

Unit 10 Fame Language notes

Lesson A The rise to fame

Grammar Talking hypothetically about the past

(See Student's Book p. 99.)

The lesson teaches Ss how to use conditional sentences with *if* clauses (with verbs in the past perfect) and past modals in the main clause to talk hypothetically about the past. It reviews the past modal structures taught in Unit 8, Lessons A and B.

Form

- *if* + subject + past perfect form, subject + past modal form

Note: The *if* clause, the main clause, or both clauses can be affirmative or negative.

If he had stayed in school, his life would have been different.

If he had stayed in school, he might not have had a singing career.

If he hadn't won the contest, he probably would have kept his job.

If he hadn't won the contest, he might not have had the confidence to become a singer.

Use

The conditional sentences above are used to talk about hypothetical events and situations in the past, that is, things that did not happen. They describe how things might have been different in different circumstances.

- The *if* clause describes the hypothetical conditions or circumstances.

If Watson had stayed in school, (= He didn't stay in school, but imagine this was true.)

- The past modal structures describe the possible consequences of the imagined conditions.
 - ... *his life would have been different.* (= I'm sure about this.)
 - ... *his life might have been different.* (= I'm less than 100 percent sure, but it's a possibility.)
 - ... *his life could have been different.* (= This was a possible outcome.)

Corpus information *If* clauses

If clauses can come first or last in sentences, but they are approximately twice as likely to come first. In conversation, people very often use the past modal structure in the *if* clause rather than the past perfect; for example, *If I would have done that* rather than *If I had done that*. However, this is not considered to be correct in writing, and many people feel it is incorrect in speaking too, even though it is extremely common.

Lesson B In the public eye

Vocabulary Idiomatic expressions about celebrity

(See Student's Book p. 100.)

The vocabulary section teaches a number of idiomatic expressions to use when talking about celebrities' careers.

Speaking naturally Intonation of tag questions

(See Student's Book p. 100.)

The meaning of tag questions depends on the intonation the speaker uses. For this reason, Speaking Naturally comes before the grammar chart, and the practice in this section is limited to having Ss repeat the examples and the conversation.

- When the speaker is not sure about something and wants to check information, the intonation on the tag rises.
- When the speaker is sure about something and wants the other person to agree or confirm that information, the intonation on the tag falls. Tag questions with falling intonation strongly signal that the speaker expects the other person to agree.

Grammar Tag questions

(See Student's Book p. 101.)

The structure taught in the lesson is tag questions. The two most common patterns are taught: (1) affirmative statement + negative tag; and (2) negative statement + affirmative tag.

Form

Tags presented in this lesson consist of *be* or an auxiliary verb + (*not*) + pronoun.

- Affirmative statement + negative tag

I'm out of touch, aren't I?

It's amazing, isn't it?

She won the talent show, didn't she?

That was a dumb thing to do, wasn't it?

He's dropped out of sight, hasn't he?

- Negative statement + affirmative tag

I'm not really in touch, am I?

It's not easy to become famous, is it?

She didn't have connections, did she?

That wasn't too smart, was it?

His career hasn't taken off, has it?

- Use an affirmative tag after a statement with a negative word.

It's never easy, is it?

There are no easy answers, are there?

- Pronouns in tags

When some pronouns are the subject of the main clause, the pronoun in the tag question may change. Here are some examples:

This / that → it

That's good, isn't it?

These / those → they

These are the winners, aren't they?

Something / nothing / everything, etc. → it

Nothing's that easy, is it?

Everyone / someone / nobody, etc. → they

Everyone knows her, don't they?

BUT *There + be → there*

There's no problem, is there?

- The responses to tag questions are covered in the chart. To agree to or confirm a negative statement with an affirmative tag, the answer is negative.

She didn't have connections, did she?

No, she didn't. (= I confirm that: she didn't have connections.)

Use

Tag questions are an interactive way of involving the other speaker in a conversation. Speakers use tag questions either to check information or to ask someone to agree to or confirm what is said. The meaning changes depending on the intonation. (See Speaking Naturally above.)

Corpus information Tags

Negative question tags are much more frequent than affirmative tags.

Lesson C Good question!

Conversation strategy Giving encouraging advice

(See Student's Book p. 102.)

- One common function of tag questions is to involve the other speakers in a conversation by appearing to ask questions. In the context of giving advice, adding a tag question has the effect of softening the advice because the speaker appears to be asking the listener to agree rather than simply "telling." As a result, it makes the advice sound less direct and more encouraging.
- The lesson recycles tag questions, this time with the modals *would*, *could*, and *should*.

It would be good to talk with her, wouldn't it?

You could look for another class, couldn't you?

You should at least give it a chance, shouldn't you?

- The tag questions for advice in the lesson have rising intonation.

Strategy plus It's hard to say.

(See Student's Book p. 103.)

When people are asked questions they cannot immediately think of answers to, they often use expressions such as *It's hard to say.* or *That's a good question.* These give the speaker some time to think of an answer and to show the listener that the question does not have an easy answer.

Corpus information It's hard to say.

Expressions with *It's / That's hard to say* are the most frequent, followed closely by expressions with *(That's a) Good question.*

Lesson D Pulling through

Help note Topic and supporting sentences

(See Student's Book p. 105.)

