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**Second Edition**

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# Level 3 Scope and sequence

*Working together* (pages vi–vii)

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 1</b> (pages 2–5) <b>Getting acquainted</b> <b>1A Successful conversations</b> <b>1B Solving problems</b>	Greetings; describing successful conversations; solving problems; discussing attitudes toward problem solving	Conversations of people greeting one another; conversations of people solving problems	Expressions of what to do during a conversation; discussion topics; expressions of problem-solving attitudes
<b>Unit 2</b> (pages 6–9) <b>Expressing yourself</b> <b>2A How do you feel?</b> <b>2B What do you mean?</b>	Role-playing giving advice; describing feelings; discussing meanings of gestures; reacting to and discussing accents	Conversations of friends discussing their feelings; interviews with people talking about the English they use	Adjectives to describe feelings; expressions to describe meanings; non-American English words and expressions
<b>Unit 3</b> (pages 10–13) <b>Crime and punishment</b> <b>3A Breaking the law</b> <b>3B Crime stories</b>	Discussing crimes, punishments, and attitudes toward crime; discussing crime movies; speculating about a possible crime	Crime story summaries; conversations of people choosing and reacting to watching a crime DVD	Types of crime and criminals; statements on attitudes toward crime; words to describe crimes
<b>Unit 4</b> (pages 14–17) <b>Surprises and superstitions</b> <b>4A That's strange!</b> <b>4B Good luck, bad luck</b>	Discussing strange pictures; creating and telling stories; talking about superstitions	A conversation about a strange picture; a strange story; stories about lucky and unlucky people	Adjectives to describe the effects of viewing optical illusions; words related to superstitions
<b>Units 1–4 Expansion</b> (pages 18–19)			
<b>Unit 5</b> (pages 20–23) <b>Education and learning</b> <b>5A School days</b> <b>5B Brain power</b>	Talking about kinds of classes; recalling the first day of school and more recent details; discussing study techniques	A conversation about two people's first day of high school; descriptions of study techniques	Attributes and features found in schools; study techniques
<b>Unit 6</b> (pages 24–27) <b>Fame and fortune</b> <b>6A Success</b> <b>6B Wealth</b>	Talking about successful and famous people; discussing sayings about money; discussing the importance of money	Biographies of successful Internet entrepreneurs; a biography of a prince	Qualities important for success; sayings about money
<b>Unit 7</b> (pages 28–31) <b>Around the world</b> <b>7A Foreign languages</b> <b>7B What's the custom?</b>	Talking about languages and language problems; discussing behavior in various situations; discussing customs	Conversations about language problems and customs people experienced abroad	Languages; words related to customs
<b>Unit 8</b> (pages 32–35) <b>Technology</b> <b>8A What is it exactly?</b> <b>8B Can you explain it?</b>	Discussing everyday products; talking about inventions; explaining how to make things	Descriptions of frustrations with new products; descriptions of inventions; instructions on how to make something	Words related to technology, inventions, and everyday products
<b>Units 5–8 Expansion</b> (pages 36–37)			

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 9</b> (pages 38–41) <b>Mind and body</b> <b>9A</b> Staying healthy <b>9B</b> Coping with stress	Talking about healthy and unhealthy situations; giving advice; explaining exercises; discussing stress and how to reduce it	Conversations of people describing health problems; descriptions of stressful situations	Adjectives to describe healthy and unhealthy activities; health treatments; words related to stress
<b>Unit 10</b> (pages 42–45) <b>Spending money</b> <b>10A</b> Advertising <b>10B</b> Buying and selling	Describing impressions of ads; discussing company slogans and brands; talking about advertising and types of shoppers	Commercials; a discussion about the psychology of buying and selling	Adjectives to describe ads; corporate slogans; product selling points; types of shoppers; types of advertising
<b>Unit 11</b> (pages 46–49) <b>The news</b> <b>11A</b> What's the story? <b>11B</b> People in the news	Telling stories; talking about news stories; reacting to headlines; role-playing an interview	News reports; a newspaper interview	Headlines; words related to the news and news stories
<b>Unit 12</b> (pages 50–53) <b>Relationships</b> <b>12A</b> Friendship <b>12B</b> Meeting people	Describing qualities of friendship; talking about friendship; describing a perfect partner; talking about marriage	Descriptions of best friends; a conversation about high school classmates	Qualities important for friendship; relationships; sayings about friends; adjectives to describe a perfect partner
<b>Units 9–12 Expansion</b> (pages 54–55)			
<b>Unit 13</b> (pages 56–59) <b>Adventure</b> <b>13A</b> Please be careful! <b>13B</b> Taking risks	Talking about and giving advice; discussing risky situations and behavior; telling stories	An interview with a park ranger about hiking; descriptions of frightening experiences	Potentially risky activities; words related to risk-taking
<b>Unit 14</b> (pages 60–63) <b>Self-improvement</b> <b>14A</b> Popularity <b>14B</b> Success and happiness	Talking about popularity; popular discussion topics; telling stories; talking about success; giving advice	Conversations of people with different tones of voice; funny stories; conversations of people at work	Adjectives to describe tone of voice; qualities important in a friend; qualities important for success
<b>Unit 15</b> (pages 64–67) <b>Travel and tourism</b> <b>15A</b> Traveler or tourist? <b>15B</b> Fantastic journeys	Giving travel advice; describing vacations; planning and describing a fantastic trip	Tour groups preparing for day trips; a description of a memorable trip	Words related to travel advice; typical vacation activities; words found in travel brochures
<b>Unit 16</b> (pages 68–71) <b>Employment</b> <b>16A</b> The ideal job <b>16B</b> Getting a job	Talking about typical jobs; recommending jobs; discussing interviewing tips; role-playing job interviews	Descriptions of jobs; job interviews	Jobs; potential job skills; words related to job ads; interviewing tips
<b>Units 13–16 Expansion</b> (pages 72–73)			

