

EVOLVE

TEACHER'S EDITION

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3

with teacher development by Amanda French,
Craig Thaine, and Alex Tilbury



این فایل توسط آموزشگاه زبان ملل، تهیه و تنظیم شده است

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EVOLVE

SPEAKING MATTERS

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

Confidence in teaching.

Joy in learning.

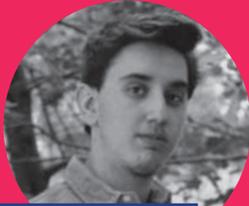
Better Learning WITH EVOLVE

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. Language evolves, and so does the way we learn. This course takes a flexible, student-centered approach to English language teaching.



Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book. Our student contributors describe themselves in three words.



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Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

The ideas are included throughout the Student's Book, and the students appear in short videos responding to discussion questions.

INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

CONTENT

Bite-sized videos feature students talking about topics in the Student's Book.

RESULT

Students are motivated to speak and share their ideas.

You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

Time to speak

INSIGHT

Speaking ability is how students most commonly measure their own progress, but it is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

CONTENT

Time to Speak is a unique lesson dedicated to developing speaking skills and is based on immersive tasks which involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.

1.5 TIME TO SPEAK
What makes a leader?

LESSON OBJECTIVE
■ decide what makes a good leader

A DISCUSS Look at the pictures of the leaders on this page. What do you know about these people? In what way are they leaders?

B RESEARCH In pairs, talk about leaders you know and that you admire. They could be leaders of a country, a company, or a sports team, for example. You can go online to learn more about current leaders. What qualities make these leaders great?

C DECIDE In groups, talk about the leaders that you know or learned about, and the qualities you think are important. Imagine that you are going to choose someone to be your class president. Decide who you would choose to lead your class and why.

D PRESENT As a group, present your choice for class president to the class. Explain why you chose this person and why you think he or she is best for the job.

E AGREE As a class, take a vote on who you want to choose for your class's president. What quality of this leader was the most important to you?

Jack Ma, Carmen Aristegui, Nelson Mandela, Serena Williams

▶▶ To check your progress, go to page 153. ▶▶

USEFUL PHRASES

DISCUSS
Do you know who this is?
Which one is he/she?
I think this is ...
He/She is the ...

DECIDE
Who did you learn about?
This person is a good leader because he/she is ...
Who is the best one?
So, do we all agree?

PRESENT
We decided that ... should be our president because ...
We chose him/her because ...

10



Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

Designed for success

A safe speaking environment is one that helps to relieve the anxiety that many students feel about speaking. It's an environment where producing the language is not an end in itself, but more a "tool" in which they can practice speaking English while achieving a collaborative goal.

EVOLVE's Time to speak lessons offer teachers the opportunity to create a safe speaking environment, and the teacher's notes provide the support to help them do this.

Time to speak teacher's notes

The teacher's notes offer a step-by-step guide to all elements of the lesson, including classroom and time management.

"With the teacher's notes, it was like baking a cake; it was so easy to follow the steps."

Salvador Coyotecatl Sánchez, Teacher, Mexico

1.5 TIME TO SPEAK
What makes a leader?

LESSON OBJECTIVE
decide what makes a good leader

Time on each stage

- Introduce the task.** Aim: Introduce the concept of leadership.
- On the board, write *Leader*. Ask *What words describe leaders?* Give Ss one minute to write as many words as they can. Tell them to save their lists to use later in the lesson.
- Direct Ss' attention to the **Useful phrases** section at the bottom of the page. Remind them that they can use these as they do the lesson.

A [DISCUSS] Do the task. Aim: Ss look at pictures and discuss what they know about these leaders.

- Direct Ss to look at the photos of famous leaders.
- Ask volunteers to identify each one and say anything that they know about them.

B [RESEARCH] Aim: Ss identify and share information about a leader they admire and explain why that person is a great leader.

- Read the instructions aloud.
- [PAIR WORK]** In pairs Ss talk about leaders they know and decide what qualities make these leaders great.
- OPTIONAL ACTIVITY** If possible, let Ss use their phones to find more information about current leaders and share what they learn with their partner.

C [DECIDE] Aim: Ss talk about the qualities of a good leader. They decide on a class president.

- Read the instructions aloud.
- [INDIVIDUALLY]** Remind Ss of the words they wrote down during the introduction to the lesson. If possible, let Ss use a dictionary or their phones to look up more words, as needed.
- [GROUP WORK]** Encourage Ss to write down their reasons for choosing that person and practice how they will present this to the class.
- Preparation for speaking*** Give Ss time to think silently about what they are going to say.

D [PRESENT] Aim: Groups present and explain their choice for a class president.

- Read the instructions aloud.
- Feedback for speaking activities*** Monitor and make a note of the strong points of each group, such as good use of unit vocabulary, interesting questions, and natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- For Teacher Development Activity 1, how effective was the demonstration? Would you do anything differently next time?
- While you monitored the "Checklist" discussion in Teacher Development Activity 2, what questions did students ask you about the email task?
- Why is *Do you understand?* an ineffective way to check if students understood your instructions?
- When students demonstrate a task, teachers could ask them to stand up at their desks, remain seated, or come to the front. What would work best in your classroom?
- Would you use any of these methods to check your instructions? Why or why not?
 - Asking for examples: e.g., *Let's do the first question together.*
 - Asking a student to repeat the instructions in front of the class.
 - Asking pairs to repeat the instructions to each other.
 - Using response cards: Each student shows a question card or a check card to show whether they understood your instructions.

T-10

- An illustrated indicator shows the recommended portion of class time for each activity in the lesson.

- The notes provide tips on:
 - giving students preparation time before they speak
 - monitoring
 - how and when to give feedback
 - giving positive feedback
 - error correction

"Students who are usually shy now speak naturally because they have more time to develop their speaking."

María Azucena Rivera, Teacher, Mexico

Integrated teacher development

The integrated development program in EVOLVE offers practice activities that teachers can integrate into their EVOLVE lessons, opportunities for reflection on the activities, and follow-up reading material and videos to consolidate the theory behind the activities.

There are three development themes integrated into each EVOLVE level.

- **Teaching and developing speaking skills**
- **Support in the classroom and learner management**
- **Language acquisition**

Each theme is divided into manageable strategies that are explored individually in separate units. The structure of the program in each unit is as follows:

- Each strategy is introduced at the beginning of the unit, with a reading text or video suggested as an extra development resource.
- There are two suggested activities based on practicing the strategy within the teacher's notes for each unit.
- A reflection box at the end of the unit offers questions to think about individually or to discuss with other colleagues.

For more information, see page T-xxiv in this book.

Cambridge Dictionary



Make your words meaningful

Free, high-quality, corpus-informed dictionaries and language learning resources are available online at dictionary.cambridge.org. The dictionary definitions are written especially for learners of English, the site is optimized for smartphones, and you can also join our Cambridge Dictionary communities on Facebook, Twitter, Instagram and YouTube. The only dictionary site you need to recommend to your learners!

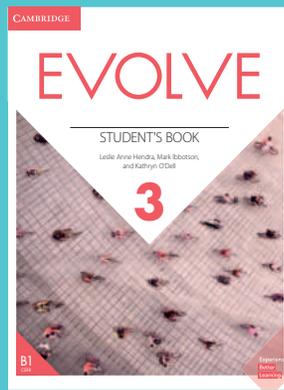
For students

Student's Book

- Focus on speaking in *Time to speak*
- Corpus-informed grammar and language features
- Language presented in context
- Relevant functional and real-world strategies
- Optional videos of real students as language models accessible via QR code
- Optional phone activities in each unit

Also available:

Student's Book, A and B versions
with Practice Extra
with Practice Extra, A and B versions



Workbook

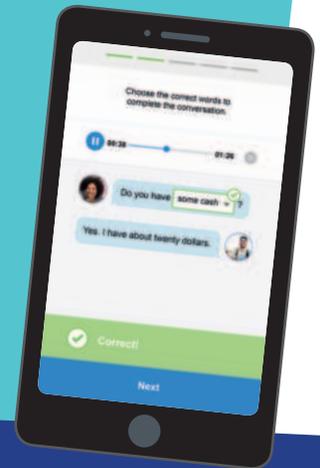
- Comprehensive practice and consolidation of new language in every unit
- Downloadable Workbook audio

Also available:

Workbook with Audio, A and B versions

Practice Extra

- Bite-sized homework activities for study at home or on the go
- Mobile-friendly and also accessible on tablets and desktops
- Allows teachers to easily track students' performance



For teachers

Teacher's Edition with Test Generator

Supports teachers in facilitating student-centered lessons

- Includes homework ideas, mixed-ability activities, extra activities, and grammar and vocabulary support
- Integrates a Teacher Development Program into the teacher's notes
- Offers photocopiable worksheets, answer keys, audio scripts, and much more
- Offers ready-made tests as well as question bank for the creation of custom tests

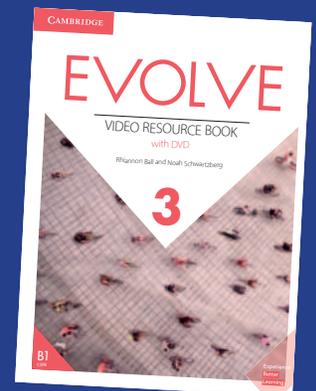
Presentation Plus

- Contains the Student's Book and Workbook for whiteboard presentation, with integrated mark-up tools, answer keys, audio, and video
- Quick access to the full class audio program, video program, and games



Video Resource Book

- Videos complement, consolidate, and extend language and themes in the Student's Book.
- Videos include a drama series and short documentaries.
- Worksheets exploit the videos in class.
- Teacher development opportunities and teacher tips for using video in the classroom



Class Audio CDs

- Contain all Student's Book audio tracks



CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Who we are	<ul style="list-style-type: none"> ■ Talk about people's personalities ■ Ask and answer questions about people ■ Make introductions and get to know people ■ Write an email to get to know someone ■ Ask questions to test a leader's personality 	<ul style="list-style-type: none"> ■ Information questions ■ Indirect questions 	<ul style="list-style-type: none"> ■ Describing personality ■ Giving personal information 	<ul style="list-style-type: none"> ■ Stressing new information
Unit 2 So much stuff	<ul style="list-style-type: none"> ■ Talk about things you've had for a while ■ Talk about things you own ■ Switch from one topic to another ■ Write an ad for something you want ■ Discuss items to take when you move 	<ul style="list-style-type: none"> ■ Present perfect with <i>ever, never, for, and since</i> ■ Present perfect with <i>already</i> and <i>yet</i> 	<ul style="list-style-type: none"> ■ Describing possessions ■ Tech features 	<ul style="list-style-type: none"> ■ Saying /t/ at the start of words ■ Listening for /w/ sounds
Unit 3 Smart moves	<ul style="list-style-type: none"> ■ Ask and answer questions about your city ■ Talk about how to get from one place to another ■ Ask for and give directions in a building ■ Write a personal statement for a job application ■ Give a presentation about a secret spot in your city 	<ul style="list-style-type: none"> ■ Articles ■ Modals for advice 	<ul style="list-style-type: none"> ■ City features ■ Public transportation 	<ul style="list-style-type: none"> ■ Saying consonant clusters at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 Think first	<ul style="list-style-type: none"> ■ Describe opinions and reactions ■ Make plans for a trip ■ Offer and respond to reassurance ■ Write an email describing plans for an event ■ Choose activities for different groups of people 	<ul style="list-style-type: none"> ■ <i>be going to</i> and <i>will</i> for predictions ■ <i>will</i> for sudden decisions; present continuous for future plans 	<ul style="list-style-type: none"> ■ Describing opinions and reactions ■ Making decisions and plans 	<ul style="list-style-type: none"> ■ Saying /p/ at the start of a word ■ Listening for linked sounds – final /n/
Unit 5 And then ...	<ul style="list-style-type: none"> ■ Talk about lost and found things ■ Talk about needing and giving help ■ Talk about surprising situations ■ Write a short story ■ Tell and compare stories 	<ul style="list-style-type: none"> ■ Simple past ■ Past continuous and simple past 	<ul style="list-style-type: none"> ■ Losing and finding things ■ Needing and giving help 	<ul style="list-style-type: none"> ■ Showing surprise
Unit 6 Impact	<ul style="list-style-type: none"> ■ Talk about urban problems ■ Talk about problems and solutions ■ Express concern and relief in different situations ■ Write a post giving your point of view ■ Decide if a "green" plan will work 	<ul style="list-style-type: none"> ■ Quantifiers ■ Present and future real conditionals 	<ul style="list-style-type: none"> ■ Urban problems ■ Adverbs of manner 	<ul style="list-style-type: none"> ■ Unstressed vowels at the end of a word ■ Listening for weak words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> Make introductions; say how you know someone; end a conversation <p>Real-world strategy</p> <ul style="list-style-type: none"> Meet someone you've heard about 		<p>We're family!</p> <ul style="list-style-type: none"> An email to a cousin in a different country 	<p>A message introducing yourself</p> <ul style="list-style-type: none"> An email to a relative in another country Paragraphs 	<ul style="list-style-type: none"> Talk about questions you ask new people Ask and answer questions about famous people Introduce yourself and ask questions Describe someone's personality <p>Time to speak</p> <ul style="list-style-type: none"> Decide what makes a good leader
<ul style="list-style-type: none"> Introduce new topics; change the subject; stay on track <p>Real-world strategy</p> <ul style="list-style-type: none"> Use short questions to show interest 	<p>It's useless, right?</p> <ul style="list-style-type: none"> A podcast interview with a collector 		<p>An online advertisement</p> <ul style="list-style-type: none"> An ad requesting something you want <i>one</i> and <i>ones</i> 	<ul style="list-style-type: none"> Talk about the "history" of personal objects Talk about how long you've had items Talk about personal interests Talk about someone's reasons for collecting <p>Time to speak</p> <ul style="list-style-type: none"> Discuss things to take in a move
<ul style="list-style-type: none"> Ask for directions; give directions <p>Real-world strategy</p> <ul style="list-style-type: none"> Repeat details to show you understand 		<p>Maybe you can help</p> <ul style="list-style-type: none"> An ad for volunteer jobs 	<p>A volunteer application</p> <ul style="list-style-type: none"> A personal statement for an application Checking punctuation, spelling, and grammar 	<ul style="list-style-type: none"> Ask and answer city questions Talk about routes to places in your city Give directions to places at school or work Talk about a volunteer job <p>Time to speak</p> <ul style="list-style-type: none"> Discuss "secret spots" in your city
<ul style="list-style-type: none"> Offer reassurance; respond to reassurance <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>at least</i> to point out the good side of a situation 	<p>Business and pleasure</p> <ul style="list-style-type: none"> Colleagues discuss plans for a fun event for students 		<p>An email with an event schedule</p> <ul style="list-style-type: none"> An email describing plans for an event Linking words to show order 	<ul style="list-style-type: none"> Talk about your plans for the week and weekend Make plans for a weekend trip Talk about difficult situations Choose the best group activity <p>Time to speak</p> <ul style="list-style-type: none"> Plan a "microadventure"
<ul style="list-style-type: none"> Give surprising news; react with surprise <p>Real-world strategy</p> <ul style="list-style-type: none"> Repeat words to express surprise 		<p>Storytelling</p> <ul style="list-style-type: none"> An article about how to tell a good story 	<p>A true story</p> <ul style="list-style-type: none"> A story Expressions for storytelling 	<ul style="list-style-type: none"> Talk about things you have lost or found Describe a time you helped someone Talk about surprising personal news Say what makes a story good <p>Time to speak</p> <ul style="list-style-type: none"> Share "amazing but true" stories
<ul style="list-style-type: none"> Express concern; express relief <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>though</i> to give a contrasting idea 	<p>Beating the traffic</p> <ul style="list-style-type: none"> A podcast about drone deliveries 		<p>Online comment reacting to a podcast</p> <ul style="list-style-type: none"> Comment about a podcast Using questions to make points 	<ul style="list-style-type: none"> Discuss the impact of urban problems Talk about city problems and solutions Talk about worrisome situations Evaluate someone's ideas <p>Time to speak</p> <ul style="list-style-type: none"> Discuss making cities "green"