The Help Note shows how paragraphs can be structured around topic and supporting sentences. *Topic sentences* typically state a main idea or theme and are followed by *supporting sentences* that add more information to, or give examples of, the idea in the topic sentence.

The article on p. 104 has two very clear examples of this structure of topic sentences followed by supporting sentences. These are paragraphs 2 and 4.

- In paragraph 2: *Then again, neither did most of Hollywood.* (i.e., *see her coming* – an idea carried over from the introduction) is followed by reasons why Zellweger was a "surprise success story."
- In paragraph 4: *Yet, just as Renée was enjoying newfound fame, she encountered controversy.* is followed by examples of the controversy.

Fame

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

Introduce the theme of the unit Say, “When you think of famous people, what kinds of people do you think of?” Ask Ss for their ideas (e.g., *actors, singers, musicians, athletes, artists, politicians*). Ask the following questions: “Do you think it’s easy to become famous? After a person becomes famous, is it easy to stay famous? Do famous people have easy lives?” Say, “In this unit, we’re going to talk about some different aspects of fame.”

In Unit 10, you learn how to . . .

- **Unit aims** Call on individual Ss to each read one of the unit aims aloud. Tell other Ss to listen and read along.

Extra activity – individuals

Write on the board:

1. In Lesson A, find Russell Watson’s career.
2. In Lesson B, find (a) an expression that describes an entertainer’s career; and (b) an example of a tag question, one with *be* or *auxiliary + pronoun* at the end.

3. In Lesson C, find a tag question that gives advice.
4. In Lesson D, find the names of some traits that you need to be a star.

Ss look through the unit and find the answers. A few Ss report their answers for each item (e.g., 1. *a singer* 2. (a.) *up-and-coming* (b.) *She won the show this year, didn’t she?* 3. *Well, you could look for another class, couldn’t you?* 4. *confident, determined, competitive*).

Before you begin . . .

- Introduce the celebrities. Read each name aloud. Note the usual American English pronunciation of the names: J.K. Rowling /*ráwliŋ*/, Midori /*mídóriy*/, Shakira Mebarak /*ʃækíra məbárək*/.
- Say, “Look at these five celebrities. What do you know about each one?” Call on Ss to tell what they know.
- Have Ss look at Before You Begin. Ask, “What are some ways that people become famous?” Ask Ss for their ideas (e.g., *They have a hit song or movie. They marry someone famous. They’re the best at a sport they play. They write a best-selling book.*).

Recycle a conversation strategy This task recycles language for giving different opinions (see *Touchstone Student’s Book 3*, Unit 9, Lesson C). Ask, “What are some expressions you can use to give an opinion different from your partner’s?” (e.g., *I know what you mean, but . . . ; Maybe. On the other hand, . . . ; I don’t know. Don’t you think . . . ?*) Write them on the board. Have a S read the last two questions from Before You Begin. Say, “Use expressions like these when you talk with your partner about the best and worst things about being famous.”

- Have Ss work in pairs to discuss the last two questions from Before You Begin (e.g., *S1: I think the best thing about being a celebrity is that wherever you go, there are people to get you what you want. S2: Maybe, but don’t you think there are always people around who want something from you?*). Tell Ss to make a list of ideas about the best and worst things.
- **Follow-up** Several pairs read their lists to the class. Write Ss’ ideas on the board. Say, “Think about all these things. Raise your hand if you would like to be famous one day.”

Extra activity – pairs

Make a list of occupations (e.g., *singer, male actor, female actor, writer, musician, baseball player, politician*) and call them out one at a time. Pairs have one minute to write the names of as many famous people as they can for each occupation. Pairs then get one point for every famous person they mention that no other pair has. At the end of the list of occupations, the pair with the most points wins.

Culture note

J.K. Rowling is the author of the Harry Potter books for young readers. They have sold over 300 million copies and have made Rowling the first person to earn over a billion dollars as a writer.

Prince William, a member of the British royal family, is often featured in entertainment magazines.

Tiger Woods, who is of a multiethnic background including African-American, Chinese, Dutch, Native American, and Thai ancestors, has earned a reputation as a golf phenomenon, winning an amazing number of tournaments, including the most prestigious ones.

Midori Goto was a child musical prodigy, performing her first violin concert at the age of six. The young Japanese violinist is now a major concert artist. She also runs a foundation to share music with children in city schools.

Shakira Mebarak has released albums in Spanish and English. She writes her own lyrics and most of her music, which blends pop, rock, and Latin rhythms. She has won many Grammy and Latin Grammy awards.

Lesson A *The rise to fame*

1 Getting started

- **Set the scene** Read the lesson title aloud. Say, “The ‘rise to fame’ is the process by which a person becomes famous.” Ask the class if they know of any celebrities who became famous quickly, or in an unusual way. Have Ss tell the class any stories they know.

A

- **Preview the task** Read the instructions aloud. Say, “Read the article at the top of the page, and write the answer.”
- **Do the task** Have Ss complete the task. Check the answer with the class. [Russell Watson got his start as a professional singer by winning a radio talent contest.]
- Tell Ss to read the article again, underlining any new vocabulary. Have Ss call out the underlined words, and write them on the board. Have Ss supply any definitions they know for the words on the board. Help with any remaining vocabulary.

