

The Fourth Edition of *World Link* offers all the flexibility a teacher needs to successfully instruct classes in person, online, and in blended classrooms. For online and blended classes, utilization of the Classroom Presentation Tool (CPT) and My World Link Online Practice and Student’s eBook allows a teacher to successfully deliver all of *World Link*’s contents and assets digitally. These tools give instructors the flexibility to design a class that works most effectively for them and their students.

Before class, teachers can utilize the Teacher’s Book to plan both digital and in-person classes, as well as download scripts, answer keys, extra worksheets, and more supplements from the companion site to make sure that the content and focus of the class is the one that best serves the needs of their students and school. This gives teachers the flexibility and confidence to teach effective and fun lessons using the CPT, online resources, print resources, or a combination of all three.

On the Unit Opener spread, teachers can use the CPT to present the photo, as well as introduce the themes and goals of the unit. The Teacher’s Book provides additional notes and information that can help guide the conversation, as well as warm-up exercises to activate prior knowledge.



A couple at an amusement park in Brasilia, Brazil

# MEN AND WOMEN

LOOK AT THE PHOTO. ANSWER THE QUESTIONS.

1. Where are these people? How do they feel?  
2. What do you think happened before the photo was taken?

**WARM-UP VIDEO ▶**

**A** Watch the beginning of the video. How did the tree become special? What is its history?

**B** Watch the rest of the video. Circle **T** for true or **F** for false.

1. A matchmaker is someone who brings together people who should be couples.	<b>T</b>	<b>F</b>
2. People send the tree 1,000 letters per year, mostly from Germany.	<b>T</b>	<b>F</b>
3. People go to the tree and pick letters to answer.	<b>T</b>	<b>F</b>
4. A woman wrote to Karl and now they are married.	<b>T</b>	<b>F</b>
5. Karl thinks the internet works better than the tree.	<b>T</b>	<b>F</b>

**C** Discuss the questions with a partner.

1. Summarize how people meet each other using the tree in Germany. Do you think this is a good way to meet someone? Why or why not?  
2. What are common ways that couples meet in your country?

**GOALS**

**Lesson A**

- / Talk about changing or improving your appearance
- / Disagree with others politely

**Lesson B**

- / Discuss dating experiences
- / Give relationship advice

46 - 47


For the Warm-Up Video exercises, teachers can play the video directly from the CPT and complete the Student Book gradable exercises. Teachers also have the flexibility to assign the video exercises in the Online Practice as additional practice, or as a way to practice viewing skills outside of class if there is not time to cover the video in class.

This blended approach allows teachers to further test students’ viewing skills and comprehension, as well as have more open-ended discussions about the video and how it relates to the unit’s theme. The Teacher’s Book also has instruction tips and extension exercises related to the Warm-Up Videos.

NATIONAL GEOGRAPHIC LEARNING

## Unit 4 | Warm-Up | Video B

Watch the rest of the video. Select **T** for true or **F** for false.



1. A matchmaker is someone who brings together people who should be couples.

**T** **F**

2. People send the tree 1,000 letters per year, mostly from Germany.

**T** **F**

3. People go to the tree and pick letters to answer.

**T** **F**

4. A woman wrote to Karl and now they are married.

**T** **F**

LESSON A

In the Vocabulary section, teachers can use the CPT zoom tool to focus on the vocabulary on the page. The CPT also allows teachers to display an interactive version of many of the activities on the Student's Book page. This allows teachers to present gradable versions of exercises for students to complete in class and reveal the answers one at a time to review as a class. In examples like Exercise A on this page, cues like the Word Bank are also included in the exercise.

For communicative activities like B–D, pair or group students in breakout rooms to complete the tasks, setting a time limit before calling the class back together to review answers.

4A APPEARANCE

VOCABULARY

A With a partner, match the verbs in the left column of the Word Bank with one or more nouns in the right column. Write your ideas below. Use a dictionary to help you.

brush your hair, brush your teeth

WORD BANK

Ways to improve or change your appearance

brush	your	ears pierced
dye	face	hair
get*	head	teeth
shave	teeth	
straighten		
wash		

\*You can also get a haircut / facial / manicure / tattoo.

B With your partner, complete the questions with the correct form of a verb from A.

How often do you ...	1	2	3	4
1. brush your teeth?				
2. dye your hair?				
3. get your face?				
4. shave a haircut?				

Have you ever ...

5. your hair a different color?	
6. your ear(s) pierced?	
7. your teeth?	
8. a manicure or facial?	