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Entertain us	<ul style="list-style-type: none"> Discuss your changing tastes in music Talk about TV shows and movies Refuse invitations and respond to refusals Write a movie review Talk about changing tastes 	<ul style="list-style-type: none"> <i>used to</i> Comparisons with <i>(not) as ... as</i> 	<ul style="list-style-type: none"> Music TV shows and movies 	<ul style="list-style-type: none"> Saying /m/ in /m/
Unit 8 Getting there	<ul style="list-style-type: none"> Talk about what you've been doing Talk about progress Catch up with people's news Write a post about managing your time Decide on better ways to use your time 	<ul style="list-style-type: none"> Present perfect continuous Present perfect vs. present perfect continuous 	<ul style="list-style-type: none"> Describing experiences Describing progress 	<ul style="list-style-type: none"> Saying /ɑː/ and /æ/ vowel sounds Listening for weak forms of <i>didn't</i>
Unit 9 Make it work	<ul style="list-style-type: none"> Talk about college subjects Discuss rules for working and studying at home Express confidence and lack of confidence Write the main part of a résumé Decide how to use your skills 	<ul style="list-style-type: none"> Modals of necessity Modals of prohibition and permission 	<ul style="list-style-type: none"> College subjects Employment 	<ul style="list-style-type: none"> Grouping words
Review 3 (Review of Units 7–9)				
Unit 10 Why we buy	<ul style="list-style-type: none"> Say what things are made of Talk about where things come from Question or approve of someone's choices Write feedback about company products Design a commercial 	<ul style="list-style-type: none"> Simple present passive Simple past passive 	<ul style="list-style-type: none"> Describing materials Production and distribution 	<ul style="list-style-type: none"> Saying /u/, /ɑː/, and /ʊ/ vowel sounds Listening for contrastive stress
Unit 11 Pushing yourself	<ul style="list-style-type: none"> Talk about how to succeed Talk about imaginary situations Give opinions and ask for agreement Write a personal story Talk about a person you admire 	<ul style="list-style-type: none"> Phrasal verbs Present and future unreal conditionals 	<ul style="list-style-type: none"> Succeeding Opportunities and risks 	<ul style="list-style-type: none"> Saying /ʃ/ and /dʒ/ sounds
Unit 12 Life's little lessons	<ul style="list-style-type: none"> Talk about accidents Talk about extreme experiences Describe and ask about feelings Write an anecdote about a life lesson Plan a fun learning experience 	<ul style="list-style-type: none"> Indefinite pronouns Reported speech 	<ul style="list-style-type: none"> Describing accidents Describing extremes 	<ul style="list-style-type: none"> Saying <i>-ed</i> at the end of a word Listening for /l/

Review 4 (Review of Units 10–12)

Grammar charts and practice, pages 129–140 Vocabulary exercises, pages 141–152

Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> Refuse invitations; respond to a refusal <p>Real-world strategy</p> <ul style="list-style-type: none"> Soften comments 	<p>Animation for all ages</p> <ul style="list-style-type: none"> A podcast interview about time management 	<p>Not just for kids</p> <ul style="list-style-type: none"> An online article about animated movies and TV shows 	<p>A review of an animated movie</p> <ul style="list-style-type: none"> A movie review Organizing ideas 	<ul style="list-style-type: none"> Talk about how musical tastes have changed Compare favorite movies / TV shows Invite someone to an event and refuse an invitation Talk about humor in animated movies <p>Time to speak</p> <ul style="list-style-type: none"> Discuss changing tastes in entertainment
<ul style="list-style-type: none"> Say how long it's been; ask about someone's news; answer <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>that would be</i> to comment on something 	<p>A time-saving tip</p> <ul style="list-style-type: none"> A podcast interview about time management 		<p>A post about a podcast</p> <ul style="list-style-type: none"> A post about time management Time expressions 	<ul style="list-style-type: none"> Talk about what you've been doing recently Explain what you've been spending time on Talk to a friend you haven't seen for a while Talk about someone's new habits <p>Time to speak</p> <ul style="list-style-type: none"> Prioritize tasks to improve balance
<ul style="list-style-type: none"> Express confidence; express lack of confidence <p>Real-world strategy</p> <ul style="list-style-type: none"> Focus on reasons 		<p>A job search</p> <ul style="list-style-type: none"> An online job ad and a résumé for the job 	<p>A résumé</p> <ul style="list-style-type: none"> Experiences and activities for a résumé How to write a résumé 	<ul style="list-style-type: none"> Talk about subjects in school that prepare you for the future Present rules for working or studying at home Discuss plans for doing challenging activities Identify what job an ad is for <p>Time to speak</p> <ul style="list-style-type: none"> Describe skills for an ideal job
<ul style="list-style-type: none"> Question someone's choices; approve someone's choices <p>Real-world strategy</p> <ul style="list-style-type: none"> Change your mind 	<p>Not just customers – fans</p> <ul style="list-style-type: none"> A podcast about customers as fans 		<p>Online customer feedback about products</p> <ul style="list-style-type: none"> Feedback about products <i>However</i> and <i>although</i> to contrast ideas 	<ul style="list-style-type: none"> Describe how materials affect the environment Share where things you own were produced Talk about things you want to buy Talk about companies you like <p>Time to speak</p> <ul style="list-style-type: none"> Discuss reasons why people buy things
<ul style="list-style-type: none"> Ask for agreement; agree <p>Real-world strategy</p> <ul style="list-style-type: none"> Soften an opinion 		<p>Outside the comfort zone</p> <ul style="list-style-type: none"> An online article about benefits of leaving your comfort zone 	<p>A story about a challenging new activity</p> <ul style="list-style-type: none"> A story about pushing yourself Comparing facts 	<ul style="list-style-type: none"> Talk about a failure and its effects Discuss what you might risk for money Express opinions about topics with two sides Talk about pushing yourself <p>Time to speak</p> <ul style="list-style-type: none"> Discuss what makes people successful
<ul style="list-style-type: none"> Describe your feelings; ask about or guess others' feelings <p>Real-world strategy</p> <ul style="list-style-type: none"> End a story 	<p>Lessons learned?</p> <ul style="list-style-type: none"> An expert presentation about life lessons 		<p>A story about learning a lesson</p> <ul style="list-style-type: none"> An anecdote about a life lesson Using different expressions with similar meanings 	<ul style="list-style-type: none"> Talk about a small, amusing accident Describe an extreme experience Talk about emotions associated with an experience Talk about learning from mistakes <p>Time to speak</p> <ul style="list-style-type: none"> Talk about activities to learn new skills

EVOLVE unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real-world strategy to help students handle unexpected conversational turns.

Lesson 4

This is a combined skills lesson based on an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks that involve information sharing and decision making.

UNIT OPENING PAGE

Unit objectives

- show communicative learning objectives
- focus on the real-life applications of the language

UNIT OBJECTIVES

- talk about urban problems
- talk about problems and solutions
- express concern and relief in different situations
- write a post giving your point of view
- decide if a 'green' plan will work

IMPACT 6

START SPEAKING

A What's happening in the picture? How do you feel about projects like this?

B Talk about different ways this project is having an effect on the city and its people. Do you think this impact is mostly positive or negative?

C What change is having an impact on your city at the moment? Is it positive or negative? For ideas, watch Brenda's video.

REAL STUDENT What is happening in Brenda's city?

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Striking images

- get students talking

Start speaking questions

- engage students in the unit topic
- provide speaking practice
- recycle language from previous lessons

Real Student videos

- provide students with achievable speaking models
- motivate students

LESSON 1

Language in context

- contextualizes the language within a reading or listening text

6.1 MOVING TO A MEGACITY

LESSON OBJECTIVE

- talk about urban problems

1 LANGUAGE IN CONTEXT

A Look at the pictures. How do you think life is different in these two places?

B Read the blog. What is interesting about Dan's situation? Who is the writing his blog for?

C Read the blog again. What things in Los Angeles does Dan like? What doesn't he like?

L.A. Update!

I've been in my new city for two weeks now. Living in Los Angeles has been a really big change. Here are some things I never had to worry about in Alaska:

Pollution: There's so much traffic, and it makes the air so dirty. Plus, there's smoke in the air from factories. And since I arrived, there's been almost no wind, so the air is never really clear.

Concrete: Sometimes I see a few trees and a little grass here and there, but almost all of the land between buildings is concrete. Sometimes there is graffiti on the buildings, too, which I don't like.

Noise: I expected a lot of noise during the day, but I'm really surprised how much noise there is at night. In Alaska, there's almost no noise. Here, I wake up several times a night.

Crowds: L.A. is a megacity (more than 10 million people). Because it's so crowded, there's very little space. But I love living close to so many people.

Heat: It's a lot hotter here than in Alaska. I actually like that - but I need to buy some cooler clothes!

2 VOCABULARY: Urban problems

A Listen and repeat the words. Find and underline nine of these words in the blog post in exercise 1C. Then use all of the words to complete the paragraphs below.

air	concrete	graffiti	land	noise	pollution
smoke	space	traffic	traffic jam	trash	

Cities are full of cars, so there's often _____ on the roads. This often leads to a _____ which means delays. The cars cause _____ from factories, and dirty _____ is bad for our health. You can also hear the _____ of the traffic all over the city.

Cities can be ugly, too. Most of the _____ has high-rise buildings, and _____ sidewalks on it. And when people share the same _____, they produce tons of garbage. Some people leave their _____ on the street. There's _____ on some buildings, and even if it looks nice, business owners usually don't like it.

B Now go to page 146. Do the vocabulary exercises for 6.1.

3 GRAMMAR: Quantifiers

A Circle the correct answers. Use the sentences in the grammar box to help you.

- 1 With quantifiers like a few, several, and so many, use count nouns / non-count nouns.
- 2 With quantifiers like a little, very little, and so much, use count nouns / non-count nouns.
- 3 Some quantifiers, like a lot of / a few, can be used with both count and non-count nouns.

Quantifiers

Almost all of the land is concrete.	I see a little grass here and there.
There's so much traffic.	I see a few trees.
I love living close to so many people.	There's very little space.
I expected a lot of noise.	There's been almost no wind.
I wake up several times a night.	In Alaska, there's almost none.

B Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.1.

C Circle the correct answers. Sometimes both are possible. Then check (✓) the ones that are true for you and share your answers with a partner.

- 1 I had several good meals / food on my last vacation.
- 2 I saw almost no cars / traffic on my way home yesterday.
- 3 My home has several large windows / glass.
- 4 I've already finished almost all of my exercises / work for the week.
- 5 I'm really busy these days - I have so little days / time off.

D Complete these sentences so they're true for your city. Check your accuracy. Then share them with a partner. Do you agree?

- 1 There are several ...
- 2 There's so much ...
- 3 There are very few ...
- 4 There's / There are almost no ...

4 SPEAKING

A Look at the urban problems in exercise 2A. Which ones do you think will have an effect for a long time? You can go online to learn more. Make notes.

B Do you agree about the problems that will last into the future? What effects will these problems cause? How many can you list?

REAL STUDENT What problem does Angie talk about?

ACCURACY CHECK

Remember: there is no plural form of non-count nouns. Some quantifiers cannot be used with them.

The traffic report gave us several informations. ✗
The traffic report gave us a lot of information. ✓

REAL STUDENT What problem does Angie talk about?

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Pair and group work activities

- provide frequent opportunities to speak
- encourage students to practice new language

Grammar reference and practice

- is an essential part of the lesson
- contains more detailed grammar charts
- provides meaningful controlled grammar practice

Vocabulary

- is presented in context and through definitions

Accuracy checks

- are Corpus informed
- help students avoid common errors
- encourage learner autonomy by giving students the opportunity to self-edit

Accuracy check

INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

RESULT

Students avoid common errors in their written and spoken English.

LESSON 2

Audio scripts

- appear on the page so students can focus on language
- can be covered in the first listening to provide extra listening practice

Grammar

- is taught inductively
- is clearly presented using examples from the reading or listening text

Notice features

- contain important language information

6.2 INTELLIGENT SOLUTIONS

LESSON OBJECTIVE
■ talk about problems and solutions

1 LANGUAGE IN CONTEXT

A Look at the picture. Do you think the paintings make the area look better or worse? Why?

B **1.50** Read and listen to the radio show. What three problems do the people talk about?

C **1.50** Read and listen again. What are the solutions to the problems?



1.50 Audio script

Host Today we're talking trash, along with other community problems. These problems can take a lot of time and money to fix, but sometimes solutions are easier than you think. We asked community members for their ideas.

Margot Garbage is a big problem. And if there is a lot of garbage in the street, people often leave more trash there. They see garbage and think it's OK to add a little more. But if you keep the area clean, people will think twice before throwing trash on the street.

Josh Graffiti makes local business owners angry. But if you make a special area for graffiti, people won't paint on other buildings. Many graffiti artists paint beautifully and can really improve an area.

Frida Noise at night is a common problem. When you speak angrily to noisy neighbors, they just keep making noise. But if you talk to them calmly and politely, they'll probably listen. And if you explain your feelings clearly, they will understand.

Host So, some interesting ideas. They may not work in every community, but some of them just might in yours!

D **GROUP WORK** Do you think the community members' solutions from the radio show in exercise 1C will work? Why or why not?

2 VOCABULARY: Adverbs of manner

A **1.51** Listen and repeat the words. Which words are positive? negative? neutral? Then find and underline five of the words in the conversation in exercise 1B.

angrily	beautifully	calmly	clearly	completely	correctly
dangerously	loudly	politely	quietly	safely	

B **PAIR WORK** Ask and answer the questions.

1 Do you play music loudly or quietly? 3 Who do you know that drives safely? Dangerously?

2 How should people explain things to children? 4 When is it important to do something correctly?

C **Now go to page 146. Do the vocabulary exercises for 6.2.**

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3 GRAMMAR: Present and future real conditionals

A **Circle** the correct answers. Use the sentences in the grammar box to help you.

- For present real conditionals, use the **simple present** / **simple past** for the condition and the result.
- For future real conditionals, use the **simple present** / **will** for the condition and the **simple present** / **will** for the result.

Present and future real conditionals

<p>Present real conditionals</p> <p>If there is a lot of garbage in the street, people often leave more trash there.</p> <p>When you speak angrily to noisy neighbors, they just keep making noise.</p>	<p>Future real conditionals</p> <p>If you explain your feelings clearly, they will understand.</p> <p>If you make a special area for graffiti, people won't paint on other buildings.</p>
--	--

B **Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.2.**

C Complete the sentences with your opinion. Use the simple present or the future with *will*.

Present Situations:

- If people throw trash in the street, _____.
- When people talk loudly, _____.
- I speak politely when _____.

Future Situations:

- If a store clerk speaks angrily, _____.
- I won't listen to you if _____.
- If I don't do the exercise correctly, _____.

D **PAIR WORK** Share your answers from exercise 3C. Were any of your answers similar?

4 SPEAKING

A Read the three city problems and solutions. Add a problem you want to solve and an idea for a solution to the chart.

Problem	Solution
noise	People have to be quiet before 8:00 a.m. and after 10:00 p.m.
pollution	People have to use bikes or electric cars.
traffic	People have to drive with two or more people in a car.

B **PAIR WORK** Do you think the solutions in exercise 4A will work? Why or why not? Does your partner agree?

I don't think a rule with times to be quiet will work. If people work in the morning or come home late, it's hard to be quiet.

I disagree. People don't have to be quiet all the time. If they think of others, they'll speak quietly early in the morning and late at night.

! The order can change. There is no comma when the *if* clause is second. They will understand if you explain your feelings clearly.

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Vocabulary practice

- is an essential part of the lesson
- provides meaningful controlled practice

Extended speaking practice

- appears at the end of every language lesson
- provides students with engaging ways to use new language

Insider English

- is Corpus informed
- shows how words are used in real-life contexts

Insider English

INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

Students are confident in the real world.

LESSON 3

Functional language conversations

- present phrases for everyday situations
- support students who need to travel to communicate with English speakers in their own country

Real-world strategy

- provides students with strategies to manage communication successfully

6.3 BREAKDOWN



1 FUNCTIONAL LANGUAGE

1.52 Look at the picture. What can cause a traffic jam? Then read and listen. Who helped the people on the bus?

1.52 Audio script

A I'm really happy you made it home. Are you all right?
B Yeah, I'm fine.
A I'm so relieved.
B I can't believe my bus broke down in the middle of the longest tunnel in the city!
A I know. I saw it on the local news before you texted me. At first, they said the bus was on fire. I was really worried! Then they said there was no fire, just a lot of smoke.
B It's true there was a lot of smoke.

A Was everyone OK?
B Yes. No one was hurt.
A I'm glad to hear that.
B Yeah, and the bus driver was great. She helped everyone stay calm until the police came. Then we all walked out of the tunnel, and they put us on another bus.
A What a relief! I'm glad it's over. And I'm glad I wasn't in the traffic jam behind your bus!

B Complete the chart with the expressions in bold in the conversation.

Expressing concern	Expressing relief
Are you ¹ _____ ?	I'm so ⁴ _____ .
I was ² _____ !	I'm glad ⁵ _____ .
Is/Was ³ _____ ?	What ⁶ _____ !
Is anything wrong?	That's such a relief.

C 1.53 Put the conversation in the correct order from 1 to 4. Then listen and check.

___ Where are you? You're late. Is anything wrong?
___ That's such a relief. I was really starting to worry.
___ No. Everything's fine. I just had to buy a few things at the market.
___ Hi, Mom. It's Kerry.

2 REAL-WORLD STRATEGY

1.54 Listen to a conversation between Ruby and her friend Marina. What did Marina do this morning? Was she successful?

1.54 Read the information in the box about using *though* to give a contrasting idea. Then listen again. What is Marina's contrasting idea? What did she say before that?

USING THOUGH TO GIVE A CONTRASTING IDEA

We can use *though* when we say something that contrasts an idea that was already said. It goes at the end of a sentence, after a comma.

Was everyone OK?
Yes. No one was hurt. It was a dangerous situation, *though*.

1.55 Listen to another conversation and complete the contrasting idea. Then practice with a partner.

A Did you go to the street festival last night? I heard there were some problems.
B Yeah. It was really crowded, and some people fell down. Two people were hurt and had to go to the hospital. I was '_____, _____'.
A I'm so relieved! I was really worried.

PAIR WORK Student A: Go to page 158. Student B: Go to page 160. Follow the instructions.

3 PRONUNCIATION: Saying unstressed vowels at the end of a word

1.56 Listen. Focus on the sound of the letter *y* at the end of the words in bold.

1 really I was really worried. 2 worry I was starting to worry.

1.57 Listen. Focus on the words in bold. Does the speaker say the final vowel sound clearly? Write *Y* (Yes) or *N* (No).

1 ___ Please walk **calmly** to the front of the train. 3 ___ Did you enter the password **correctly**?
2 ___ Please fill out the form **clearly**. 4 ___ Did everyone arrive **safely**?

C Practice the conversation with a partner. Does your partner say the final vowel sounds clearly?

A Where have you been? I was starting to worry.
B There was a huge accident. The road was completely blocked.
A Well I'm just glad you got home safely.

4 SPEAKING

PAIR WORK Choose one of the situations below. Student A: Ask about the situation and express concern and relief. Student B: Answer questions and explain everything is OK. Include a contrasting idea.

- There was a flood in your neighborhood.
- You had a very important exam today.
- There was a problem at your soccer game.
- Your pet disappeared a few days ago.

I heard there was a flood in your neighborhood. Is everyone OK?
Yes, we're all OK, thanks. It was pretty scary, though.

GROUP WORK Work with another pair and listen to each other's conversations. What situation did they choose? What was the contrasting idea?



Functional language charts

- highlight and categorize key phrases for students to practice

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

Productive pronunciation activities

- focus on areas that commonly prevent effective communication
- help scaffold the final speaking activity

Pronunciation

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

RESULT

Students understand more when listening and can be clearly understood when they speak.

LESSON 4

Think critically

- encourages students to discuss and engage with the topic

Authentic reading texts

- appear in six units of the book

Model writing texts

- provide a model for students to analyze

Writing skills

- focus on subskills that students need to write their texts

9.4 A JOB SEARCH

LESSON OBJECTIVE
write the main part of a résumé

1 READING

1 **RECOGNISE TEXT TYPES** Look at the two texts. What is each one from? Choose from the words in the box. You can use a dictionary or your phone to help with words you don't know.

a cover letter
a guidebook
a job ad

a job application
a passport application
a job ad

Description:
We're looking for someone reliable and intelligent to join our growing team. The perfect applicant is ready for a new challenge. This is an excellent opportunity if you're interested in a "people profession." Salary is based on experience.

Responsibilities:
You will help us design our programs and increase our business. You must be able to deal with difficult customers calmly. Working hours are usually from 9:00 a.m. to 5:00 p.m., but you also have to work two evenings a week.

Qualifications:
You need to have a two-year or four-year degree in education, business, or similar. You should have at least two years of work experience. You need strong communication skills and basic computer skills, and you must write well. You need to work well in a group and by yourself.

APPLY NOW

GLOSSARY
applicant (n) a person who applies for a job
qualifications (pl) skills or experiences that prepare you to do a job or activity

2 WRITING

A Read the rest of Jacob Bradley's résumé. What are the four main sections? What jobs has he had? Which one does he still have?

EXPERIENCE
Teacher's Assistant, Fairmount High School, Denver, CO
• Help plan and teach business and English classes to students in grades 10-12
• Organize classroom projects and day trips for the students

Barista, Carlo's Coffee, Denver, CO
• Prepared hot and cold drinks for customers
• Cleaned machines, work areas, and customer seating areas

EDUCATION
• Bachelor of Arts in Education, University of Colorado Boulder

SKILLS
• Fluent in English and Spanish; beginner-level Japanese
• Experienced in MS Office, Adobe Photoshop, web design
• Excellent time-management and communication skills

ACTIVITIES
• Coach, Soccer for Kids (neighborhood program)
• Member, Hoops Community Basketball

B **WRITING SKILLS** Read about how to write a résumé. Then look at Jacob's résumé in exercise 2A and check (✓) the things he has done. What has he not done?

- Use present verbs to describe a current job and past verbs to describe past jobs.
- Include dates for your past jobs, and put the most recent one first.
- Use bullet points and incomplete sentences (with no subject).
- List your degrees or certificates. Include dates, and put the most recent ones first.
- List skills that are useful for jobs. They can be skills you learned or personal skills.
- List activities and interests that show you are active, creative, or good with people.

REGISTER CHECK

In résumé writing, people often use parallel structures in bulleted lists.

Simple present verbs	Simple past verbs	Nouns to describe positions/people
-- Help plan and teach ...	-- Prepared hot and cold drinks ...	-- Coach, Soccer for Kids ...
-- Organize classroom projects ...	-- Cleaned machines ...	-- Member, Hoops Community ...

WRITE IT

C Write the main part of a résumé. Begin with EXPERIENCE and end with ACTIVITIES. You can include real information or make it up. Follow the rules in exercise 2B and use parallel structures under each heading.