B  (CD 3, Track 13)

- **Preview the task** Read the instructions aloud. Tell Ss to look at the speech bubbles. Say, “Write a check mark next to the comments you agree with.”
- **Play the recording** Ss listen, read along, and mark their answers. Check answers with the class: ask a S to read Dennis’s comment aloud. Tell Ss who agree with the comment to raise their hands. Count hands and put the total on the board. Repeat this step with the other four comments. Have Ss find which comment the largest number of them agree with.

C

- Figure it out** **Preview the task** Say, “Look at Anne’s comment. Find the *if* clause and underline the verbs. What are they?” [hadn’t quit; (hadn’t) gotten] Ask, “What tense are they?” [past perfect] Say, “Look at the article. In fact, did Russell Watson quit his job and get a manager?” [yes]
- Say, “Look at the sentence again. Find the verb phrase in the main clause and underline it twice. What is it?” [might not have had] Ask, “What kind of verb phrase is this? [past modal]. Ask, “In fact, does Russell Watson have a singing career?” [yes]
 - Read the instructions aloud. Tell Ss to look at the article for help as they do the task.
 - **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: have individual Ss read the answers.

Answers

1. If Russell Watson had stayed in school, maybe he would have had a very different career.
2. If he hadn’t won that talent contest, he might not have become a singer.

- **Focus on the form and the use** Say, “Sometimes we look at events or situations in the past and talk about how things could have been different.” Write on the board:

True situation: Russell Watson quit his job and got a manager.

Result: He has a singing career.

Say, “Now imagine that Russell Watson didn’t quit his job after he won that contest. What would have been different?” Write on the board:

If clause: If Russell Watson hadn’t quit his job and gotten a manager,

Result: he might not have had a singing career.

Say, “*If* + past perfect indicates that you are talking hypothetically about an event in the past. When you give a result for a hypothetical situation in the past, use a past modal to talk about that result.”

- **Try it out** Have Ss find and underline a sentence in each comment that talks hypothetically about the past. Ask Ss to call out the three modals that each speaker used in the result clauses. [Dennis: might; Brian: would; Stephanie: could; Anne: might; Kathleen: would(n’t)]

Extra activity – pairs

Pairs think of something they did in the past or something that happened to them that made a difference in their lives. Write on the board:

I came to this class.

If I hadn’t come to this class, I wouldn’t have learned English so well.

Using the example on the board, a few Ss tell something that would or would not have happened if they had not taken this English class. Then write on the board:

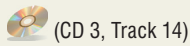
If I hadn’t met my best friend, . . .

If I had moved to a different country, . . .

If I hadn’t continued school, . . .

Partners then choose two of the situations on the board and complete sentences for them. Partners share their sentences.

2 Grammar



- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, “When you talk hypothetically about a situation or an event in the past, you are talking about something that didn’t happen.” Ask Ss to look at the first *if* clause on the left side of the chart. Say, “*If Watson had stayed in school . . .* means ‘Watson didn’t stay in school, but imagine that he did.’” Have Ss look at the second example. Say, “*If he hadn’t won the talent contest . . .* means ‘In fact, he won the talent contest, but imagine that he didn’t.’” Ask Ss to look at the third *if* clause. Ask, “Did he continue his education?” [no]
- Say, “Look at the section of the chart about main clauses. In the main clause, or result clause, you use a past modal to talk about the possible consequences of the past situation that you’re imagining. What past modals do you see in these main clauses?” [would have, might not have, could have]
- Say, “*Would have* in the main clause means ‘I’m sure about this.’ *Might have* means ‘I’m less than 100 percent sure, but it’s a possibility.’ *Could have* means ‘This was one possibility.’”
- Have Ss look at the bottom of the chart. Ask, “What’s the pattern for hypothetical questions about the past, as in the first example?” Write the answer on the board. [question word + past modal form + *if* + subject + past perfect form] Point out that the subject often comes after the modal and before *have*, as in *What would Watson have studied?* Ask, “What’s the pattern for hypothetical *yes / no* questions about the past?” Write the answer on the board. [modal + subject + *have* + past participle]
- For more information, see Language Notes at the beginning of this unit.
- **Present In Conversation** Read the information aloud.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: have individual Ss each read an answer.

Answers

1. If Thomas Stanley had been satisfied with his career, he wouldn’t have taken time off from work, and he might not have written *The Millionaire Next Door* with William Danko.
2. If Stanley and Danko’s book hadn’t been so successful and hadn’t made the best-seller list, Stanley might not have written his next best-selling book.
3. If Stanley had continued his job at the university, he wouldn’t have made so much money. He probably wouldn’t have become a millionaire himself if he hadn’t decided to write about millionaires!
4. On the other hand, if Stanley hadn’t become famous, he could have enjoyed a quiet life as a professor.

Extra activity – pairs

Books closed. Pairs retell the story of Thomas Stanley, using sentences that begin with *If he had . . .* or *If he hadn’t . . .*

B



Preview and do the task Read the instructions aloud. Ask a S to read the four ideas aloud.

Direct Ss’ attention to the example paragraph for “a person you met.” Ask a S to read it aloud. Have Ss complete the task and write their paragraphs.

C

- **Preview and do the task** Say, “Look at the example paragraph again.” Ask Ss what questions they would ask this person (e.g., *When did this happen? How did you actually meet? Who would Jack have married if he hadn’t met you?*).
- Say, “Now take turns reading your paragraphs aloud in groups and then ask each other questions about them.” Have Ss complete the task.