C Stay in pairs. Each of you will ask three people the questions in B. Write their responses in the chart.

Student A: Interview only women. Student B: Interview only men.

6.6 How often do you wash your hair? Every few days. 9.9 No, but I want to! 9.9

D Compare answers with your partner. Who seems to spend more time on their appearance—the men or the women? Or are they mostly the same? Why do you think this is? Tell the class.

48 | UNIT 4

LISTENING

A Make predictions. Look at the photos and read the caption below. Answer the questions.

1. What did researchers study?

2. What difference do you think they noticed?

3. When and why do you take selfies?

B Why do people take selfies? Read the sentences below. Then listen and circle the reasons mentioned.

1. People take selfies when ...

a. they're on vacation

b. they're bored

c. they've changed their appearance

2. People take selfies to post on ...

a. professional networking sites

b. dating sites

c. blogging sites

C Read the information in the chart. Try to guess the answers. Then listen and write one or two words in each blank.

Differences in how men and women take selfies		
They hold the phone ...	As a result, they appear ...	They post these photos on ...
1. _____ for many photos.	2. _____ and _____	3. _____ and _____ sites.
Men 2. _____ for some photos.	4. _____ or more	5. _____ sites.

D Listen again. Write any information you missed.

E Discuss the questions in a group.

1. In your opinion, what does this study tell us about how men and women think about their appearance? Review the facts in C and draw at least one conclusion.

2. Look at different photos on social media. Do you notice the patterns discussed in the talk?

WORD BANK

appear to seem; to look a certain way

attractive good-looking

professional related to the workplace

ACADEMIC SKILL

Draw Conclusions

When you draw a conclusion, you think about the facts presented. Then you form your own opinion based on the facts.

Researchers studied how men and women take selfies. They noticed an interesting difference.

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Using the CPT tools, teachers can also set a timer for students to complete exercises before reviewing answers as a class, as well as zoom in on and highlight more communicative exercises and models to guide class discussion, even digitally.

3

Unit 4 | Lesson A | Vocabulary 2: Practice

hair dyed professional shaved his head shaving ears pierced

hair and face gets a tattoo appearance

Miguel is someone who changes his all the time. His different styles get reactions from people, but he does have trouble looking . He's always posting selfies with his an unnatural color, like pink or bright green. At work, they told him that he had to stop dying his hair. So then he , but stopped his face, so he had no hair and a huge beard. He got his because his parents told him not to. He does wash his , and keep clean, but he always looks so different. So far, all of the ways he has changed his appearance are temporary. But it won't be long before he . I hope he understands that they don't wash off.

Using the Online Practice, teachers also have the option to assign additional practice. Using the adaptive functionality of the Online Practice, students will be assigned a set of activities as well as review in the form of flash cards and extra practice, where necessary.

Unit 4 | Lesson A | Vocabulary: Review

Review the vocabulary.

wash your hair

4



The Teacher's Book includes expansion activities, tips for completing each of the Student Book exercises, and explanations of the Listening strategies and skills being used.

Using the Classroom Presentation Tool, teachers have the option to zoom in on information and Academic Skills boxes in order to highlight the important content. The Teacher's Book also provides additional information and presentation ideas for the Academic Skills.

### SPEAKING

**A** Laura wants to dye her hair. Listen to and read the conversation. Then answer the questions.

**LAURA** Guess what? I'm going to dye my hair blue!

**BOB** Blue? Are you sure? It's such a bright color.

**LAURA** I know, but I think it'll be cool.

**BOB** Have you ever dyed your hair a totally different color?

**LAURA** No, never. Why?

**BOB** It's a really big change, and it'll last for a while.

**LAURA** I know what you mean, but I want a whole new look.

**BOB** OK. Well, just make sure you go to a good salon.

**LAURA** I will. I've already done my research and found a place.

1. What does David think of Laura's plan? What reasons does he give?

2. Does Laura agree or disagree with David? What does she say? Underline the expressions.

### GRAMMAR

**A** Read the Unit 4, Lesson A Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.

ADVERBS USED WITH THE PRESENT PERFECT		
	With questions	With affirmative verbs
<b>ever</b>	Have you <b>ever</b> dyed your hair?	I've <b>never</b> dyed my hair (before) / No, <b>never</b> .
<b>never</b>		
<b>yet</b>	Have you <b>already</b> bought new glasses <b>yet</b> ?	I haven't bought new glasses <b>yet</b> / No, not <b>yet</b> .
<b>still</b>		I <b>still</b> haven't bought new glasses.
<b>already</b>	Have you <b>already</b> bought new glasses? Have you <b>already</b> bought new glasses <b>already</b> ?	I've <b>already</b> bought new glasses / I've bought new glasses <b>already</b> .
<b>just</b>		I've <b>just</b> washed my hair.

