loses her job.

*April* Well, last Tuesday, I had an awful, terrible, embarrassing, really bad day! I woke up late because my alarm clock didn't go off. Oh, no! I'm late! I was eating breakfast, when I saw my dog, Longfellow, eating my biology homework. He had little bits of paper all over his face. Bad boy! I ran for the bus – and, of course, I missed it. When I got on the next bus, Zach Smith was sitting there. He's a really cute and interesting guy from my French class. I was excited because no one was sitting next to him! So, I sat down next to Zach. We were talking about school when he said, "There's a big stain on your shirt." And of course, he was right! I spilled yogurt on my shirt when I was eating breakfast. The stain was disgusting, and I was embarrassed! Suddenly the bus stopped, and I spilled my orange juice on Zach. Now there was a big, disgusting stain on Zach's shirt. I was really embarrassed! "I'm sorry!" I said. Zach was not amused, and he moved to another seat. Unfortunately, I was late for biology class. I was telling my teacher about my dog and my biology homework, but he wasn't interested. He said, "If your dog is hungry, give him some food." When he said this, everyone in the class laughed. I felt really, really embarrassed! After school, I went to the store to buy some laundry detergent. I needed to wash my shirt. Surprisingly, the line was very long. I waited in line for 25 minutes! When I got to the counter, I didn't have enough money for the detergent. Now I was late for my job at the restaurant, so I had to run. Unfortunately, I missed the bus . . . again! I was very late for work. My boss was extremely angry, so I lost my job. Coincidentally, Zach Smith was in the restaurant. I was really, really, really embarrassed. And now he thinks I'm really weird! So last Tuesday, I got a bad grade on my biology assignment because Longfellow ate it. Sadly, Zach Smith won't talk to me, and I don't have a job. But fortunately, I had a lot of time to make this animation project for my art class. It is pretty cool, don't you agree?

## Unit 3

### What's your personal style?

In this episode of *Street Talk*, Emi K. interviews people about fashion and style. She speaks with an independent film director who likes to wear black and white, a librarian who likes bright colors, and a police officer who likes clothes that are comfortable and blue, like his uniform.

Female announcer Street Talk! With Emi K.

.....

*Emi* Hi! Today, I'm asking some people on the street about their personal clothing style. Excuse me, sir. Hi, I'm Emi K. from *Street Talk*. Can I ask you a few questions about your personal clothing style?

*Jim* OK.

*Emi* Great! What's your name?

*Jim* Jim.

*Emi* OK, Jim. So, tell me about your clothes. What's your personal clothing style?

*Jim* Well, I usually wear clothes like these for work – nothing flashy or tacky.

*Emi* Uh-huh. And what do you do, Jim?

*Jim* I'm a director. I make independent films in black and white.

*Emi* I see. You really like black and white.

*Jim* I do, yes. I think black is always fashionable. And black goes with everything.

*Emi* What about on the weekends?

*Jim* Well, on the weekends I usually wear jeans and a T-shirt.

*Emi* Black jeans and a white T-shirt?

*Jim* Yes, that's right. How did you know?

*Emi* Oh, I don't know . . . just a lucky guess! Well, thanks for talking with us, Jim!

*Jim* My pleasure. Good-bye!

## Unit 12

### Travels with Ben and Nick: Fish and chips

*In this travel video, Nick and Ben tell all about the delicious food they ate on their trip to London, England. Nick prefers to try local food. Ben says he does, too. On the first day, they tried fish and chips. On the second day, Nick had a vegetable curry, and Ben had fish and chips. On the third day, Nick had Middle Eastern kebabs. Ben had fish and chips from a fast-food place and got a stomachache. On the last day, Nick had high tea at a fancy hotel, and Ben found the best fish and chips in London.*

**Nick** Hi everyone! I'm Nick.

**Ben** And I'm Ben. We're going to tell you all about our awesome trip to London – our delicious trip to London.

**Nick** When I go on vacation, I can't stand visiting landmarks and museums, and buying handicrafts, and boring stuff like that. I prefer trying local food.

**Ben** Yeah, me, too. Trying local food is a great way to learn about a culture. So, on the first day, we had a great local dish – fish and chips. Mmm, doesn't that look delicious? When you go to London, you have to have fish and chips. It's like, the national dish. See, here's the fish . . . and here's the chips.

**Nick** Yeah. People call them "chips" in England, not "French fries."

**Ben** And people have them with vinegar there. The first time, I was a little worried about having my fries with vinegar – I like to eat French fries with ketchup. But it was really delicious. You ought to try it!

**Nick** Yeah, fish and chips were good, but there are many other foods to try in London. The thing is, Ben enjoyed eating fish and chips so much, he wasn't interested in eating other foods!

**Ben** Yeah, well, I really liked fish and chips, so I was interested in finding the best fish and chips in London! It was a challenge!