Recycle a conversation strategy This follow-up task recycles expressions for sharing experiences (see Unit 8, Lesson C, p. 80). Review the expressions (e.g., *I had a similar experience.; That reminds me (of) . . . ; That happened to me.*). Say, “If you and another group member have had a similar experience, tell the group about it” (e.g., *Paolo and I had a similar experience . . .*).

Extra activity – pairs

Pairs work with a partner who was not in their group for the discussion in Part C. They share the most interesting stories told by their groups.



Assign Workbook pp. 74 and 75. (The answer key begins on p. T-254.)

Lesson B *In the public eye*1 *Building vocabulary and grammar*

- **Set the scene** Read the lesson title aloud. Say, “When people are ‘in the public eye,’ the events in their lives are constantly reported by the media. Name some people in the public eye. Why are they in the news?”

A  (CD 3, Track 15)

- **Preview the task** Books closed. Say, “Listen. How did Lana become famous? Write your answer.”
- **Play the recording** Ss listen and write.
- **Play the recording again** Books open. Ss listen, read along, and review their answer. Check the answer with the class. [She got discovered in a karaoke club by the producer of a talent show. Later, she entered the talent show and won.]
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

B

- Word sort** → **Preview the task** Ask a S to read the column headings in the chart aloud. Say, “Complete the chart using expressions from the conversation.”
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

Ways to become famous

You get discovered by someone.

You're just in the right place at the right time.

You have connections.

When you're becoming famous

Your career really takes off.

You make headlines.

You're in the headlines a lot.

When things don't work out

Your career goes downhill.

You get bad press.

You drop out of sight.

Extra vocabulary: *in the public eye*

Present or have Ss suggest extra vocabulary for talking about people in the public eye, such as *achieve*

stardom, a flash in the pan, a has-been, a one-hit wonder, an overnight sensation, get a lucky break.

- Say, “Now tell your partner about someone famous. How did that person become famous?”

C

Figure it out → **Preview the task** Say, “Look at the conversation again. Underline the sentences you see that have a short question added at the end of a statement.” [You haven't seen her show yet, have you?; She's a blues singer, isn't she?; I guess I'm a little out of touch, aren't I?; She won the show this year, didn't she?; It's amazing, isn't it?; He's kind of dropped out of sight, hasn't he?; That wasn't too smart, was it?]


- Say, “Compare the statement and short question sections of each sentence you underlined. What do you notice about the tenses?” [They're the same.] Ask, “What do you notice about the question section when the statement section is affirmative?” [It's negative.] Ask, “What do you notice about the question section when the statement section is negative?” [It's affirmative.] Read the instructions aloud.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. Lana's a singer, isn't she?
2. She won a talent show, didn't she?
3. Java Thomas got caught shoplifting, didn't he?
4. His career hasn't taken off, has it?

- **Focus on the form and the use** Say, “The short questions added to the end of the statements are called *tags*. Tags change a statement into a kind of question called a *tag question*. People use tag questions to check information or to ask someone to agree or confirm information.”
- Say, “A tag has the same tense as the statement it follows. When the statement is affirmative, the tag is negative. When the statement is negative, the tag is affirmative.”

2 *Speaking naturally*

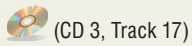
 (CD 3, Track 16)

- **Preview the task** Say, “When you use a tag question when you're not sure, the intonation rises on the verb in the tag. When you use a tag question when you're sure and think someone will agree, the intonation falls on the verb in the tag.” (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud.
- **Play the recording** Ss listen, repeat, and then practice the conversation in Exercise 1 again.

Extra activity – pairs

Each pair looks at the questions from Exercise 1, Part C, again and marks each one either with *S* for “sure” or *NS* for “not sure.” S1 reads his or her questions, using falling intonation for questions with *S* and rising intonation for ones with *NS*. S2 responds with, “You're sure, aren't you?” or “You're not sure, are you?” depending on the intonation. Partners switch roles and repeat the activity.

3 Grammar



- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, “The tag in these tag questions consists of *be* or an auxiliary verb, a pronoun, and *not* if the tag is negative. The pronoun usually agrees with the subject. For example, *Peter and John saw the movie, didn't they?* *They* is used with the third-person plural subject – *Peter and John.*”
- Have Ss look at the left side of the chart. Point out that tag questions with an affirmative statement get a negative tag. Have Ss look at the right side of the chart. Point out that tag questions with a negative statement get an affirmative tag.
- Say, “Look at the first example in each column. What’s the verb in the statement sections of these tag questions?” [*be* in the simple present] Ask, “What verb is in the tag?” [*be* in the simple present] Say, “Look at the second example in each column. What’s the verb tense in the statement sections of these tag questions?” [simple past] Ask, “What kind of verb is in the tag?” [the auxiliary *did*] Say, “Look at the third example in each column. If the verb in the affirmative statement is the present perfect, what do you use in the tag?” [the auxiliary *has* or *have*] Ask Ss to look at the last pair of example sentences. Say, “When *that* is the subject, the pronoun used in the tag is *it.*”
- Have Ss look at the bottom sections of the chart. Say, “Answer *yes* to agree with an affirmative statement with a negative tag. Answer *no* to agree with a negative statement with an affirmative tag.”
- For more information, see Language Notes at the beginning of this unit.
- **Present In Conversation** Have a S read the information aloud.