**B** Check (✓) the thing(s) that you have done before. Circle the thing(s) you want to do.

<input type="checkbox"/> dye my hair	<input type="checkbox"/> get hair extensions	<input type="checkbox"/> shave my head
<input type="checkbox"/> get a facial	<input type="checkbox"/> get my teeth whitened	<input type="checkbox"/> straighten my hair
<input type="checkbox"/> get a manicure	<input type="checkbox"/> get my ear(s) / nose pierced	<input type="checkbox"/> straighten my teeth
<input type="checkbox"/> get a tattoo	<input type="checkbox"/> grow a mustache or beard	<input type="checkbox"/> try a new hairstyle
<input type="checkbox"/> get contact lenses	<input type="checkbox"/> join a gym	other: _____

**C** Write the adverbs in parentheses in the correct place in each question.

1. What's something from the list in **B** you've done before? (already) \_\_\_\_\_

2. What's something you have done, but want to? (never) \_\_\_\_\_

3. Why haven't you done it? (yet) \_\_\_\_\_

**B** Ask a partner the questions in **C**, plus a follow-up question. Take notes.

**A:** What's something from the list in **B** you've done already?

**B:** I've dyed my hair—twice.

**A:** Really? What color?

**B:** Blond. Have you ever dyed your hair?

**A:** No, never.

**E** Tell a new person about the partner you interviewed in **D**.

|| I talked to Maria. He's dyed his hair twice.

**B** Practice the conversation with a partner.

**C** Choose an idea (1–3) below. Role-play the situation.

**Student A:** You want to change your appearance. Explain why.

**Student B:** Use the expressions in the Speaking Strategy to politely disagree with your partner's plan.

- You want to shave your head.
- You want to get a tattoo on your wrist.
- You want to get your nose pierced.

**D** Perform your role play for another pair. Answer the questions about their role play.

- What change does Student A want to make?
- What reasons against the change does Student B give?

**E** Change roles and repeat **C** and **D** with a different situation.

**SPEAKING STRATEGY**  
**Disagreeing Politely**

I know (what you're saying), but ...

get it, I hear you, / understand,

|| Guess what? I'm going to get a tattoo on my wrist!

On your wrist? >>>

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Lesson A | 51

**B** Practice the conversation with a partner.

**C** Choose an idea (1–3) below. Role-play the situation.

**Student A:** You want to change your appearance.  
Explain why.

**Student B:** Use the expressions in the Speaking Strategy to politely disagree with your partner's plan.

**1.** You want to shave your head.  
**2.** You want to get a tattoo on your wrist.  
**3.** You want to get your nose pierced.

**SPEAKING STRATEGY**

**Disagreeing Politely** *2B*

<p style="margin: 0;">I <b>know</b> (what you're saying).</p> <p style="margin: 0;">but ...</p> <p style="margin: 0;">get it, / hear you, / understand,</p>	<p style="margin: 0;">but ...</p>
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*2C* Guess what? I'm going to get a tattoo on my wrist!

On your wrist? *2D*

**D** Perform your role play for another pair. Answer the questions about their role play.

**1.** What change does Student A want to make?  
**2.** What reasons against the change does Student B give?

**E** Change roles and repeat **C** and **D** with a different situation.

**1.** What's something from the list in **B** you've done already?

**2.** What's something you have done, but want to? (never)

**3.** Why haven't you done it? (yet)

**B** Ask a partner the questions in **C**, plus a follow-up question. Take notes.

**A:** What's something from the list in **B** you've done already?

**B:** I've dyed my hair—twice.

**A:** Really? What color?

**B:** Blond. Have you ever dyed your hair?

**A:** No, never.

**E** Tell a new person about the partner you interviewed in **D**.

*2E* I talked to Haru. He's dyed his hair twice.

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Lesson A | 51

## Unit 4 | Lesson A | Listening B

\_\_\_\_\_

If teachers choose to click to open the exercise and play the audio, the presentation of the conversation is also larger so that students can follow along on screen. After presenting the conversation, teachers can click to the next screen and complete the activity. The audio is also available on the interactive activity screen to play again, if needed.

NATIONAL GEOGRAPHIC LEARNING

Unit 4 | Lesson A | Speaking A

?