D **PAIR WORK** Exchange résumés with a partner. Ask your partner about one item from each of their resume sections: Experience, Education, Skills, and Activities. Do you have anything surprising in common?

Write it

- gives students productive written practice of the unit language

Glossary

- encourages students to improve dictionary skills

Register check

- gives extra information about how to communicate in different situations

Authentic listening texts

- appear in six units of the book
- have scripts in the back of the Teacher's Edition

Receptive pronunciation activities

- focus on pronunciation features that commonly cause difficulty for learners

6.4 BEATING THE TRAFFIC

LESSON OBJECTIVE
write a post giving your point of view



1 LISTENING

A Look at the picture of the drone delivering a package. What types of things do you think a drone can - and can't - deliver?

B **139 LISTEN FOR GIST** Listen to Doug's podcast. What is his interview with Elsa about?

- a how quickly drones can deliver packages
- b how drones can reduce traffic problems
- c how drones can cause problems for cities

C **140 LISTEN FOR SPECIFIC INFORMATION** Listen again. How does Elsa think drones will fix these problems: traffic, pollution, and noise?

2 PRONUNCIATION: Listening for weak words

A **139** Listen to the extracts from the podcast below. Circle the words that aren't fully pronounced.

- 1 Traffic! It can cause a lot of problems ...
- 2 And who better to discuss the topic ...
- 3 But they're a lot quieter than trucks.

B **140** Listen. Write the missing words.

- 1 Won't there be _____ accidents?
- 2 Drones are more useful _____ . I thought.
- 3 And drones usually use batteries, so they cause almost no pollution compared _____ delivery trucks.

C **Complete the statement.**
The words *than*, *of*, and *to* are often stressed / reduced in fluent speech.

Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

T-xx

MELAL LANGUAGE INSTITUTE

LESSON 5

Whole class speaking lessons

- provide an opportunity for extensive speaking practice
- is student-focused, with the teacher as facilitator
- recycles the unit language

Task-based lessons

- allow students to recycle the unit language
- allow teachers to assess students' progress in speaking



TIME TO SPEAK

If everyone plants something ...

LESSON OBJECTIVE
 ■ decide if a "green" plan will work



A DISCUSS Look at the picture. What is unusual about the roofs of these city buildings? Do you think this is a good idea? Why or why not?

B RESEARCH Why is it good to have a lot of trees and plants in a city? In small groups, think of different benefits. Look at the ideas below to help you. You can go online for more ideas.

heat noise pollution shade the air visual impact wildlife

C ROLE PLAY Imagine you're city planners, and you're thinking about putting plants on every building in your city. In small groups, discuss the problems you'll have if you do this, and possible solutions to those problems.

If the city buys all the plants, it'll be too expensive. So community members will have to buy them.

But if they have to pay, they won't do it.

If they want, they can buy smaller plants. That won't be too expensive.

D PRESENT Explain your group's ideas to the class.

E DECIDE Think about the benefits you researched in part B and the problems and solutions everyone presented in part D. As a class, decide whether your city should put plants on all rooftops.

▶▶ To check your progress, go to page 154. ▶▶

USEFUL PHRASES

<p> DISCUSS</p> <p>It looks amazing. It looks strange. It looks real. It's a great idea. I'm not sure about it.</p>	<p> RESEARCH</p> <p>That's true, but ... Well, it also ... So, you're saying ... But then ...</p>	<p> ROLE PLAY</p> <p>If we ..., we'll have to ... People will/ won't ... I (don't) think ... will ...</p>	<p> DECIDE</p> <p>I (don't) think it will work. I (don't) think we can ... We'll need to ... It will be too ...</p>
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Smartphone activities

- give ideas for how to use phones in the classroom
- are optional

Scaffolding activities

- allow students to build up to speaking
- encourage a safe speaking environment

Useful phrases

- provide language for different stages of the lesson
- help students communicate their ideas fluently

Progress checks

- appear in the back of the book
- help students evaluate their progress from the unit and prove what they have learned
- can be used in class or for homework

SAFE SPEAKING ENVIRONMENTS

Speaking in another language is often stressful. Students may struggle to find things to say and ways of saying them. Students are also performing, in a sense, and may worry about how other people (their colleagues and their teacher) may judge them. Language learners are often reluctant to speak as anxiety and stress levels build up.

For this reason, it is important that there is a “safe speaking environment” in the classroom, where students feel motivated and confident enough to experiment with language.

A safe speaking environment requires a positive classroom atmosphere with a trusting and supportive relationship between the teacher and the students, and among the students themselves. To foster this, teachers can:

- model good listening skills, including appropriate body language, gestures, and confirming expressions (e.g., *Right, Uh-huh*).
- teach the language that students will need to manage communication successfully. Lesson 3 of each unit of EVOLVE contains a short section entitled “Real-world strategy,” which focuses on this kind of language.
- respond mostly to what students have said (e.g., *That was an interesting idea*) and less to the accuracy of the utterance.
- ask students, at the end of a pair or group work activity, to tell their peers one or more things that they did well.
- praise students for their performance. This is most effective when the praise is specific, rather than general. In a safe speaking environment, the teacher’s main role becomes that of a “facilitator” and “manager” (rather than an “explainer” or “instructor”). In this role, the teacher will often be moving around the classroom in order to:
 - make sure that everybody knows what they should be doing.
 - provide help and encouragement to groups and individuals.
 - check that everybody is on task.
 - monitor the language that the students are producing.

Every lesson in EVOLVE includes multiple opportunities for speaking in pairs and small groups. In lessons 1–4 of each unit, these are often oral practice of the grammar and vocabulary that the students have been studying, but there are also personal reactions to the texts and topics, short role plays, and other tasks. Lesson 5 of each unit (“Time to speak”) is an extended speaking lesson where students tell stories, share information, talk about and reach collective plans and decisions, solve problems, engage in debates, and take on challenges. Students’ main focus will be on the communicative goals of the task, while still having the opportunity to practice that unit’s target grammar and vocabulary.

Preparing students for communicative tasks

In lesson 5, you will see that there are sections titled “Research,” “Prepare,” or similar. It is important that plenty of time is allocated to these sections so that students can prepare what they are going to say. This time will reduce the potential for cognitive overload and stress, which is caused by trying to find things to say and ways to say them. It will also help students to produce more fluent and more complex language. The preparation and research sections are not only *preparation* for speaking: they are often *opportunities* for speaking in themselves.

In addition to the activities in the Research and Prepare sections, you may wish to do one or more of the following:

- give students time to think silently about the task they are going to perform.
- give students time to take notes about what they are going to say.
- allow students to brainstorm ideas with another student.
- give students time to research (e.g., online) the topic they are going to talk about.
- encourage students to rehearse mentally what they are going to say.
- give students time to review relevant vocabulary notes or look up useful vocabulary in a dictionary.
- extend the list of phrases that are provided at the bottom of each lesson 5.

These techniques may also be used before other pair and group work activities in the book (e.g., the first page of each unit).

Giving feedback on speaking tasks

Until students feel confident in speaking tasks, it is probably best to leave error correction until the end of the activity. While the students are speaking, take notes on anything you want to focus on in a later correction slot. Here are some ideas for building a safe speaking environment in the context of correction:

- decide, in advance of the activity, that for some groups you will focus on the content and for others you will focus on examples of accurate or appropriate language use.
- draw attention to examples of accurate and appropriate language (e.g., avoiding a very common mistake).
- write (anonymized) examples of things you have heard on the board, but mix up examples of errors and good language use. The students' first task is to identify the examples of good language use.
- invite all students to suggest corrections or improvements to the language that is being focused on. One way of doing this is by putting students into groups to talk about the improvements or changes before conducting feedback with the whole class.

Maximizing the amount of speaking

For students to gain full benefit from pair and group work activities, they must speak a lot and push themselves to use the full extent of their language resources. This does not always take place when students do a speaking task, so it is sometimes a good idea to repeat the activity. The second time around, students are usually more fluent and more accurate. In order to maintain motivation, however, students will need a reason to repeat something they have just done. It is often possible for students to work with a different partner the second time, but here are some other ways of managing task repetition:

Different roles In some tasks, one member of a pair may be more of a listener than a speaker. When the task is repeated, the roles are reversed. In some tasks, individual students may be allocated specific roles, such as note-taker, language monitor, chair, or timekeeper. When the task is repeated, the allocation of these roles is changed.

Time limits Students repeat the task with a different partner, but are given less time for the repetition.

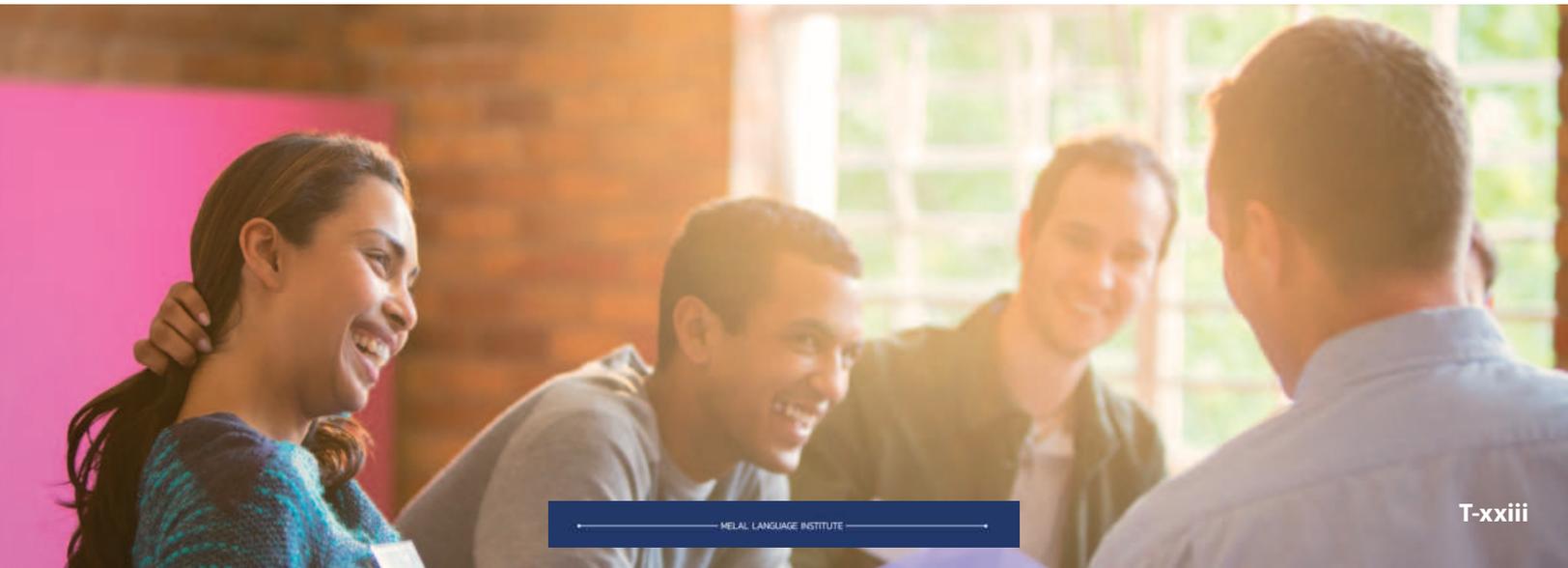
No notes When students have made notes in preparation for a task, they may be asked to repeat it without referring to their notes.

Additional planning time Give students extra planning time before they repeat the task with a new partner.

Record and repeat Students record their speaking with audio or video. After spending time analyzing their language and perhaps transcribing some sections of it, they repeat the task.

Many factors, some outside the control of the teacher, can impact the development and maintenance of a safe speaking environment. There is not one single correct way of promoting such an environment, or of building positive relationships in a classroom. However, these suggestions should help you to realize these goals. They are intended to be options for you to experiment with and modify to suit your own classes.

Philip Kerr



EFFECTIVE TEACHER DEVELOPMENT

It is widely agreed that the main goal of teacher development is to effect positive change in teaching practice and, as a result, to enhance students' learning. Cambridge University Press has analyzed research on teacher development worldwide in order to determine the key factors that make a teacher development program successful. We have identified seven principles that lie at the heart of effective teacher development programs. The Cambridge Teacher Development approach states that successful development programs should be:

IMPACTFUL

To be impactful, a program needs to help teachers set objectives in effecting this change and track their progress against those objectives.

NEEDS-BASED

An effective program should address the daily challenges faced by teachers and learners.

SUSTAINED

In order for a program to be effective, it needs to be continuous. In the same way that students need time and frequent practice to use new language confidently, teachers need time to apply new strategies confidently in the classroom.

PEER-COLLABORATIVE

Peer collaboration is one of the greatest motivating factors for teachers in their development. Teachers are more likely to succeed in their development when they share their ideas and experiences with their peers.

IN-PRACTICE

Teacher development programs are more successful when they focus on practice rather than on theory alone.

REFLECTIVE

For teachers to make positive changes in teaching practice, it is essential for them to reflect on their current practices and any new strategies they learn.

EVALUATED

In order for teachers to make a real impact, it is essential for them to track and measure progress in their own and their students' performance.



TEACHER DEVELOPMENT IN EVOLVE

How does EVOLVE Teacher Development meet INSPIRE principles?