4 Talk about it

- **Preview and do the task** Read the instructions aloud. Have individual Ss each read a discussion question aloud. Remind Ss to use tag questions where possible as they do the task (e.g., *S1: I guess Brad Pitt's always in the headlines, isn't he?* *S2: Yeah. He was in the headlines a lot when he left Jennifer Aniston, wasn't he?* *S3: The tabloids put them on their covers a lot, didn't they?*). Have Ss complete the task.
- **Follow-up** Several groups report to the class on their discussion.

5 Vocabulary notebook

- Tell Ss to turn to Vocabulary Notebook on p. 106 of their Student’s Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-106.)

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: ask two Ss to each read a conversation.

Answers

- A* You’ve heard of Bono, haven’t you?
B I think so. He sings with U2, doesn’t he?
A Yeah. He’s their lead singer. They’re an incredible group, aren’t they?
B Yeah, they are. They’re not American, are they?
A No, they’re Irish. Bono is amazing. He’s done a lot to fight poverty.
B He’s raised a lot of money for charity, hasn’t he? I mean, he does a lot of campaigning and stuff, doesn’t he?
A Oh, yeah. He’s a real activist.
- A* When was Marilyn Monroe famous? It was in the 1950s, wasn’t it?
B Yeah, but she made a movie in the 1960s, too, didn’t she?
A I think you’re right. She was mainly a movie star, wasn’t she? I mean, she wasn’t a singer, was she?
B Well, she sang in some of her movies, but she was basically an actress. You’ve seen her movies, haven’t you?
A No, but I’d like to. It’s amazing, isn’t it? She died years ago, but she’s still famous.

B

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. As Ss complete the task, go around the class listening for rising and falling intonation. If necessary, replay Exercise 2 on p. 100 (CD 3, Track 16).

Extra activity – pairs

Pairs talk hypothetically about a sports star or a star from another field who has dropped out of sight and whose career has gone downhill (e.g., *If (name) hadn't had so many injuries last season, he would have won the championships / title.*). Have several pairs tell the class about the star they discussed.



Assign Workbook pp. 76 and 77. (The answer key begins on p. T-254.)

Lesson C Good question!

↻ Lesson C recycles expressions for giving advice and tag questions.

1 Conversation strategy

Why use tag questions to give encouraging advice?

When people give advice, tag questions can make the advice sound softer because the speaker appears to be asking a question rather than directly telling the listener to take the advice. (For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Ask, “What are some things that people take lessons or classes to learn how to do?” Ask a few Ss (e.g., *sing, dance, play an instrument, play a sport, cook*). Say, “Think of a time that you were trying to learn to do something new. Did you ever feel discouraged and want to quit? What did you do?” Ask Ss to answer (e.g., *I talked to the other students / the teacher. I just tried harder. I asked a friend for help.*).

A (CD 3, Track 18)

- **Preview the task** Read the instructions aloud. Ask a S to read A’s line aloud. Have two other Ss each read a possible response aloud. Have Ss circle the letter of the response that sounds “softer” and more encouraging. Check the answer with the class. [b]
- Say, “Listen to Steve and Nela’s conversation. Why is Nela thinking of dropping out of her acting class? Listen and write the answer.” Note the usual American English pronunciation of the name: Nela: /nɛlə/.
- **Play the recording** Books closed. Ss listen and write. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and review their answer. Check the answer with the class. [She doesn’t think she’s learning much, and the teacher never gives her any feedback.]
- **Present Notice** Read the information and the example aloud. Have Ss find the examples in the conversation. Ask individual Ss to each read an example aloud. Write the answers on the board. [Well, you could look for another class, couldn’t you?; Well, before you do that, it would be good to talk with her, wouldn’t it?; You should at least give it a chance, shouldn’t you?]
- Say, “Look at these tag questions. Which part of the statement appears in the tag?” [the modal] Underline the modals in the statements and their tags.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Tell Ss to use rising intonation for the tags.

B

- **Preview the task** Tell Ss to match the problems in the first column with the advice in the second column. Tell Ss to read all the problems and all the advice first. Help with new vocabulary as needed.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. c 2. a 3. b

- Have Ss role-play the conversations, taking turns playing each role.
- Have Ss role-play the conversations again, taking turns giving their own advice. Tell Ss to use rising intonation for the tags.
- **Follow-up** Ss form small groups. For each problem, group members report the advice they received. The group decides which advice was best. Groups then report to the class. The class decides the best advice for each problem.

Extra activity –pairs

Write on the board:

I’m learning to ski / skate, but I keep falling.

I have to give a presentation in class, but I’m really nervous.

I want to ask my boss for a raise, but I don’t know what to say.

Ss brainstorm other situations similar to these and write them on the board. Partners take turns reading the problems and giving advice using tag questions. Remind Ss to vary their choice of modal.



Tell Ss to turn to Self-Study Listening, Unit 10, at the back of their Student’s Books. Assign the tasks for homework, or have Ss do them in class. (See the tasks on p. T-131 and the audio script on p. T-133.)

2 Strategy plus

Why use expressions such as *It's hard to say*?

Some questions are difficult to answer. Starting an answer with expressions such as *It's hard to say* gives the speaker time to think of an answer. It also shows the listener that the question is hard to answer and that the speaker is giving serious consideration to possible answers. (For more information, see Language Notes at the beginning of this unit.)