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Laura wants to dye her hair. Listen to and read the conversation. Then answer the questions.

1. What does David think of Laura's plan? What reasons does he give? Underline the expressions. (4)

▶ Play

00:00

00:38

Erase

Laura: Guess what? I'm going to dye my hair blue!

David: Blue? Are you sure? It's such a bright color.

Laura: I know, but I think it'll be cool.

David: Have you ever dyed your hair a totally different color?

Laura: No, never. Why?

David: It's a really big change, and it'll last for a while.

Laura: I know what you mean, but I want a whole new look.

David: OK. Well, just make sure you go to a good salon.

Laura: I will. I've already done my research and found a place.

✓

☰

⚙

For the Speaking Strategy, use the CPT's zoom tool to make the chart larger and play the audio for students.

▶ Play

00:00

00:22

+

SPEAKING STRATEGY

Disagreeing Politely

know (what you're saying),

know (what you mean),

get it, / hear you, / understand,

but . . .

7 |

WORLD LINK FOR ALL CLASSROOMS

Teachers can play the audio several times, as well as pause the audio and have students repeat. Teachers can also zoom in on the communicative exercises and models. For classes that are able to utilize breakout rooms, teachers can have students work in pairs here or assign it to them to work on outside of class as homework. Students can also complete these communicative exercises in class.

Classrooms that utilize the Online Practice also have the ability to engage in speech recognition exercises, in which students can use and respond to the expressions presented in each of the Speaking Strategies, as well as practice the language using interactive role-play exercises. These are useful for extra practice and also allow students to use the expressions in an interactive environment if the digital classroom options for natural communication are limited.

Unit 4 | Lesson A | Speaking 3: Practice

×

Listen to the audio. Speak and record the part of **A** or **B**. Click Play Back to hear your recording.

A:

B:

▶ | 🔊

Are you free tomorrow afternoon, Tina?

No, I'm sorry. I'm going to be at work until around 4:30, and after that I'm going to get a manicure.

▶ | 🔊

▶ | 🔊

You don't usually . . . on occasion?

Not really. I just feel like changing my appearance a little bit.

▶ | 🔊

| 8



In the Grammar section, the CPT makes it easy to present the grammar chart in the Student’s Book, as well as quickly toggle to the Grammar Reference in the appendix. Here you can find additional exercises for students, as well as an expanded chart with additional information about the lesson’s Grammar. Teachers can focus on the full chart to go over it as a class, as well as zoom in further to focus on specific points, as needed. The Grammar Reference activities can be assigned as homework to allow for more communicative practice in class and then reviewed in class using the CPT interactive capabilities.

Back on the Student’s Book page, teachers can have students complete the rest of the activities and review them in class, either by clicking on the activities and calling on students to answer or by zooming in on the activities. For in-class discussion, teachers can utilize the CPT to zoom in on the communicative exercises and models. Teachers can also zoom in on the abridged Grammar chart on the page to review the major points of the presentation, as needed.

The Teacher’s Book also includes more information about the grammar, as well as suggestions for instruction and tips for the implementation of flipped and blended classrooms.

The Online Practice also has additional Grammar Tutorials to help students’ comprehension of both the form and usage of each grammar presentation, as well as extra practice to make sure that students can use the grammar confidently. These activities can be assigned before class as homework so that students come to class ready to use the language or used as review to solidify students’ command of the language.

4 MEN AND WOMEN

LESSON A

ADVERBS USED WITH THE PRESENT PERFECT			
	With questions	With affirmative verbs	With negative verbs
ever	Have you <b>ever</b> dyed your hair?		I haven't <b>ever</b> dyed my hair.
never		I've <b>never</b> dyed my hair (before).	
yet	Have you bought new glasses <b>yet</b> ?		I haven't bought new glasses <b>yet</b> .
still			I <b>still</b> haven't bought new glasses.
already	Have you <b>already</b> bought new glasses? Have you bought new glasses <b>already</b> ?	I've <b>already</b> bought new glasses. I've bought new glasses <b>already</b> .	
just		I've <b>just</b> washed my hair.	