**Communication tasks** (pages 74–90) **Answers** (pages 91–93)

**Self-study grammar, listening, vocabulary, and answer key** (pages 94–129)



# Working together



How do you spell ... ?

What does this word mean?

How do you pronounce this word?

Can you explain the activity again?

How much time do we have?

What are we supposed to do?

We have to discuss these questions.

Yes. Let's work together.

Whose turn is it?

It's my turn.



Let's talk!

What do you have for number 1?

My answer to number 1 is ...

Can you say that again, please?

Let's take turns asking the questions.

OK. Who wants to go first?

I'll start.

I think we're finished. What should we do now?

Let's discuss the first question some more.

OK. Why do you think ... ?

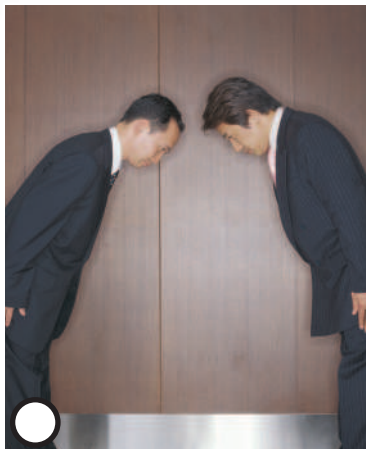
I'm done. Let's compare answers.

Just a moment, please. I'm not quite ready.



# Successful conversations

**Activity 1** **A Pair work** Look at these pictures. Then discuss the questions below.



- How are the people greeting each other?
- Which people do you think are meeting for the first time?
- How do you greet someone you've just met? What do you usually say?
- How do you greet someone you know very well? What do you usually say?

*"The people in the first picture are bowing."*

**B Listen** You will hear six conversations. Number the pictures in part A from 1 to 6.

**C Listen again** Write the last question of each conversation.

1. Can I call you later?	4.
2.	5.
3.	6.

**D Pair work** Greet your partner and begin a conversation. Then ask questions from part C to continue the conversation.

## Activity 2

**A Pair work** Think of two conversations you've had recently. Then discuss these questions.

- Who did you talk to? Who started the conversation?
- What did you talk about? How long did you talk?
- Do you think it was a successful conversation? Why or why not?

**B Pair work** Read this advice. Which are important things to do during a conversation? Can you add other advice?

Address people by name.  
Ask questions.  
Smile and nod a lot.  
Listen attentively.  
Maintain eye contact.  
Give compliments.  
Involve everyone.  
Avoid interrupting.



*"It's very important to ask questions."*

*"I agree. If you don't, other people might think ..."*

## Activity 3

**A Pair work** Check (✓) the questions you might ask someone you've just met. Put an X next to the questions you probably wouldn't ask.