- **Present Strategy Plus** Tell Ss to look back at the conversation on p. 102. Have Ss find and underline the expressions that Steve and Nela use to show that the question they are answering is a difficult one. Ask a S to read the expressions aloud. [It's hard to say.; Good question. I wish I knew.; That's a tough one.]
- Read the information and the examples in Strategy Plus.



Preview and do the task Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task.

Extra activity – pairs

Working with the same partner, pairs discuss the questions from Exercise 2 to which it was easy for them to answer *no*. S1 asks the question again, and S2 answers, giving a reason. S1 responds with a tag question with a modal. (e.g., S1: *Would you like to perform on stage in front of a lot of people?* S2: *Absolutely not! I'd be terrified!* S1: *Well, you could always practice in front of groups of friends first, couldn't you?*).

3 Listening and speaking



(CD 3, Track 19)

- **Preview the task** Read the instructions aloud. Before playing the recording, have Ss read through the questions.
- **Play the recording** *Audio script p. T-249* Ss listen and circle *a* or *b*.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: have individual Ss each give an answer.

Answers

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

B



Preview and do the task Read the instructions aloud. Ask a S to read the ideas aloud. Say, "Make notes about what you would like to achieve and about the problems you would face." Have Ss complete the task.

C

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task.
- **Follow-up** Several Ss tell the class what they would like to achieve, one of the problems they would face, and the advice they received from their partner for solving the problem.

Extra activity – groups

Group members each present what they would like to achieve and name some problems they would face. Other group members take turns giving advice, using tag questions.



Assign Workbook pp. 78 and 79. (The answer key begins on p. T-254.)

Lesson D Pulling through

1 Reading

- **Set the scene** Read the title of the lesson aloud. Ask, “Can you guess what *pulling through* means?” Get ideas from Ss (e.g., *to survive difficulties; to succeed even if you have trouble*).

↻ **Recycle a conversation strategy** Ask, “Who are some celebrities in the news that have had problems? What kinds of problems have they had?” Encourage Ss to give ideas using expressions to quote information (e.g., *Evidently, . . . has had a lot of bad press; I’ve heard that . . . has had financial difficulties.*). (See Unit 9, Lesson C.)

A

Prereading

- **Preview the task** Read the instructions aloud. Write on the board: *To become a movie star, you need to be ____.* and add the examples: *confident, determined, competitive.*
- Ask, “Do you think movie stars need to have these qualities?” Read the examples aloud. Have Ss raise their hands if they agree. Ask a few Ss who raise their hands to explain why (e.g., *Movie stars need to be confident. They need to be able to tell directors and producers that they can do a good job in different roles.*).
- **Do the task** Have Ss work in pairs and write their own lists of personal traits that movie stars need. Give Ss two minutes to brainstorm as many ideas as they can. When Ss finish, have pairs read out two or three of their ideas, and add them to the ideas on the board (e.g., *aggressive, attractive, decisive, flexible, hardworking, independent, motivated, outgoing, self-disciplined, sensitive, talented, unique*). Ask Ss to explain why they chose the words.

B

During reading

- **Preview the reading** Have Ss read the title of the article and look at the photo. Ask, “What do you know about Renée Zellweger?” Note the usual American English pronunciation of the name: Zellweger /zélwægər/. Get ideas from Ss (e.g., *a movie she was in such as Chicago, awards she has won such as an Academy Award for best supporting actress*).
- Read the instructions aloud. Say, “As you read, write down traits you think Zellweger has and the information from the article that supports your ideas.”
- **Do the reading** Tell Ss to read the article. After Ss finish, have them work in pairs and compare their ideas on Zellweger’s traits. Have pairs report some of their ideas to the class and explain why they chose the traits they

did (e.g., *confident – Paragraph 5: I’ve always had an inner confidence.; determined – Paragraph 5: [T]here was always something there inside me that let me know I’d pull through.; down-to-earth – Paragraph 6: My family didn’t have a ton of money.; hardworking – Paragraph 2: Renée worked as a waitress until she started to land roles.; independent – Paragraph 3: [S]he is simply a . . . self-reliant survivor., Paragraph 5: I count on me.; self-disciplined – Paragraph 2: Success did not come overnight., Paragraph 5: I’ve had tough times.; unique – Paragraph 3: not the most glamorous or the most seductive).*

- **Follow-up** Ask, “What was the most interesting thing you learned about Renée?” Get ideas from Ss.

C

Postreading

- **Preview the task** Read the instructions aloud. Say, “The meanings are listed in the same order as the words and expressions appear in the article. Read through the article slowly. When you come to an expression that you think has a similar meaning, try it in the sentence.”
- **Do the task** Have Ss find the words and expressions for the meanings. Check answers with the class.

Answers

1. commotion (Paragraph 1)
2. cherubic (Paragraph 2)
3. land roles (Paragraph 2)
4. struck a chord with (Paragraph 3)
5. an underdog (Paragraph 3)
6. plucky (Paragraph 3)
7. picked at (Paragraph 4)
8. shrugged off (Paragraph 4)
9. we never went without (Paragraph 6)
10. not think twice about it (Paragraph 7)

Extra activity – class

Play “Celebrity.” Ss take turns presenting clues. One S thinks of the name of a celebrity and gives clues, perhaps including some traits of the celebrity. The other Ss try to guess the celebrity.