EVOLVE Teacher Development is **impactful**. It sets out clear objectives for every unit, as well as for the level as a whole.

The program takes a **needs-based** approach by integrating activities within the teacher's notes, fitting development strategies into everyday teaching. Elements of the program also offer extra support to those wishing to gain Cambridge qualifications, such as TKT or ICELT. You can choose to focus on one, two, or all three strategies in each level, depending on your needs and interests.

Our program has a strong focus on **practice**. Each unit offers two practice opportunities to develop an aspect of your teaching skills. Our **sustained** approach means that you will build on your skills throughout the course.

Reflection questions at the end of each unit help you track and **evaluate** your progress.

These questions help you develop greater awareness of what you do in the classroom and why you do it. This, in turn, enables you to make positive changes to your teaching.

If possible, make this reflection stage a **collaborative** activity by sharing your answers to reflection questions with your peers at the end of every unit.

B1 SYLLABUS

Strategy 1: Classroom management – Checking understanding	Strategy 2: Teaching grammar	Strategy 3: Developing learners' range in spoken language
Unit 1: Checking understanding of instructions* <ul style="list-style-type: none"> Using students to demonstrate tasks Using a checklist 	Unit 2: Focusing on meaning and use* <ul style="list-style-type: none"> Recognizing grammatical contrasts discussing contrasting sentences 	Unit 3: Language substitution <ul style="list-style-type: none"> Singular/plural substitution Substituting word forms
Unit 4: Checking understanding of vocabulary* <ul style="list-style-type: none"> finding out what students already know Using personalized contexts 	Unit 5: Noticing grammar in texts <ul style="list-style-type: none"> Finding and categorizing examples of grammar in a text Drawing timelines to match sentences 	Unit 6: Providing models <ul style="list-style-type: none"> The teacher's model A model with a strong student
Unit 7: Checking understanding of grammar* <ul style="list-style-type: none"> Getting students to ask checking questions Encouraging self and peer correction 	Unit 8: Focusing on form* <ul style="list-style-type: none"> Ordering words to make sentences Eliciting forms and labeling the parts 	Unit 9: Creating dialogues <ul style="list-style-type: none"> Dialogue ordering Dialogue building
Unit 10: Checking understanding of texts* <ul style="list-style-type: none"> Involving more students in the checking stage Helping students access a topic 	Unit 11: Personalizing practice <ul style="list-style-type: none"> completing sentence stems introducing the "read – look up – say" technique 	Unit 12: Giving feedback* <ul style="list-style-type: none"> Different ways of giving feedback Feedback on different kinds of language

*These items are linked to Cambridge English Teacher qualifications objectives.

HOW TO FOLLOW THE TEACHER DEVELOPMENT PROGRAM

- Read the syllabus on page T-xxv and think about which of the three themes you feel would benefit you the most. You might want to follow one, two, or all three of the themes.
- Before teaching a new unit, read the Teacher Development introduction. If you have time, you can also read the suggested text to learn more about the unit's development focus.
- Try out the activities in class.
- It's a good idea to keep a Teacher Development journal to keep track of your progress.
- You can also use your journal to make note of any Teacher Development activities you particularly enjoyed, as many of the activities can be adapted to use in different contexts. If possible, share your experiences and ideas with other teachers, either in person or in an online forum.

GETTING THERE
8

TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Focusing on form
Form is an essential counterpart to meaning. Students need to know not only what grammar structures mean but also how they're made up. In this unit, we explore techniques that aim to actively involve students in manipulating, analyzing, and describing grammatical forms.

Order and notice (Activity 1): Ss put words in order to make well-formed sentences. Then the teacher guides Ss to notice significant features of form. You will have the opportunity to try this in Lesson 8.1.

Elicit and label (Activity 2): The teacher works with Ss to make negative and question forms from a positive sentence and to label the parts of the structures. You can try this in Lesson 8.2.

To find out about common learner problems with the present perfect, including problems with form, see chapter 16 of Martin Parrott's *Grammar for English Language Teachers* (Second Edition), pp. 242–245. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT
On the board, write *time management*. Ask volunteers what they think it means (*the way you organize your schedule and how you use your time*). Ask *Are you good at time management? Is your schedule the same every day? Do you use a calendar or journal to help you remember all the things you have to do?* Tell Ss that in this unit they will think about how people use their time.

UNIT OBJECTIVES
Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Ss look at the picture. Read the instructions aloud. Volunteers say all of the things the people are doing. Write their responses on the board for Ss' reference.

- As a class, brainstorm other daily/weekly activities that Ss do. Write them on the board for Ss' reference.
- In pairs, Ss discuss the question.
- Ss share their partner's answers with the class.

B Read the instructions and bullet points aloud. Model the task by saying answers that are true for you.

- In pairs, Ss discuss the topics.
- Ss share their ideas with the class.

C Read the instructions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they would do the same things as Andres.

REAL STUDENT

Hi. I'm Andres. With two extra hours, I would spend them at home. I'm always busy at school, and sometimes I don't have time for me. I think going to the movies or playing video games is never too much.

EXTRA ACTIVITY

Conduct a class survey. On the board, write a three-column chart with the bullet points from exercise B as the headings. First ask Ss to predict in which column MOST Ss will put each activity. Point to each of the activities that you wrote on the board during exercise A. Ask Ss which column they would put each in and write their responses on the board. Tally their responses for each column. Discuss whether Ss' predictions were correct.

T-75

The **introduction** appears at the beginning of every unit. Here you can read a brief description of the Teacher Development focus and learn about the two Teacher Development activities in the unit. You can also find out about optional extra reading on the unit's teacher development focus here.

The **extra reading** texts, such as the one referred to in the introduction above, can be found at www.cambridge.org/evolve. We suggest additional reading texts to supplement your development throughout the program. These reading texts aim to give you a deeper understanding of the theory behind the unit's Teacher Development focus. You don't need to read the texts in order to complete the Teacher Development activities, but you might find it useful to do so.



TEACHER DEVELOPMENT ACTIVITY 1

Sentence stems

This activity helps Ss to personalize language and encourages meaningful conversations.

- Use exercise 3D but offer more sentence stems using phrasal verbs from the lesson, e.g.:
 - *At the moment, I'm working at ... I'd like to give up ...*
 - *I can't figure out ... I think it would be interesting to set up ...*
- Ss choose three or four stems and use them to write sentences. They should choose (or create) stems that are relevant to their own life experiences.
- Nominate a S to read aloud one of their sentences and ask follow-up questions. Then give a sentence of your own and invite the class to ask you questions about it. Emphasize how each sentence can be used as a starting point for an interesting conversation.
- Ss converse in small groups. Set a minimum time limit for the conversations. Find out which group can keep going the longest!

Two **Teacher Development activities** appear in every unit. They can be alternative instructions for Student's Book activities, or extra activities that can be used during the lesson.

These activities offer a practical way to make positive changes in the classroom.

Reflection questions appear at the end of each unit. They help you to keep track of your progress. You can write the answers to these in a journal or share them with your colleagues.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 How many stems did you offer students in Teacher Development Activity 1? How easy did students find it to personalize these? Did all students write the same number of sentences, or were there differences? If there were differences, why was this?
- 2 The activity also aims to encourage conversation by demonstrating, giving a minimum time limit, and introducing a competitive element. Were these methods effective? Why or why not? What else could you do to encourage students to develop conversations from sentences?
- 3 Teacher Development Activity 2 introduced students to the "read, look up, and say" technique. Did you find it easy to demonstrate this technique? Were all the students happy to use it? Why or why not?
- 4 If students asked you, what would you say are the benefits of this technique, rather than simply reading sentences aloud from the page?

PRONUNCIATION SUPPORT

Overview of Pronunciation sections

Most students learn English today to communicate with speakers of many different first languages. They often don't need, or want, to sound like native speakers; their objective is to speak clearly and be understood, and to understand other speakers of English.

EVOLVE reflects these objectives by separating pronunciation activities into *productive* sections (pronunciation for speaking) and *receptive* sections (pronunciation for listening).

Productive pronunciation (saying sounds)

Productive sections focus on the pronunciation features that are most important in *clear communication*: **vowel length**, individual **consonant sounds**, **consonant clusters**, and **word stress**. The productive pronunciation exercises throughout the series encourage students to listen, to notice, to compare to their own speaking, then to practice.

Receptive pronunciation (listening for sounds)

Receptive pronunciation sections focus on features that are usually *less clear* to listeners. These primarily focus on connected speech – phrases or sentences – and include features like **linking sounds**, **weak forms**, and **deleted sounds**. It is important to prepare learners to hear connected speech but less important that students adopt this style of speaking.

Use your students' first language

The pronunciation sections focus on features that are likely to be most useful for your students. However, just as learners have individual grammar, vocabulary, or skills needs, so too will they have individual pronunciation requirements. *You* are best placed to know *your* students' needs because you speak their language, and you can help students reproduce English sounds by thinking about similar sounds in your own language. For example, the English /r/ exists in some Portuguese accents at the end of words like *valor*. Work with your students to identify ways like this to make your first language a useful resource.

You are a pronunciation role model

When you speak the same first language as your students, you can be a role model for their speaking and help them find their English voice. That is also why we use other role models in the form of real student speakers from around the world throughout the series.



Tips for teaching pronunciation

To help students with their pronunciation in the productive sections:

Repeat (drill) the word or phrase. These drills provide important practice and give students confidence.

- Model the word or phrase.
- Ask students to repeat the word or phrase as a group.
- Students repeat the word or phrase with a partner.
- Individual students say the word or phrase to the class.

Use role models. Consider using clear speakers in the class as models, and model words yourself. This can be very motivating, and it reinforces the message that all accents are valid.

Find alternatives for phonemic symbols. We use phonemic symbols throughout the series for ease of reference, but you can use words as examples of sounds when you teach individual sounds. For example, to work on the /eɪ/ vowel sound, write *play* on the board and ask students for words with the same vowel sound.

Use a dictionary and draw symbols. Use a dictionary to check which syllable is stressed in a word. The stress is usually marked by ' before the stressed syllable, e.g., /sək'ses fəl/. On the board, however, it is clearer to write the word with a dot above the stressed syllable, e.g., *successful*. Encourage students to use stress dots when recording new words in their vocabulary notebooks.

Use gestures. You and your students can clap the rhythm of a word together. For example, *successful* = quiet clap, loud clap, quiet clap. You could also show this rhythm by holding up three fingers and using a clenched fist on the other hand to "bounce" from finger to finger, bouncing higher on the middle finger to show that this is stressed.

Demonstrate sounds. Pronunciation work in the classroom can be physical (and fun!), particularly when showing how sounds are articulated in the mouth. For example:

- Show students how to round their lips to make /w/.
- Show students how your top teeth touch your bottom lip to make /v/.
- Tell students to touch their throats to feel the vibration of **voiced sounds**, e.g., /d/ should vibrate because it is voiced, whereas /t/ should not vibrate because it is unvoiced.

Give timely feedback. It is important to give your students feedback on their pronunciation. However, we recommend waiting until after the initial notice stage because students might adapt their pronunciation on their own.

Use neutral language when giving feedback. It's important not to compare your students' pronunciation to mother-tongue English speakers. Avoid language such as *good*, *bad*, *mistake*, *natural*, and *perfect* when you comment on your students' pronunciation. Instead, use more neutral terms such as *clear* and *unclear*.