**Nick** OK, so on day two, we went to Brick Lane. That's a street in the East End of London where you can find great Indian food. So I had this delicious vegetable curry from a great Indian restaurant.

**Ben** And I had fish and chips! They were a little spicy . . . but good.

**Nick** So the next day, day three, we went to a great little restaurant near Hyde Park. I had kebabs! There's lamb, lettuce, some other vegetables, and a really great spicy sauce. Kebabs are from the Middle East, but they've been popular in London for a long time. Many people in London think of them as British food. Eating kebabs and curry there is like eating hot dogs and hamburgers here in the U.S. So Ben, what did you have on day three?

**Ben** Well, that restaurant didn't have fish and chips . . .

**Nick** I told him, "You'd better eat something! Don't forget to eat!"

**Ben** And I only wanted fish and chips. So I went to a fast-food place and got fish and chips to go. But they weren't so good, and I got a stomachache!

**Nick** Well, on day four, I went to a fancy hotel and had high tea. It was a pretty expensive place. Look at all of those little sandwiches and cakes. And there were fancy dishes. I was worried about breaking something! Well, I really enjoyed that high tea.

**Ben** I, uh . . . wasn't there. I was looking for fish and chips.

**Nick** Looking for fish and chips was the only thing you did.

**Ben** I know, I know. But on that day, I found the best fish and chips in London! They were in a little restaurant near Victoria Station, one of the big train stations in London. Mmm! The fish was so tender and moist, and the chips were hot and delicious. If you ever go to London, you've got to find this place. Looking at it now is making me hungry.

**Nick** You really like your fish and chips, don't you?

**Ben** Yeah, I do. I miss them a lot.

**Nick** Well, my friend, I have a surprise for you today. A little memory of our trip . . .

**Ben** Wow! You got me fish and chips! Did you get these at a restaurant?

**Nick** Actually, I made them in the microwave. They were frozen.

**Ben** Thanks for the thought, but . . . go to London for your fish and chips!

## Grammar

### Reflexive pronouns

Reflexive pronouns
I taught <b>myself</b> to play the guitar. Did <b>you</b> hurt <b>yourself</b> in the soccer game? <b>He</b> considers <b>himself</b> very creative. <b>She</b> thought of <b>herself</b> as talented. <b>The dog</b> hurt <b>itself</b> in the yard. <b>We</b> asked <b>ourselves</b> why we were there. How did <b>you</b> make <b>yourselves</b> finish the race? <b>They</b> didn't plan the trip by <b>themselves</b> . They had help.

- Use reflexive pronouns when the subject and object of a sentence refer to the same thing or person.
- *By* with a reflexive pronoun means “alone.”

### Second conditional

If clause + simple past	Main clause + <i>would</i>
If I <b>were</b> rich, If she <b>weren't</b> sad, If you <b>ate</b> healthy food, If we <b>didn't need</b> the money,	I <b>would</b> she <b>wouldn't buy</b> a house. you <b>wouldn't be</b> sick so often. we'd <b>quit</b> our jobs and travel.

- Use a comma after the *if* clause (the condition).

Main clause + <i>would</i>	If + simple past
I <b>would</b> buy a house She <b>wouldn't cry</b> You <b>wouldn't be</b> sick so often We'd <b>quit</b> our jobs and travel	if I <b>were</b> rich. if she <b>weren't</b> sad. if you <b>ate</b> healthy food. if we <b>didn't need</b> the money.

- Don't use a comma after the main clause.

Yes / no questions	Short answers Affirmative	Short answers Negative
<b>Would</b> you <b>be</b> happier if you <b>were</b> famous? <b>Would</b> she <b>get</b> better grades if she <b>studied</b> harder?	Yes, I <b>would</b> . Yes, she <b>would</b> .	No, I <b>wouldn't</b> . No, she <b>wouldn't</b> .

Wh- questions	
<b>What</b>	<b>would</b> you <b>do</b> if you <b>were</b> rich?
<b>Where</b>	<b>would</b> he <b>live</b> if he <b>had</b> a lot of money?

- Use second conditional sentences to describe “unreal” or imaginary situations. *If I were president, I'd lower taxes.* (I'm not the president, so I won't lower taxes.)
- Use a past tense verb in the *if* clause (the condition). Use *would* in the main clause.
- Use *were* for the past tense of *be* in the condition. *If I were you, I'd take more classes.*

## Vocabulary

### Qualities for success

bravery  
 confidence  
 creativity  
 dedication  
 enthusiasm  
 flexibility  
 talent  
 wisdom

### Separable phrasal verbs

bring up  
 do over  
 give away  
 give back  
 pay back  
 point out  
 put off  
 talk over  
 try out  
 turn down

## Functions

### Advising against something

I **wouldn't** recommend that.  
 I **don't** think you should do that.  
 I'm not sure that's the best idea.

### Considering advice

I'll see.  
 I'll think about it.  
 I'll give it some thought.