- *Ever* means “at any time.” *Note: I haven’t ever = I’ve never*
- *Never* means “not at any time.” In a statement with *never*, you can add *before* at the end for emphasis.  
*Note: You can reply to a Have you ever question with a short answer: Have you ever dyed your hair? No, never.*
- *Yet* means “up to now.” We use *yet* to talk about something we expect to happen, but hasn’t.  
*Note: You can reply to a Have you ever question with a short answer: Have you bought new glasses yet? (No,) not yet.*
- *Still* has a similar meaning to *yet*. It is used to talk about an ongoing situation.
- *Already* means something happened and is done. *Already* can appear in different places in a sentence.
- *Just* means “very recently”: *I’ve just washed my hair. (I did it five minutes ago.)*

- A

Add the adverbs in parentheses to the correct place in each sentence. Then circle the sentence (a or b) that best follows the first sentence.
1. (never) He's worn bright colors.  
a. He's very fashionable.  
b. He's not very adventurous.

2. (just) I've started a new job.  
a. It's my first week.  
b. I've been here for a year.

3. (already) I've done my homework.  
a. But I'm not finished.  
b. I'm going to watch TV.

4. (yet) I haven't washed my hair.  
a. I'm going to do it now.  
b. I did it this morning.

5. (still) I haven't brushed my teeth.  
a. Where's the toothpaste?  
b. My teeth feel so clean.

6. (just) She's gotten a haircut.  
a. She cut it two weeks ago.  
b. It looks great!

Unit 4 | Lesson A | Grammar: Learn

Watch the Grammar Tutorial.

The Present Perfect with *Already*,  
*Just*, *Never*, *Still*, and *Yet*

Play

00:0001:49

## LESSON B

In the Reading section, teachers can play audio directly from the CPT and have students follow along on the screen or in their books at home.

In many cases, the group work on the Active English page can also be completed with your classroom being one big group! Have students complete Exercise A individually and type their answers in the chat, then explain and discuss the answers in Exercise B together before rewriting the sentences in Exercise C so that the whole class agrees.

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123456789101112

## READING

# DATING DOS AND DON'TS

### ❶ Nice person, no chemistry

You can sit at a dinner table with a coffee shop, and you start chatting. You exchange numbers and later you go out on a date. Unfortunately, things don't go well. You and the other person get along OK, but very quickly you realize that there's no chemistry<sup>1</sup> between you. What could you do? Many people might give up and go home. But experts say there is another option: keep talking. Very often, when people are nervous on a first date, and they can make things uncomfortable. Chatting about hobbies, movies, or music, or even telling a funny story, can help you both relax. It might bring you closer together, too. Do it for an hour. Then, if things don't work out, at least you can say that you tried.

### ❷ An office romance

Workdays, people are working longer than ever. In countries such as South Korea, Mexico, and Turkey, for example, people are spending at least 10 hours at work each week. That's more time spent at work than with family or friends. Is no surprise, then, that workplace romances<sup>2</sup> happen. But is dating a coworker a good idea? Before you go out with a colleague, ask yourself these questions: Are romantic relationships allowed in your workplace? (In many, they are not.) What will others think? (When people in your office find out about your relationship, they may gossip.) And finally, what happens if you and your colleague break up? (Remember you may still have to see him or her—and work together—every day.) In the end, it might be best to keep your personal and work lives separate! [Go on](#)

<sup>1</sup>Chemistry is a strong attraction between two people.

<sup>2</sup>Romance is a romantic (love) relationship with another person.

❸ **Skim for the main idea.** The article gives readers some dating advice. Quickly skim the article and choose the best answer for 1 and 2 below. Then read closely to check your ideas.

1. **❶** the writer gives advice to people on a date who \_\_\_\_\_.  
a. have never met c. aren't attracted to each other  
b. went out in the past d. are coworkers
2. **❷** the writer lists questions to think about before you \_\_\_\_\_.  
a. ask out c. become friends with  
b. break up with d. work with

❹ **For ❸ and ❹, what is the writer's advice?**  
Find and underline it in the passage.

❺ **Find and circle the verbs below in ❶. Match each with its definition. One answer is extra.**

1. ran into \_\_\_\_\_ a. become different
2. give \_\_\_\_\_ b. meet someone by chance
3. work out \_\_\_\_\_ c. succeeded or go well
- d. stop or quit trying

❻ **Work with a partner.** Using your answers in a and b, explain the writer's advice to your own words.

**Student A:** Talk about ❶  
**Student B:** Talk about ❷

❼ **Do you agree with the writer's advice? Why or why not?**

A couple enjoys breakfast across from the Palacio de Bellas Artes in Mexico City, Mexico.

## ACADEMIC

### SKILL

#### Use context clues

As you read, circle any unfamiliar words. Use context clues or your dictionary to help you understand them. Write definitions for the new words in the margin.