- |   |  |
|---|--|
| <input type="checkbox"/> Where do you live?                   | <input type="checkbox"/> Are you married?                      |
| <input type="checkbox"/> Where are you from?                  | <input type="checkbox"/> What kinds of music do you like?      |
| <input type="checkbox"/> How old are you?                     | <input type="checkbox"/> Where did you go to high school?      |
| <input type="checkbox"/> What sports do you like?             | <input type="checkbox"/> What's your religion?                 |
| <input type="checkbox"/> Do you have any brothers or sisters? | <input type="checkbox"/> Do you have a boyfriend / girlfriend? |
| <input type="checkbox"/> What do you do for a living?         | <input type="checkbox"/> Do you have any children?             |

**B Pair work** Circle three topics you're comfortable discussing with someone you've just met. Then write three questions for each topic.

family	music	school
future plans	politics	sports
health	relationships	travel
hobbies	religion	work

*"I'm comfortable talking about family."*

*"Me, too. Do you have a large family?"*

*Family*

1. Do you have a large family?
2. Do you have any brothers or sisters?
3. Does your family live nearby?

**C Join another pair** Greet the people in your group. Use the questions in parts A and B to have conversations.



# Solving problems

## Activity 1

**A Pair work** What is the message? Try to solve this problem in one minute.

23	5		8	15	16	5		25	15	21		5	14	10	15	25
w						e						e				
21	19	9	14	7		20	8	9	19		2	15	15	11		
												o	o		!	

*"What do you think it means?"*

*"It looks like each number stands for a letter."*

**B Join another pair** Finish solving the problem. Then discuss these questions.

- Did you prefer working with a partner or a group? Why?
- What were the advantages to working with a partner? with a group?
- Do you like solving problems? Why or why not?

*"I preferred working with a group. It was easier with more people."*


*"Actually, I preferred working with a partner because . . ."*

**C Pair or group work** What are the next two numbers or letters in each sequence? Decide if you want to solve the problems with a partner or a group.


31	28	31	30			O	T	T	F	F	S	S			Y	Y	H	L	Y	E	Y		
----	----	----	----	--	--	---	---	---	---	---	---	---	--	--	---	---	---	---	---	---	---	--	--

*"We need more numbers in the first one. Any ideas?"*

*"Oh, I know! The next one is 31 because . . ."*

**D Listen**  You will now hear the answers to parts A and C. Did you guess correctly?

## Activity 2

**A Listen**  Two friends are solving these problems together. When you hear a "beep," try to guess the answers. Write your guesses.

**1**

One very cold, windy night you find a mountain lodge. There is some wood, one match, one piece of newspaper, one stove, and one candle. Which do you light first?

**Answer:** \_\_\_\_\_

**2**

Dan has one more dollar than Don. Donna has one more dollar than Dana. Dan and Don have 10 more dollars than Donna and Dana. Together they have 60 dollars. How many dollars does Dana have?

**Answer:** \_\_\_\_\_

**B Listen again**  You will now hear the answers. Did you guess correctly?

**C Pair work** Try solving these problems together.

*You need to measure one liter of water, but you have only a five-liter bottle and a three-liter bottle. What do you do?*

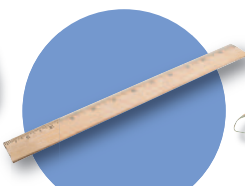
*Seven people arrive at a meeting. Each person shakes hands once with each of the others. How many handshakes were there?*

### Activity 3

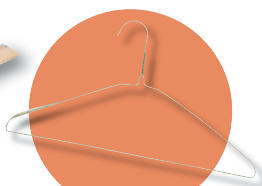
**A Pair work** How many imaginative uses can you think of for these things? Make a list.



shoelace



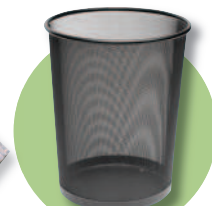
ruler



wire hanger



newspaper



wastebasket

*"You can tie a package with a shoelace."*

*"Good idea! You can also use it to . . ."*

**B Pair work** How many words can you make using the letters in this phrase? Make a list.

**S O L V I N G   P R O B L E M S**

*"Let's think. I know, there's 'rob,' 'some,' and . . ."*

*"And 'live' and . . ."*

**C Join another pair** Compare your lists. Then discuss these questions.

- Who had the longest list for part A? Who had the most imaginative uses?
- Who had the most words for part B? Who had the longest word?
- Which problem was easier? Why?

**D Communication task** Work in pairs. One of you should look at Task 1 on page 74, and the other at Task 21 on page 83. You're going to solve a puzzle together.

### Activity 4

**Group work** Look at these attitudes toward problem solving. Which are true for you?

I like to solve problems quickly.  
I see problems as a challenge.  
I'm not satisfied until I solve the problem.  
I don't mind making mistakes.  
I prefer to be right all the time.  
I think hard before I suggest ideas.  
Problem solving is fun!

*"I don't like to solve problems quickly. They're more fun if they last awhile."*

*"Not for me. I like to finish them as quickly as possible."*



### Self-study

For extra grammar, listening, and vocabulary practice, go to pages 94–95.