GLOSSARY

Consonant sounds sounds made by the tongue, teeth, or lips, e.g., the /tʃ/ in *watch*

Consonant clusters a group of consonant sounds with no vowel sounds, e.g., /str/ at the beginning of *street*

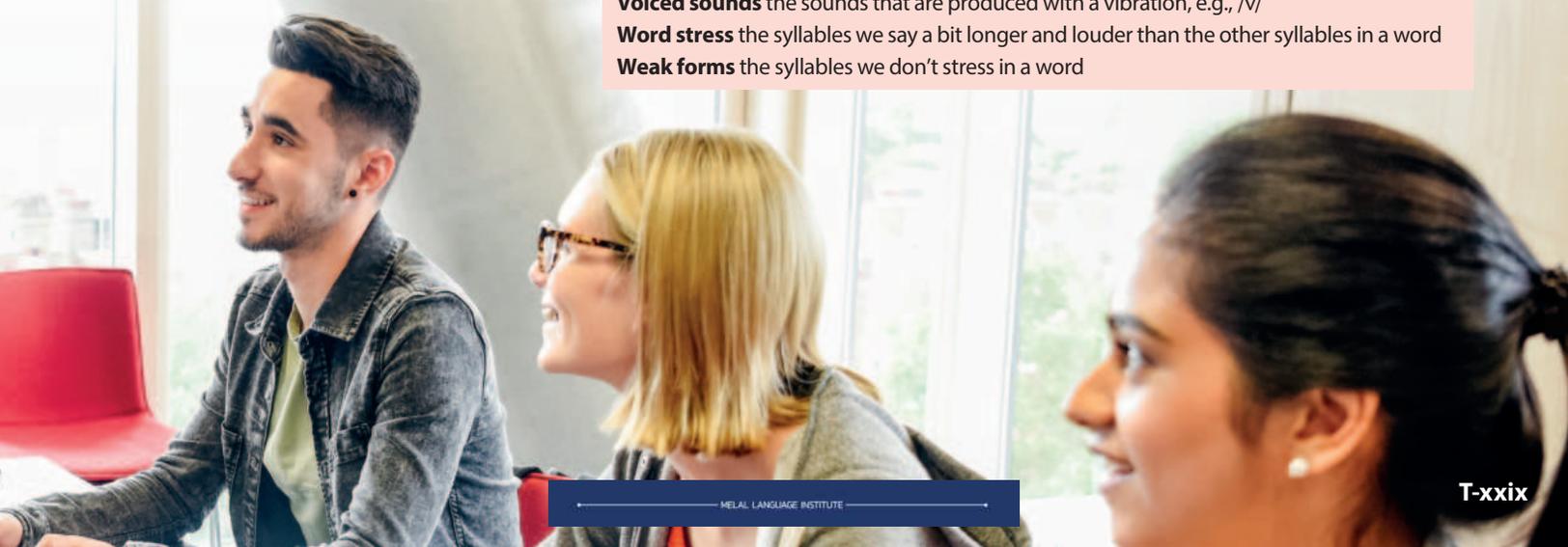
Deleted sounds the syllables we don't pronounce

Linking sounds the way two or more words flow together and sound like one word

Voiced sounds the sounds that are produced with a vibration, e.g., /v/

Word stress the syllables we say a bit longer and louder than the other syllables in a word

Weak forms the syllables we don't stress in a word



WHO WE ARE

1



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom management – Checking understanding of instructions

In this unit, we're going to focus on checking understanding of instructions. Teachers are sometimes surprised when students don't do tasks in the way they are supposed to – even though the teacher thinks the instructions were clear. By checking instructions, teachers can hopefully avoid this situation. One way to check instructions is by using students to demonstrate tasks. Another way is by using a checklist. Both approaches ensure that all members of the class understand the instructions for a task.

Using students to demonstrate tasks (Activity 1): Set up and demonstrate a controlled oral practice task, focusing on information questions. Try this in Lesson 1.1.

Using a checklist (Activity 2): Set up and check instructions for a writing task. Try this in Lesson 1.4.

To find out more, read "Giving Instructions" from *Classroom Management Techniques* by Jim Scrivener, pp. 128–133. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *personality*. Explain that your *personality* is the kind of person you are, not what you look like. As a class, brainstorm words that can be used to talk about personality. Write Ss' answers on the board. Tell Ss to write the words in their notebooks to use throughout the unit. Ask *What one word describes your personality?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Ask Ss to say any vocabulary words they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

VOCABULARY SUPPORT Some common words to describe personality are:

friendly: kind and pleasant

outgoing: likes to meet and talk to people

quiet: doesn't talk a lot

honest: truthful

funny: makes you smile or laugh

moody: often not friendly or happy

START SPEAKING

A Ss look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their partner's answers with the class.

B Review the adjectives on the board.

- In pairs, Ss discuss the questions.
- Ss share their answers with the class. Ask them to explain their answers.

C Read the questions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have the same ideas as Andres.

REAL STUDENT

Hi! I'm Andres. I'm probably asking them what they like to do on Fridays. I tell them that what I really love to do with my friends – it's going to the cinema.

EXTRA ACTIVITY

Ask Ss to share their most recent experience of meeting new people and talking about themselves. Ask *What is the most important thing that people should know about you?*

- talk about people's personalities

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a brief class discussion about first impressions. Explain that a first impression is the opinion you have about a person after meeting them for the first time. Ask *Are you good at knowing someone's personality after meeting them for the first time?*

A PAIR WORK Ss discuss the questions in pairs.

- Ss share their partner's ideas with the class.
- Write their ideas on the board for Ss to refer to later in the lesson.

B Do the task Tell Ss to cover the article except for the title. Read the question aloud.

- Ask volunteers for their guesses.
- Ss uncover the article and read it silently to themselves.
- Go over any unfamiliar vocabulary.
- Check understanding. Ask *What is an example of a question a sociable/selfish/generous/helpful person might ask?*
- **Review** Ask Ss if anyone guessed the correct answer. Briefly discuss the topic of the article. Ask *What kinds of questions do you ask someone when you meet them for the first time?*

Answer

He says you can learn about people by listening to the questions they ask you.

EXTRA ACTIVITY

Ss write three to five comprehension questions about the article, exchange them with a partner, and answer them.

C PAIR WORK Ss discuss the question in pairs.

- Ss share their partner's ideas with the class. See if the class agrees with Kenneth.

2 VOCABULARY: Describing personality

- **Introduce the task** Put Ss in pairs. Ask them to cover the box with the vocabulary words and then look at the pictures. Ask them to work together to think of adjectives that describe the people in the pictures.

A 1.03 Do the task Read the words in the box aloud. Ss repeat.

- Ss do the task individually.
- Ask Ss if any of the words are the same as the ones they thought of in the introduction on page 1 or in Introduce the task.
- Check answers with the class. Ask Ss to explain what in the picture gave them the answer.

Possible answers

Picture 1: helpful, reliable

Picture 2: cheerful, easygoing, sociable

Picture 3: nervous, serious

MIXED ABILITY

Pair a weaker S with a stronger one. Ask pairs to write examples for each adjective using the construction (e.g., *A brave person is someone who ...*). Pairs share their examples with the class.

B GROUP WORK Ss do the task in small groups.

- Ss share their answers with the class.

C Direct Ss to page 141 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

D PAIR WORK Ss do the task in pairs.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they know anyone like the person Angie describes.

REAL STUDENT

I consider myself as a really easygoing person because I do like to socialize and meet new people. On the other hand, my sister is more serious than me. She is not really good at socializing, and she gets nervous every time she's in front of a public.

3 GRAMMAR: Information questions

- **Introduce the task** On the board, write *information*. Ask *What question words do you already know?* Write Ss' answers on the board. Say *We use information questions to learn new things about the people we meet. Most questions are about where we live, school, or what we do for a job.*

A Do the task Ss read the information in the grammar box silently to themselves.

- Ss do the task individually.

Answers

- 1 *what*
- 2 *which*
- 3 *who something belongs to*
- 4 *the way to do something*

B Read the instructions aloud.

- Ss complete the sentences individually.
- Check answers as a class.

Answers

- 1 When 2 How 3 Where 4 Who 5 Why 6 Whose

- Put Ss in pairs to ask and answer the questions.



TEACHER DEVELOPMENT ACTIVITY 1

Using students to demonstrate tasks

Alternative instructions for exercise 3B

This is an example of a pair work activity that needs a clear demonstration. By involving a pair/pairs of students, the rest of the class will feel confident about what they have to do.

- Ss complete the information questions, using *How/What, etc.*
- Ss compare completed questions.
- During feedback, write questions on the board.
- Demonstrate the speaking stage with a pair of "strong" Ss. [A and B]

T: A, ask B the first question. When ... ?

A: [When do you usually meet your friends? At night or on the weekends?]

B: [On the weekends.]

T: B, can you give a bit more information?

B: [Usually on Saturday.]

T: B, ask A the second question. How ... ?

B: [How do you greet new people?] ...

A: [Well, sometimes I smile. Sometimes we shake hands.]

T: Good. Any other ideas?

A/B: [We bow / We press our hands together.]

- Pairs take turns asking/answering questions 1–6.

- C Direct Ss to page 129 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D Check understanding of the task. Ask *Which question word will they use for the first question? What tense will the question be in? (the past tense)*

- Ss write the questions.
- Check answers as a class. Volunteers write their questions on the board.

Answers

- 1 What did you have/eat for breakfast?
- 2 What languages do you speak? (if it's a general question) **or** Which languages do you speak? (if you have a specific group of languages in mind)
- 3 Where are your keys?
- 4 How did you get here?
- 5 When (**or** What time) do you usually get up?

EXTRA ACTIVITY

Ss write three to five more information questions and ask and answer them with a partner.

E **PAIR WORK** Ss take turns asking and answering the questions in exercise 3D using their own information.

- Ss share their partner's answers with the class.

4 SPEAKING

- **GROUP WORK** Put Ss in small groups to discuss the questions.
- Circulate and monitor.
- A S from each group reports their group's discussion to the class.

EXTRA ACTIVITY

Tell pairs they will role play. Tell them that they will be at a party and will meet someone for the first time. Ss pretend that they are selfish, sociable, intelligent, or honest. Give them time to write questions to ask the other person that will show their personality. Encourage Ss to be imaginative or funny if they like. Ss then take turns asking and answering their questions. Their partner guesses the personality trait being acted out. Ask volunteers to do their role play for the class.

- **Workbook Unit 1.1**
- **Worksheets: Grammar 1.1; Vocabulary 1.1**

LESSON OBJECTIVE

- ask and answer questions about people

1 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *Which famous person would you like to interview? What do you want to ask them?* Set a time limit of one minute and tell Ss to write down as many questions as they can think of.
- Ss compare lists with a partner.

A  1.04 Ask Ss to look at the picture. Read the first two questions aloud and elicit answers. Then read the remaining instructions aloud.

- Play the audio. Ss check answers in pairs.
- Check answers as a class.

Answer

Amber asks Jared questions to find out if Scott is a true friend of his.

B  1.04 Read the instructions aloud.

- Play the audio. Ss check answers in pairs.
- Check answers as a class.

Answers

Is he single or married?
 Can you tell me where he was born and raised?
 Now I'd like to know what sports or hobbies he's into.
 Do you know if he likes broccoli?

B Direct Ss to page 141 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the instructions aloud.

- Ss do the task in pairs.
- Ss share their partner's information with the class.

 **EXTRA ACTIVITY**

Have a brief class discussion about asking personal questions. Ask *Are there any questions that you should not ask a friend?* Ss think of five good questions to ask one of their friends. Ss ask and answer their questions in pairs.

2 VOCABULARY: Giving personal information

- **Introduce the task** Ask volunteers to read the vocabulary in the box. Ask Ss to say any of the verbs they already know. Tell them to say if they included any of the verbs in their questions from the activity in the introduction to Lesson 1.2. Ask volunteers to give a short definition or example of each verb, if possible.

A  1.05 **Do the task** Ss complete the paragraph individually.

- Check answers as a class.

Answers

2 was raised 3 lived with my family
 4 were into 5 lived alone 6 was single
 7 were married 8 celebrated 9 retired

VOCABULARY SUPPORT The verb combinations here are very common, so Ss should try to memorize them.

3 GRAMMAR: Indirect questions

- **Introduce the task** On the board, write *indirect*. Explain that *indirect* means to not do something directly or in a straight line. On the board, write *How old are you? Can you tell me how old you are?* Read them aloud. Ask *Which question sounds more polite?* Explain that many times we use indirect questions when we want to sound more polite or gentle, and that this is common when asking questions that are about personal information.

A Ss read the information in the grammar box and the Notice box.

- Ss do the task individually.
- Check answers as a class.

Answers

1 statement word order 2 if 3 period

B Read the instructions aloud. If necessary, check understanding of the task by doing the first questions as a class.

- Ss do the task individually. Circulate and monitor.
- Read the information in the **Accuracy check** aloud. Ss check their indirect questions.
- Check answers as a class. Volunteers write their indirect questions on the board.

Answers

1 where you were raised
2 when your teacher wants to retire
3 if your friends are into sports
4 when your parents celebrate their anniversary
5 if your brothers and sisters were born in this city

C **PAIR WORK** Ss do the task in pairs.

- Ss share their partner's answers with the class.

D Direct Ss to page 129 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

4 SPEAKING

- #### A Read the instructions aloud. A volunteer asks a question about Justin Trudeau, based on the photo.
- Ss do the task individually.



- #### B **GROUP WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Ss do the task in small groups.
- **OPTIONAL ACTIVITY** Ss use their phones to find the answers to their questions.

HOMEWORK IDEAS

Ss research information about a famous person and bring it to the next class. Put Ss in pairs. S1 tells a partner the name of the person he or she researched. S2 then asks S1 indirect questions about that person. Then Ss switch roles.

- **Workbook Unit 1.2**
- **Worksheets: Grammar 1.2; Vocabulary 1.2; Speaking 1**

LESSON OBJECTIVE

- make introductions and get to know people

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask *Do you like meeting new people? Where do you usually meet new people? Do you like to talk about yourself to a new person?*
- Tell Ss to write down any words or phrases that they already know that are used to introduce themselves to someone new. Tell them to save their lists to use later in the lesson.
- Explain that in this lesson Ss will learn ways to make introductions and ask questions to get to know people.

A Read the question aloud. Ask a volunteer to read the topics in the box aloud.

- Ss look at the picture and discuss the question in pairs.
- Ss share their partner's ideas with the class.
- Draw Ss' attention to the topics in the box again. Ask *Which questions can you ask when you meet someone new at a party? At a work gathering? Do you ask different questions at different kinds of events or in different situations?*
- As a class, brainstorm any other topics that they talk about the first time they meet someone. Encourage them to say what kind of event or situation would be appropriate for that question. Suggest that Ss write any new ideas in their notebooks to use later in the lesson.

B  1.06 Read the instructions aloud.

- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud. Ask if there is an equivalent saying in Ss' native languages.
- Play the audio again, if necessary. Suggest that Ss write down their answers.
- Check answers as a class.
- Pairs practice the conversation several times.
- Pairs act out the conversation for the class.

Answers

Nina talks to Mia (Jodi's sister) and Rafe (Mia's husband).
Nina and Mia talk about their jobs and about someone they both know: Jodi. Nina and Rafe talk about someone they both know: Jodi.

 MIXED ABILITY

Tell stronger Ss to cover the conversations and answer the questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

C Ss look at the headings in the chart. Check Ss' understanding.

- Ss complete the task individually.
- Tell Ss to look at the lists of words and phrases they made during the introduction. Ask them to share any words from their lists that are not included in the conversation. Write these words and phrases on the board for other Ss to write in their notebooks.
- Check answers as a class.

Answers

1 I'm 2 sister 3 my husband 4 coworker
5 do you know 6 work with 7 let you go
8 meet you 9 talking

D Ss do the task individually.

- Check answers as a class.

Answers

1 a 2 b 3 b

 EXTRA ACTIVITY

Review the conversation in exercise 1B. Discuss with Ss the words that can be substituted. In pairs, Ss work together to make a new conversation and practice it. Encourage them to use words and phrases from the conversation and from their own lists in their notebooks.

2 REAL-WORLD STRATEGY

- **Introduce the task** Tell Ss that they will learn what to say when they meet a person for the first time that they have heard about before.

A 1.07 **Audio script p. T-173** Read the question aloud.

- Play the audio.
- Check the answer as a class.

Answer

Ji-soo is Jodi's friend. Nathan is Jodi's brother.

B 1.07 **Audio script p. T-173** Ss read the information in the Real-world strategy box silently to themselves. Have two volunteers act out the sample conversation for the class.

- Tell Ss to write their answers as they listen to the conversation.
- Play the audio and check answers as a class.

Answers

Ji-soo says, "I've heard a lot about you."
Nathan says, "Good things, I hope!"

C 1.08 **Audio script p. T-173** Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class. Then play the audio for Ss to compare these with what the speakers say.

Answers

A I've heard good things about you.
B Oh, that's nice.

EXTRA ACTIVITY

Ss work in groups of three. Have them role play in which one of them is a very famous person. Ss think of a famous person and what one of them probably knows about that person. They then have a conversation introducing one another. Encourage them to be creative and funny. Model an example conversation by writing this conversation on the board and/or reading it aloud with two volunteers:

A: Hi, I'm Claire Danes.

B: Hi, Claire. I'm Mary. I love your movies!

A: Thanks! So, how do you know Sam?

C: Ha! Claire used to babysit me when I was a baby.

A: Yes! Sam was a terrible baby! He cried all the time!

D **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions and situations and to think of what they can say to each other.
- Check understanding of the task. Ask *Student A, where are you from?* (Los Angeles) *Student B, what is your job?* (a teacher at Central High School)
- Ss do the task in pairs.

3 PRONUNCIATION: Stressing new information

- **Introduce the task** Explain that many times, in speech, we *stress* a word or words that are important. These words often contain new information. Explain that when we stress a word we say it differently than other words: more loudly or more clearly. Give some examples: *This is my best friend, Alexander. She isn't my mother – she's my sister!*

A 1.09 Read the instructions aloud.

- Play the audio. Ss listen and notice that the words in bold are stressed.

B 1.10 **PAIR WORK** Read the instructions aloud.

- Ss do the task individually.
- Play the audio. Ss listen and check their answers.
- In pairs, Ss practice the conversation.

Answers

A Hi, I'm **Robert**, Jessica's **brother**.

B Hi, **Robert**. I'm **Amaya**.

A So how do you know **Jessica**?

B Oh, we **work together**. She's my **boss**.

A Oh **really**? Is she a **good** boss?

B Uh, I **don't know yet**. I **just started**.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud. Model the task with a volunteer.

- Ss do the task in pairs.
- Pairs act out their conversations for the class.

B **GROUP WORK** Read the questions aloud and have Ss do the task in groups of two pairs.

- Groups act out their conversation for the class.
- **Workbook Unit 1.3**

LESSON OBJECTIVE

- write an email to get to know someone

1 READING

- **Introduce the task** On the board, write *Family Location*. Ask Ss if all of their family lives close, or if they have family members who live far away – maybe in another country. If so, ask where they live and write their answers on the board. Ask what they know about those other family members and if they are in contact with them. Do they know what their lives are like?
- Explain that Ss will read an email from one person to a family member they have never met. They will learn how to write an email response to the relative.

VOCABULARY SUPPORT *To get in touch* means to contact someone – by phone, text, email, or letter. It's usually used when talking about someone you haven't seen for a long time or have never met. A *side* of the family refers to the relatives of either a mother (on one side) or a father (on the other side).

A **READ FOR GIST** Read the instructions and the subjects aloud.

- Set a time limit of 20–30 seconds so that Ss read through the email quickly and only look for the subjects that Andrew mentions.
- Ss read the email individually.
- Answer any questions about unfamiliar vocabulary.
- Check answers as a class.
- On the board, write *emoji* and draw a few emojis. Ask Ss if they use emojis in their emails or texts. Which ones?

Answers

He mentions family members, his college, sports, and a farm.

B **READ FOR DETAILS** Read the questions aloud.

- Ss read the email again to find the answers to the questions.
- Ss compare answers with a partner.
- Check answers with the class.

Answers

- 1 Andrew's Aunt Joan told him about Elin.
- 2 He's 23. He just finished his degree in economics at North Dakota State University. He lives in Fargo with his parents.
- 3 His parents live in Fargo. His side of the family moved from Norway to North Dakota a long time ago. They had a farm in the Red River Valley in North Dakota, and the old house is still there.

C **PAIR WORK** **THINK CRITICALLY** Read the adjectives aloud.

- Check understanding of the adjectives. Ask volunteers to give a definition or to give an example of behavior for each adjective.
- Ss discuss the questions in pairs.
- Ask pairs to share their answers with the class.

✍️ HOMEWORK IDEAS

If Ss don't already know of any family members living far away, have them ask their parents, grandparents, or other family members for ideas of to whom they can write an email.

2 WRITING

- **Introduce the task** Ask *Do you use email to communicate with friends and family? If you don't like email, what are the reasons? If so, do you answer emails quickly?*

A Ask *What do you know about Norway? What do you want to learn about Norway?* Ss share their answers and ideas.

- Read the instructions aloud. Ask Ss what they remember from Andrew's email: *What topics does Andrew want to know about?* Challenge Ss to first try to answer without looking back at Andrew's email.
- Ss read the email silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Check understanding. Ask *Is Elin happy to get Andrew's email? How do you know?*
- Ss discuss the question in pairs. Then pairs work together to find the answers to each of Andrew's questions.
- Ss share their answers with the class.

Answer

Yes, she does. She talks about herself (age, graduation, work), her interests, music, her city (Oslo), and winter sports.

EXTRA ACTIVITY

Have pairs role play a conversation between Andrew and Elin. Tell them to take notes on Andrew's questions and Elin's answers and then act out a conversation as if they were talking to each other instead of writing emails. Have pairs role play their conversations for the class.

B **WRITING SKILLS** Read the instructions aloud. A volunteer reads the text about paragraphs.

- Ss do the task individually.
- Check answers as a class.

Answers

a 5 b 4 c 1 d 2 e 3

WRITE IT

C Read the information in the Register check aloud. Ask *When might you write a formal email? (when writing to a boss or coworker, or someone you don't know well; when making a formal request to a business or local government)*

- Read the instructions aloud.
- Give Ss time to think of who they will write to and to take notes on ideas to include in their emails.



TEACHER DEVELOPMENT ACTIVITY 2

Using a checklist

Alternative instructions for exercise 2C

After giving instructions for writing tasks, teachers often ask checking questions like *So who are you writing to? How many words do you need to write?* Those questions are very useful, but the strategy below is more learner-centered. It can work especially well in mixed-ability classes in which some students may need support from classmates.

- Ask Ss to read the instructions in exercise 2C.
- Put them in groups of three or four.
- Give copies of the checklist to each group, or show it on the board.
- Ask Ss to discuss questions and make notes. Set a time limit.
- Monitor and provide help if necessary.

CHECKLIST (for writing task)

Who recently emailed you?	
Where does he/she live?	
What information could you give about yourself in your email?	
What could you say about your hometown?	
What questions could you ask in your email?	
How could you start your email?	
How could you end your email?	

D **PAIR WORK** Ss read their partner's email.

- Ss tell the class anything new that they learned from their partner's email.

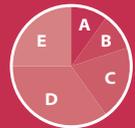
MIXED ABILITY

Display Ss' writing around the classroom. Ss get up and walk around the class to read their classmates' emails. For larger classes, you may want to set a time limit. Alternatively, Ss can exchange their emails and read their classmates' writing in small groups, and then break into pairs to discuss.

- **Workbook Unit 1.4**

LESSON OBJECTIVE

- decide what makes a good leader



Time on each stage

- **Introduce the task** Aim: Introduce the concept of leadership.
- On the board, write *Leader*. Ask *What words describe leaders?* Give Ss one minute to write as many words as they can. Tell them to save their lists to use later in the lesson.
- Direct Ss' attention to the **Useful phrases** section at the bottom of the page. Remind them that they can use these as they do the lesson.

A **DISCUSS** **Do the task** Aim: Ss look at pictures and discuss what they know about these leaders.

- Direct Ss to look at the photos of famous leaders.
- Ask volunteers to identify each one and say anything that they know about them.



B **RESEARCH** Aim: Ss identify and share information about a leader they admire and explain why that person is a great leader.

- Read the instructions aloud.
- **PAIR WORK** In pairs Ss talk about leaders they know and decide what qualities make these leaders great.
- **OPTIONAL ACTIVITY** If possible, let Ss use their phones to find more information about current leaders and share what they learn with their partner.

C **DECIDE** Aim: Ss talk about the qualities of a good leader. They decide on a class president.

- Read the instructions aloud.
- **INDIVIDUALLY** Remind Ss of the words they wrote down during the introduction to the lesson. If possible, let Ss use a dictionary or their phones to look up more words, as needed.
- **GROUP WORK** Encourage Ss to write down their reasons for choosing that person and practice how they will present this to the class.
- **Preparation for speaking*** Give Ss time to think silently about what they are going to say.

D **PRESENT** Aim: Groups present and explain their choice for a class president.

- Read the instructions aloud.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, such as good use of unit vocabulary, interesting questions, and natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

E **AGREE** Aim: Ss vote on a class president and discuss their reasons.

- Have a vote on the class president and write the results on the board.
- Discuss what quality of this leader was the most important.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xviii.

PROGRESS CHECK

- Direct students to page 153 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 For Teacher Development Activity 1, how effective was the demonstration? Would you do anything differently next time?
- 2 While you monitored the "Checklist" discussion in Teacher Development Activity 2, what questions did students ask you about the email task?
- 3 Why is *Do you understand?* an ineffective way to check if students understood your instructions?
- 4 When students demonstrate a task, teachers could ask them to stand up at their desks, remain seated, or come to the front. What would work best in your classroom?
- 5 Would you use any of these methods to check your instructions? Why or why not?
 - Asking for examples: e.g., *Let's do the first question together.*
 - Asking a student to repeat the instructions in front of the class.
 - Asking pairs to repeat the instructions to each other.
 - Using response cards: Each student shows a question card or a check card to show whether they understood your instructions.

SO MUCH STUFF

2



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Focusing on meaning and use

It's important that students know the meaning of the grammar they study and how it's used. Until students have a clear understanding of meaning, they're unlikely to benefit from work on form or pronunciation. In this unit, we look at ways of helping students understand grammatical meaning by focusing on contrasting pairs of expressions and sentences.

Left or right? (Activity 1): Ss respond physically to show that they can recognize and/or understand grammatical contrasts. You will have the opportunity to try this in Lesson 2.1.

What's the difference? (Activity 2): Ss discuss possible differences in meaning between contrasting sentences. You can try this in Lesson 2.2.

For more advice and ideas on teaching grammatical meaning, read the *Grammar* section of Penny Ur, *100 Teaching Tips*, pp. 31–36. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *stuff*. Explain that *stuff* (as a noun) is a general term used to describe a group of things, often a big group. Further explain that it is most often used to talk about the collection of things that people have but don't really need. Ask *Do you have a lot of stuff? Do you know anyone who has too much stuff? If someone has too much stuff, what is a good way to get rid of it?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary words they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Ss look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their partner's answers with the class.

B Read the question aloud. Ask *In what other places in a home do people keep stuff?*

- In pairs, Ss discuss the question.
- Ss share their answers with the class.

C Read the question aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they keep the same things as Andres.

REAL STUDENT

Hi. I'm Andres. I always have a drawer with lots of candies, chocolates, or fruit, in case I get hungry at midnight. It's good to have something extra.

EXTRA ACTIVITY

Ask Ss to share with the class three things that they don't really need to live but that they would never get rid of.