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Lesson 10 | 55

All gradable activities in the CPT also have the audio as well as a facsimile of the two-page Reading spread for students to reference as they complete the activities. The Teacher's Book provides tips for utilizing the Reading Strategies and Academic Skills in the Student's Book, as well as extra information on the content of the Reading and additional activities.

**Main idea** The article gives readers some dating advice. Quickly skim the article and choose the best answer for 1 and 2 below. Then read closely to check your ideas.

▶ Play
🔊 🔌 00:00
02:18

<p><b>Nice person, no chemistry</b> You are at a former coworker's at a coffee shop, and you start chatting. You exchange numbers and later, you go out on a date. Unfortunately, things don't go well. You and the other person get along OK, but very quickly you realize that there's no chemistry between you. What should you do? Many people might give up and go home. But experts say there's another option: keep talking. Very often, people are nervous on a first date, and this can cause things uncomfortable. Chatting about hobbies, movies, or music, or even telling a funny story, can help you both relax. It might bring you closer together, too. So if it is an hour. Then, if things don't work out, at least you can say that you tried.</p> <p><i>"Chemistry is a strong attraction between two people. Romance is a choice. Don't settle for a weak attraction."</i></p>	<p><b>An office romance</b> Workdays provide me spending longer than ever. In countries such as South Korea, Mexico, and Turkey. Fortunately, people are working at least 10 hours at work each week. That's more time spent at the office than with family or friends. It's no surprise, then, that workplace romances happen. But is dating a coworker a good idea? Before you go out with a colleague, ask yourself these questions: Are romantic relationships allowed in your workplace? Do many people in your office feel about your relationship they may gossip? And finally, what happens if you and your colleague break up? Remember, you may still have to see him or her—and work together—every day! In the end, it might be best to keep your personal and work lives separated.</p>
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- In ❶, the writer gives advice to people on a date who \_\_\_\_\_.
  - ☐ a. have never met
  - ☐ b. went out in the past
  - ☐ c. aren't attracted to each other
- In ❷, the writer lists questions to think about before you \_\_\_\_\_ a coworker.
  - ☐ a. ask out
  - ☐ b. break up with
  - ☐ c. become friends with

The Online Practice has an additional text based on the Unit's theme, as well as additional exercises to enhance reading comprehension and the skills and strategies taught in the Student's Book.



As in the Lesson A Listening section, teachers can click on the audio and play it directly from the CPT in Lesson B. The audio tracks are also embedded in the interactive exercises themselves. The Teacher's Book includes expansion activities, tips for completing each of the Student's Book exercises, and explanations of the listening strategies and skills being used.

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## LISTENING

**A Understand relationships.** Alex and Karen are talking about Gabe. Listen and write the relationships between the three of them. Use the words in the box. One word is extra. **ask**

brothers friends classmates teammates

**B Complete a chart.** Listen. Complete the flowchart with the missing words. **ask**

**C Try to answer the questions with a partner.** Don't look back at your answers in A and B.

- How do Alex, Karen, and Gabe know each other?
- What happened to Karen?
- What is her plan now? Do you think it will work? Why or why not?

**D You want to ask someone out on a date, but you're too shy.** What do you get? Think of one or two ideas. Then get in a group and follow the directions below.

**Speakers:** Tell the group your ideas.

**Listeners:** For each idea a person says, use a sentence beginning with *or* or *to* to explain what you think.

- The person may agree to go out with you because ...
- The person might turn you down because ...

## GRAMMAR

**A Read the Unit 4, Lesson B Grammar Reference in the appendix. Complete the exercises. Then do the exercises below.**

PHRASAL VERBS			
Subject	Verb	Particle	Object
They	went	out	twice.
Karen	ran	into	Gabe / him after school.
Subject	Verb	Object	Particle
She	threw	his photo / it	away
	threw		away his photo.

**ASKING QUESTIONS**  
Does Karen get along with Gabe?  
Did he ask her out?  
How did they break up?  
Have you ever gone out with him?

**B PRONUNCIATION: Linking sounds** Read the information. Then listen and say the phrasal verbs. Draw a line to connect the words. **ask**

In each phrasal verb below, the verb ends in a consonant sound. The second word starts with a vowel. In spoken English, these two sounds often link together, and the two words sound like one word.

1. ask out	4. find out	7. give up
2. break up	5. get along	8. run into
3. cheat on	6. get over	9. turn on

**WORD BANK**  
turn something off  
to start or stop a machine

**C PRONUNCIATION: Linking sounds** Listen to and repeat the sentences. Notice how different words link together. **ask**

- Alex cheated on Erin.
- Turn on a light, please.
- Don't worry. You'll get over it.
- His asking her out.