D

- **Preview and do the task** Read the instructions aloud. Have Ss decide if they agree or disagree with each statement and find information in the article to support their answer. Then have Ss discuss their ideas in pairs.
- Read each statement aloud, and call on pairs to report their ideas. The class discusses whether or not they agree.

Possible answers

1. Disagree. The article says she grew up in a small town in Texas and that she didn't seem destined for fame.
2. Disagree. The article says her family didn't have a ton of money.
3. Disagree. The article says success did not come overnight.
4. Agree. She says in the article that she has always had an inner confidence.
5. Agree. She says her father made a lot of sacrifices to do what was best for the family. He sounds very hardworking, and Renée is too.
6. Agree. She says that she likes being able to make long-distance phone calls anytime, though money doesn't sound overly important to her.

2 Speaking and listening

A

- **Preview and do the task** Read the instructions and the list of ideas aloud. Have pairs write their own ideas. Then ask Ss to call out their ideas. Write them on the board.
- Have Ss discuss the definitions for success in the book and on the board. To model the task, have two Ss read the example conversation aloud.
- **Follow-up** A few Ss give their top definition of success and a reason why.

B (CD 3, Track 20)

- **Preview the task** Read the instructions aloud.
- **Play the recording** *Audio script p. T-250* Ss listen and write their answers. Check answers with the class.

Answers

1. enjoying life every day
2. doing something worthwhile
3. getting recognition as a musician
4. having lots of money

C (CD 3, Track 21)

- **Preview the task** Read the instructions aloud. Say, "First check *yes* or *no*. Then write a couple of words to help you remember the reasons – don't write complete sentences."
- **Play the recording** *Audio script p. T-250* Ss listen, check *yes* or *no*, and make notes.
- **Play the recording again** Ss listen and review their answers. Then have Ss write the reasons as complete sentences. Check answers with the class.

Answers

1. Yes. Because she finds something to enjoy about everything she does.
2. Yes. Because she thinks teaching school is useful.
3. No. Because he isn't famous as a musician yet.
4. No. Because she can't afford luxuries yet.

3 Writing

- **Preview the task** Read the instructions aloud. Tell Ss to read the example profile. Ask some comprehension questions (e.g., *How has Alexis become successful? What challenges did she face along the way?*).
- **Present Help Note** Read the information aloud. As you read each point, call on a S to read aloud the corresponding sentence from the example article.
- Write sentences from the article on p. 104 such as the following on the board. Have Ss look back and identify whether they are topic sentences or supporting sentences:

Renée was the girl with the unlikely last name and cherubic face, who didn't seem destined for stardom. [T]

Just as Renée was enjoying newfound fame, she encountered controversy. [T]

I count on me, and I've always known that I could take care of myself. [S]


- **Do the task** Have Ss write their stories. Write these questions on the board to help guide Ss:
*In what way is the person successful?
What challenges did he or she face along the way?
How did he or she handle the challenges?
How did the challenges change or inspire this person?*
- **Follow-up** Ss work in small groups and read their articles. Group members decide which people from the articles faced the biggest challenges.

Extra activity – class

After Ss begin writing, Ss call out some of their topic sentences. Write them on the board. The class works together to say if they are good topic sentences or not, and improve them if necessary.

4 Free talk

- Tell Ss to turn to Free Talk 10 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-106A.)

 Assign Workbook pp. 80 and 81. (The answer key begins on p. T-254.)

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, "The meaning of idioms is not obvious from the individual words that make them up. Writing sentences meaningful to you that include idioms will help you learn and review them."
- **Present Fame and Fortune** Books closed. Ask Ss to work in pairs and list words that are often used with the word *fame*, such as verbs that precede it. Books open. Have a S read the list aloud. Ask pairs to raise their hands if they guessed any correctly and say which ones.

↻ These tasks recycle vocabulary for describing celebrity careers.

1

- **Preview the task** Read the instructions aloud. Have two Ss read the example sentence and its explanation aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

- | | | | |
|------|------|------|------|
| 1. c | 3. b | 5. g | 7. d |
| 2. h | 4. a | 6. e | 8. f |

2

- **Preview the Word Builder task** Say, "This Word Builder task will help you learn more ways to talk about celebrities and will give you practice writing sentences that explain idioms." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class: for each sentence, ask a S to read his or her answer. Have Ss with different answers read their explanations aloud.

Possible answers

1. They respect and admire pop stars.
2. She's going to be extremely successful in her career.

3. Some rock bands are still making a lot of good music and have a large number of fans after 20 or 30 years.
4. That young actor is going to be famous one day.
5. She had connections to the people that make the decisions about who to hire, so she got the part.
6. He came to the city to try and get a job in the movie / entertainment industry.

On your own

- **Present On Your Own** Read the instructions aloud. Ask a S to explain the example in the picture.
- **Follow-up** At the start of the next class, Ss form small groups and read their lists of people and the idiomatic expressions they choose. Each group member shares one of their names and expressions with the class.

Vocabulary notebook

Do your best!



Learning tip Learning idioms

Idioms are expressions in which the meaning isn't obvious from the individual words. When you learn a new idiom, it helps to write an example sentence that explains or clarifies its meaning.