**D Work in a small group. Follow the steps below.**

- On nine small pieces of paper, write the numbers 1-9. Put them face down on the desk.
- Take turns. Pick a number. Make a statement or question using the phrasal verb from B that matches that number. Then put the number back. If you make a statement or question correctly, you get a point. Do not use example sentences from this page.
- Play for 10 minutes. Who got the most points?
- Join a new group and play again.

56 UNIT 4

Lesson B

56 - 57

For further practice, or for review or homework, you can also assign the Listening exercises in the Online Practice or the print Workbook. In the Online Practice, the Listening exercises also include the *Good Morning World* video segments, a scripted video series using the themes and language from the unit in the context of a humorous morning news program.

In the Grammar section, the CPT again makes it easy to present the grammar chart and exercises in the Student's Book, as well as quickly toggle to the Grammar Reference in the appendix. The Online Practice also has additional Grammar Tutorials to help students' comprehension of both the form and usage of each grammar presentation, as well as practice to make sure that students can use the grammar confidently.


## Unit 4 | Lesson B | Listening 1: Practice


**Pronunciation.** Listen to the audio. Highlight the words that are linked. Some sentences may have more than one set of linked words.

Play

00:00

00:29



 Erase

Paul gave up on his relationship with Grace.

He is sad, but he'll get over it.

She cheated on him with his best friend.

He discovered it when he ran into them at a café.

Grace doesn't want to break up.

Paul isn't going to make up with her, though.

For the Pronunciation activities, students will receive extra practice in both recognizing and usage of the skills being taught in the Online Practice.

Unit 4 | Lesson B | Listening 2: Practice

Watch the video. Complete the sentences.

GOOD MORNING WORLD

Play

00:08 / 04:01

The CPT again offers teachers the flexibility to complete the Active English in the way that best fits the needs and style of their classroom.

**NATIONAL GEOGRAPHIC**  
LEARNING

58 59

## ACTIVE ENGLISH Try it out!

**A** Complete the story below using the correct form of the verbs in the box.

ask out break up cheat on get along go out find out run into turn down

Jon and Emma met in a college biology class. They (1) got along well and sometimes studied together. One day, Jon texted Emma and (2) \_\_\_\_\_ her but Emma (3) \_\_\_\_\_ him. "Sorry, Jon, I can't," she said. "I have a boyfriend."

A month later, Emma was single. When Jon (4) \_\_\_\_\_, he texted her again. This time, she agreed to (5) \_\_\_\_\_ with him. For months, they were happy together. Then one day, while she was shopping, Emma (6) \_\_\_\_\_ Jon on the street. He was with another girl. They were laughing and holding hands. Emma was shocked. "Are you (7) \_\_\_\_\_ me?" she asked angrily. "Wait, Emma!" Jon said. But Emma walked away, and that night she (8) \_\_\_\_\_ with Jon. "We're done," she texted him.

**B** Take turns reading the paragraphs in **A** aloud with a partner. Answer the questions.

1. How did Jon and Emma meet and start dating? 2. Why did they break up?

**C** Get into a group of four. Role-play the next step in Jon and Emma's story.

1. Each person takes a role: Jon, Emma, Emma's best friend, or Jon's best friend.  
2. Work in pairs.

**Jon and Emma:** Sit with your best friend. Tell him or her what happened.

**Best friend:** Ask questions and give your friend some advice.

64 I'm really upset. I just broke up with Jon. I saw him with another girl.

I've seen him with her, too. 65

66 What's up, Jon?

I ran into Emma earlier, and ... 67

**D WRITING** Read how Jon and Emma are feeling now. What should they do? Turn to the Writing appendix and read one person's email to Emma. Then write a short message to Jon with some advice.

Emma—Two weeks ago, I broke up with Jon because he cheated on me, but I still haven't gotten over him. He keeps texting and saying, "Let's meet." I've turned him down, but I miss him. What should I do?

Jon—Emma thinks I cheated on her ... but I didn't. I've texted her a hundred times already, trying to explain. I don't want to break up, but she won't reply to me. What should I do: give up or keep trying?

## 4B GOALS Now I can ...

Discuss dating experiences ..... 1. Yes, I can.  
Give relationship advice ..... 2. Mostly, yes.  
3. Not yet.

58 UNIT 4

## GLOBAL VOICES ►

**A** Watch the video. Discuss the questions with a partner.

1. What job do the women do? What difficulties do they face?  
2. Why do you think mostly men have done this job? What is being done to bring more women in?

**B** Watch again. Choose T for true or F for false.

1. Lacey wanted to be a firefighter when she was a kid. T F  
2. The women in the video are treated the same as the men they work with. T F  
3. A man was surprised that Kelly was a fire chief. T F  
4. Lacey thinks that it is important for people to see people like themselves doing the job they want to do. T F  
5. The training program teaches women how to work like men. T F  
6. The firefighters want to inspire kids to follow their dreams and be happy. T F

**C** Think of the job you do or a job you'd like to do in the future.

Answer the questions below.

1. When did you know you wanted to do this job?  
2. What made you want to do this job?  
3. Do you think it helps people to see people like themselves doing important or exciting jobs? Why or why not?

**D** Compare your ideas with a partner. Explain your reasoning.

Lacey England is part of a new generation of firefighters that is working to bring more women into the job.

Lesson B | 59

For the Writing exercises, teachers can navigate to the Writing Models in the appendix to review a writing sample and review the skills and techniques that students will need in order to successfully complete the unit's writing task.

## UNIT 4

Hi Emma,

Thanks for your message. I'm sorry you're having a hard time. I hope I can help you.

You say that you broke up with your boyfriend because he cheated on you. But you also say, "I miss him." So, what should you do? I'd suggest that you meet your boyfriend and chat in person. These things are too difficult to discuss by text. Things might work out or you may break up. Whatever happens, at least you can talk about your feelings face to face. Then you can make a decision.

All the best!


Paolo

Summarize the situation by using *You say that + sentence*.

Use an informal greeting and thank the person for the message.

Give advice using *I'd suggest that + sentence*. Explain your answer.

Close with a phrase like:  
*All the best* or *Best wishes*.



The Online Practice also contains exercises to strengthen students' writing skills, such as categorizing, sorting information, and labeling parts of a text. These exercises will provide students with the foundation they need to become successful writers in English.

## Unit 4 | Lesson B | Writing 2: Practice

Highlight where the writer gives and explains advice.

Hi Yuki,

Thanks for your email. I'm sorry to hear that you're upset. I hope this message is helpful.

So, you said that broke up with your boyfriend because he never called or texted you back, but you're also really upset. I know it's hard, but I'd suggest that you try to talk to him and tell him how you feel. Maybe he'll try to text and call back more often. He might not know that it upsets you so much. If things don't get better, then you can break up.

Best wishes, Ken


○ ● ● ● ●

The Global Voices video program presents the ideas and language from the unit in a real-world context. The video can be played on its own and is also embedded within all interactive activities in the CPT. Students can also play the video and complete extra activities related to the Global Voices videos in the Online Practice. This allows teachers the flexibility to go over the video in class, assign it outside of class, or where time is short, not cover the video.

Most Global Voices pages end with activities where students take the ideas of the video and apply them to the world around them. For these activities, teachers can give students time to brainstorm on their own and present their ideas to the class, or give pairs and groups time to work in breakout rooms or outside of class and present their ideas in the next class session.

## Unit 4 | Lesson B | Global Voices 2: Practice

*Watch the video. Choose True or False.*



**LEVEL 3**

Play
 00:02 
06:14



Following each lesson or unit, teachers have access to a variety of assessment options, including tests in the Online Practice and customizable quizzes and tests using ExamView® banks which are located for download on the companion site.

### **BEST PRACTICES FOR USING THE CPT IN A DIGITAL CLASS**

Set classroom expectations. Students should attend class in a quiet space with a fully charged device and their display name correct. They should have their printed book with them. We recommend students keep their video on as much as possible to foster a classroom community and keep themselves muted unless speaking to minimize background noise.

Call on volunteers. Advise students if they should raise a hand on camera or let you know in the chat box that they would like to answer.

Use the chat box. Digital learning actually provides an additional participation window for all students, and one that can really transform the level of participation of more introverted students: the chat box! Encourage all students to use the chat box to answer questions and call on volunteers to share answers or read out some examples. You might be surprised how some students blossom when this new medium is encouraged.

Collect written work. Handwritten work is still the norm in many classes, and that doesn't have to change in a digital environment. If handwritten work is assigned, have students take a picture and email it to you to submit.

For discrete items: Display answers one by one for review.

For pair and group activities: Assign breakout rooms with timers.

For video: Show in class or assign as homework.