1 Match these sentences containing idioms with the explanations on the right.

- | | |
|---|---|
| 1. He's been <u>in the headlines</u> a lot lately. <u>c</u> | a. His career is going really well. |
| 2. He's <u>getting</u> a lot of <u>bad press</u> . <u>___</u> | b. People think he's going to be a great actor. |
| 3. He's an <u>up-and-coming</u> actor. <u>___</u> | c. He's been in the news. |
| 4. His <u>career</u> has really <u>taken off</u> . <u>___</u> | d. You don't hear about him anymore. |
| 5. He <u>got discovered</u> very young. <u>___</u> | e. He knew people who helped his career. |
| 6. He <u>had connections</u> in the industry. <u>___</u> | f. He's getting fewer and fewer acting roles. |
| 7. He's really <u>dropped out of sight</u> . <u>___</u> | g. He started his career at a young age. |
| 8. His acting <u>career</u> is going <u>downhill</u> . <u>___</u> | h. The news media are criticizing him. |

2 **Word builder** Now write explanation sentences for these idioms. Find out the meaning of any expressions you don't know.

1. A lot of young people really look up to pop stars.

2. My friend is a great singer. She's going to go a long way.

3. Some rock bands are still going strong after 20 or 30 years.

4. That young actor is going to make a name for himself.

5. She knew the right people, so she got the part.

6. He came to the city to try to get into show business.

Fame and fortune

The words most likely to be used with **fame** are:

1. fame **and fortune**
2. **gained** fame
3. **hall of** fame
4. **claim to** fame
5. **achieved** fame

On your own

Make a list of 10 famous people you like. Can you use a different idiomatic expression about each person?



Free talk 10

1

- **Preview the task** Tell Ss to turn to the back of their Student's Books and look at Free Talk 10. Say, "Look at the quotations." Have individual Ss each read a quotation aloud. Help with new vocabulary as needed. Ask, "Which quotations do you agree with? Which one is your favorite? Why? Discuss these topics with your group."
- **Do the task** Have Ss complete the task.
- **Follow-up** Several groups report which quotations they agreed with and which one was their favorite, saying why.

Culture note

Bob Dylan (1941–) is one of the most respected modern American singers and songwriters, and his music features a mix of styles including folk and rock. His songs often incorporate social commentary, such as his famous song *Blowin' in the Wind*.

Booker T. Washington (1856–1915) was a promoter of education for African Americans and was the founder of Tuskegee Institute in Alabama. He himself had been a slave, and he wrote an autobiography titled *Up from Slavery*.

Helen Hayes (1900–1993) was a famous American stage and screen actress. She was called "The First Lady of American theater" and won many acting awards, including Academy Awards in 1932 and 1970.

Dr. Joyce Brothers (1928–) is a psychologist who became famous as a media figure in the United States. She has written a newspaper advice column since the 1960s.

Harrison Ford (1942–) is a famous American movie actor, particularly known for roles in the *Star Wars* and *Raiders of the Lost Ark* series.

Yoko Ono (1933–) is a Japanese-American artist working in a variety of forms. She is well known as having been the wife of the Beatle John Lennon.

[Sources: New American Desk Encyclopedia, Wikipedia]

2

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

3

- **Preview the task** Tell Ss to write their name beside their definition of success and leave it on their desk where it will be easy for their classmates to read. Say, "Now go around the class, and find out your classmates' definitions. Choose the two you like best, and write them down with the names of the students who wrote them."
- **Do the task** Have Ss complete the task.
- Say, "Now share the quotations of success you chose with the class." Then have several Ss read the quotations they liked best to the class.

Free talk 10

Quotations

- 1 Group work** Look at the quotations below. Which ones do you agree with? Which one is your favorite? Why?

A man is a success if he gets up in the morning and gets to bed at night, and in between does what he wants to do.
– Bob Dylan

Success is a state of mind. If you want success, start thinking of yourself as a success.
– Dr. Joyce Brothers

Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.
– Booker T. Washington

I realized early on that success was tied to not giving up. . . . If you simply didn't give up, you would outlast the people who came in on the bus with you.
– Harrison Ford

Always aim for achievement, and forget about success.
– Helen Hayes

I am busy living in the "right now" and trying to do my best every day. That to me is success.
– Yoko Ono

- 2** Can you think up your own definition of "success"? Complete the sentence below.
Success is _____.

- 3 Class activity** Now go around the class, and find out your classmates' definitions. Choose the two you like best, and write them down with your classmates' names. Then share your new "quotations" with the class.

Free talk 11

Save the world!

- 1 Group work** How would you like to help save the world? Make plans to create an organization that could fight for an important cause. Answer the questions below.

1. What is your organization called? Choose a name.
2. What is the purpose of your organization? What cause are you fighting for?
3. What are you going to ask people to do to support your cause?
4. What will you do with any money you raise?

- 2 Class activity** Present your cause to the class. Each person in the group can take part in the presentation, or you can choose a spokesperson. Answer questions from your classmates about your organization.

Save the butterfly!

We want to open a live butterfly sanctuary. . . .

Water for the world!

We need to provide water to areas of the world where there are droughts. . . .

DON'T STEP ON THE GAS!

Walk, bike, or take the bus – but don't drive! . . .

PICK IT UP!

When you see garbage on the ground or by the road, don't leave it there. . . .

ENERGY AWARENESS

There are many ways to stop wasting energy in our daily lives. . . .