LESSON OBJECTIVE

- talk about things you've had for a while

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a brief class discussion about possessions. Ask *What are some reasons that certain possessions – things that people own – are important to people? Do you have a possession that you never see because it's in a box or a closet, but you can't get rid of it?*

VOCABULARY SUPPORT Some useful words and phrases for this lesson are:

get rid of: to give or sell a possession to someone else, or throw it away

stuff (verb): to put many things into one space in an unorganized way

garage/yard sale: an event where a person puts some of their possessions in their garage, or their front yard, and sells them to the public

A Ss discuss the questions in pairs.

- Ss share their partner's ideas with the class.
- Write their ideas on the board for Ss to refer to later in the lesson.

B Do the task Read the words in the checklist aloud.

- Ss read the social media post silently to themselves.
- Go over any other unfamiliar vocabulary.
- Check understanding. Ask *How long has Ethan lived in that house? (since 2013) Why does Ethan want to get rid of his stuff? (There is too much stuff in the garage, and he can't get his car in there.) Does Ethan know what people want to buy? (no) Is all of Ethan's stuff old? (no) What has Ethan never used? (computer games) What has Ethan collected? (travel souvenirs)*
- Ss do the task individually.
- Check answers as a class.

Answer

He mentions a bookcase, bikes, comic books, computer games, and travel souvenirs.

- **Review** Tell Ss to close their books. Call out one of the words from the box and have a volunteer say if Ethan mentioned it, and if so, what he says about the item. Continue with the rest of the words.

EXTRA ACTIVITY

Tell Ss to write three to five comprehension questions about the social media post and exchange them with a partner to answer.

C Give Ss time to think of their answers.

- Ss compare their answers with a partner.
- Several volunteers share their partner's answers with the class. Invite other Ss to say if they agree or not and why.
- Refer Ss to their ideas from exercise 1A that you wrote on the board and determine if any of them were correct.

2 VOCABULARY: Describing possessions

- **Introduce the task** Tell Ss to close their books. Ask them what words they can remember that Ethan used to describe his possessions. Tell them to write their answers in their notebooks.

A  1.11 Do the task Read the instructions aloud. Make sure Ss understand that they will first find and underline the words in the exercise 1B post, and then do the matching. Read the words in the columns aloud. Ss repeat.

- Ss do the tasks individually.
- Ask Ss how many of the words they were able to remember and write down from Introduce the task.
- Check answers as a class.

Answers

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

 **MIXED ABILITY**

Pair a weaker S with a stronger one and have them write examples for each expression (e.g., *Something in good condition works well and looks almost new*). Pairs share their examples with the class.

B **PAIR WORK** Read the questions aloud. Go over any new vocabulary.

- Ss discuss the questions in pairs. Set a time limit for each question of two to three minutes.
- Ss share their partner's answers with the class.
- Ask *Have you ever sold any stuff you did not want anymore? How did you sell it?*

C Direct Ss to page 142 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

D **PAIR WORK** Ss do the task in pairs.

3 GRAMMAR: Present perfect with *ever*, *never*, *for*, and *since*

- **Introduce the task** Review the present perfect. On the board, write *present perfect* and the sentence *I have been a teacher for ten years*. Ask *Is this sentence about the past, the present, or both?* (both) Explain that the present perfect is used to talk about things that are linked in the past and the present. Point to the sentence again and ask *How many verbs are there? What are they?* (two; have and been) *Which one is in the present tense?* (have) *What is the present of been?* (be) Remind Ss that *been* is the past participle of *be*. You may want to review the past participle of several common verbs and refer Ss to the irregular verbs chart at the back of the book to confirm that Ss understand the difference between the past tense and past participle forms of verbs.

A Do the task Give Ss time to read the information in the grammar box silently to themselves.

- Ss do the task individually.
- Check answers as a class.

Answer

1 *since* 2 *for*



TEACHER DEVELOPMENT ACTIVITY 1

Left or right?

This activity can be used to check and consolidate students' ability to distinguish between different grammatical forms. Here the focus is on the difference between *for* + periods of time and *since* + points of time.

- Have each S write, in big letters, *FOR* on one piece of paper and *SINCE* on another.
- Read aloud different time expressions for periods and points of time. For example:
2010 a few weeks a long time ages
I was 15 New Year's Day
ten days the party three years
we were at university years yesterday
- After each expression, Ss quickly decide whether it goes with *for* or *since*. They hold up the *FOR* paper in their left hand or the *SINCE* paper in their right hand to show their choice.

- B Direct Ss to page 130 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Model the task by completing one or two of the sentences with your own information.

- Ss do the task individually.
- While Ss are completing the sentences, write the sentences with blanks on the board. When Ss are finished, invite volunteers to come to the board to complete one of the sentences.

D **GROUP WORK** Ss share their answers with their group.

- Ask Ss to tell the class which of their classmates' answers surprised them.
- **Review** Ss choose three of the sentences and write them with new information. Circulate and check Ss' sentences for grammatical accuracy.

4 SPEAKING

A Read the instructions aloud. A volunteer reads the words in the box.

- Give Ss time to think about five things they've owned for a long time. Ask them to write some brief notes about each one's history.
- Put Ss in pairs to compare lists and add to theirs.

B **PAIR WORK** Read the instructions aloud. Two volunteers read the example conversation aloud.

- Brainstorm other possible questions Ss can ask each other (e.g., *Did you get it for a special occasion? Where do you keep it? Is it in good condition?*).
- Put Ss in pairs to discuss.
- Ask Ss to describe one thing their partner has had for a long time.

EXTRA ACTIVITY

Do a "show and tell." Ask Ss to bring a special possession, or a picture of one, to class. They present the item or picture and tell the history of it to the whole class. Encourage Ss to ask questions after each presentation.

- **Workbook Unit 2.1**
- **Worksheets: Grammar 2.1; Vocabulary 2.1**

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask *Do you know a lot about your phone? Do you know how to use everything it can do? What do you like about your phone? What don't you like about your phone?*
- Individually, Ss make a list of all the things they do with their phones.
- Ss compare lists with a partner.

A  1.12 Read the instructions aloud.

- Play the audio. Ss check answers in pairs.
- Check answers as a class.

Answer

Maya knows more about her phone.

B  1.12 Read the instructions aloud. Volunteers read the sentences aloud.

- Play the audio.
- Ss do the task individually.
- Ss check answers in pairs.
- Check answers as a class. Ask Ss to read where in the conversation they found each answer.

Answers

- 1 True
- 2 False. Jen has a lot of apps on her phone.
- 3 False. Maya doesn't need help with her phone. / Jen needs help with her phone.
- 4 False. Jen took a picture of Maya.

2 VOCABULARY: Tech features



FIND IT

A  1.13 **Introduce the task** If necessary, review the definitions of *noun* and *verb*. Ask volunteers to give definitions and examples of each term.

- Ask volunteers to read the vocabulary in the box. Ask Ss to identify any of the words they already know. Ask them to give a short definition or example of each word, if possible.
- Ask if they included any of these words in the lists they made in the exercise 1 introduction activity.
- **Do the task** Ss do the task individually.
- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to look up words they don't know.
- Check answers as a class.

Answers

Nouns: device, folder, home screen, model, storage
 Verbs: delete, set up, sync, try, work
 Words in the conversation: delete, folder, home screen, model, set up, try, work

 **HOMEWORK IDEAS**

Ss use the internet to look up any of the new vocabulary words that they don't know and to find examples of the words being used in English language articles or blogs. Ss share their findings in the next class.

B Direct Ss to page 142 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the instructions aloud.

- Pairs read the statements and discuss their answers.
- Ss share their partner's answers with the class.
- Have a class vote on each statement to see how many Ss agree.

D **PAIR WORK** Read the instructions aloud.

- Give Ss time to think about which phone features they have or want.
- Pairs discuss the features.
- Ask Ss to share which features they have or want, and which are the best, and why. Write these on the board and keep a tally to determine the most and the least popular. Ask volunteers to explain their reasons for wanting a particular feature.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss which feature Celeste talks about and if she likes it or not.

REAL STUDENT

The main features that I look for in a smartphone are the camera, the size of the screen, and the memory. For example, if you have a good camera you can take picture with high resolution.

3 **GRAMMAR: Present perfect with *already* and *yet***

- **Introduce the task** Review the present perfect. On the board, write these two phrases: *study English for / live in my house since*. Ask volunteers to say sentences using the prompts. Write some of the sentences on the board. Ask volunteers to identify the verb and the past participle in each.
- Explain that they will use the present perfect with *already* and *yet*.

A **Do the task** Give Ss time to read the information in the grammar box.

- Ss do the task individually.
- Check answers as a class.

Answers

1 *yet* 2 *already*

- Check understanding further. Books closed. On the board, write *I tried to download the video. I used my new camera*. Ask volunteers to say the sentences using *yet* and *already*. Alternatively, volunteers write their new sentences on the board for the class to check.



**TEACHER DEVELOPMENT
ACTIVITY 2**

What's the difference?

This activity gives students the opportunity to think about and discuss grammatical differences for themselves before sharing ideas and receiving guidance from their teacher. Here the focus is on how *already* and *yet* add meaning to sentences and questions.

- On the board, write two sentences that are identical except that the second one includes *already*: 1 *I've downloaded a lot of apps.* 2 *I've already downloaded a lot of apps.*
- Have Ss discuss in pairs or small groups: *How do the sentences differ in meaning? What difference does already in the second sentence make?* If you are working with a monolingual group, you could allow Ss to use their first language for this discussion.
- Discuss Ss' ideas as a class. Establish the meaning of *already* (to show that something has happened sooner than expected).
- Follow the same steps using a sentence and a question with *yet*. Use the examples and explanations in exercise 3A.

B Direct Ss to page 130 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions and the sample aloud.

- Ss do the task individually. Circulate and monitor.
- Read the information in the **Accuracy check** aloud.
- Ss exchange sentences with a partner and check them for accuracy.
- Check answers as a class. Volunteers write their sentences on the board.

Possible answers

- 2 I haven't used ... yet.
- 3 I've / I have synced ... already.
- 4 I've / I have tried to set up ... already.
- 5 I haven't deleted ... yet.

4 **SPEAKING**

A Read the instructions aloud.

- Ss do the task individually.

B **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud. Make sure Ss understand that their partner will be guessing what item they are talking about, so they should not name it in the conversation.

- Ss do the activity in pairs. Circulate and monitor.
- Ss share their results with the class.
- **Workbook Unit 2.2**
- **Worksheets: Grammar 2.2; Vocabulary 2.2; Speaking 2**

- switch from one topic to another

1 FUNCTIONAL LANGUAGE

- **Introduce the task** On the board, write *action figure*. Ask a volunteer to explain what an action figure is (a small doll with moveable parts that is usually based on a popular comic book or movie character).
- Ask *Did you or do you have any action figures? Which ones?*
- Ask *What topics do you talk to your friends about? Hobbies? Sports? Movies and TV?* Write Ss' ideas on the board.
- Explain that in this lesson Ss will learn ways to introduce a topic and then how to change the topic in a conversation.

A Do the task Read the instructions aloud.

- Ss look at the picture and discuss the question in pairs. Alternatively, brainstorm ideas as a class, such as *They like to collect them; they want to sell them; it makes them think of their childhood; they like the design.*
- Ss share their partner's ideas with the class.

B 1.14 Read the instructions aloud.

- Play the audio. Ss read along.
- If necessary, play the audio again for Ss to answer the question.
- Check answers as a class.

Answer

They plan to have dinner with Tori (on Saturday).

MIXED ABILITY

Tell stronger Ss to cover the conversation and answer the question by just listening to the conversation, not reading it. Play the audio twice, if necessary.

C Ss look at the headings in the chart. Check Ss' understanding.

- Ss complete the task individually.

Answers

1 You know 2 guess what 3 By the way 4 Anyway

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.
- Tell Ss to look at the lists of topics they talk to their friends about that they made during the introduction. Ask volunteers to say how they would introduce one of the topics in a conversation and how they would change the topic in the same conversation, for example, *So, you know I'm interested in The Big Bang Theory. ...*

D 1.15 Ss put the lines of the conversation in order.

- Play the audio for Ss to check their answers.
- Check answers as a class.

Answers

5, 3, 6, 1, 4, 2

EXTRA ACTIVITY

As a class, read the conversation in exercise 1B and determine which words and phrases can be substituted. In pairs, Ss work together to make a new conversation and practice it. Encourage them to use words and phrases from the conversation and from their own lists in their notebook.

2 REAL-WORLD STRATEGY

- **Introduce the task** Tell Ss that they will learn how to show interest in a conversation.

A  **1.16 Audio script p. T-173 Do the task** Read the question aloud.

- Play the audio.
- Check the answer as a class.

Answers

Yadira is going to give her watch to Luke so he can try to fix it.

B  **1.16 Audio script p. T-173** Ss read the information in the Real-world strategy box silently to themselves. Ask two volunteers to act out the example conversations for the class.

- Play the audio. Ss write their answers as they listen to the conversation.
- Check answers as a class.

Answers

Yadira uses: You are? He was? Luke uses: You do?

C  **1.17 Audio script p. T-173** Read the instructions aloud.

- Ss do the task individually.
- Play the audio for Ss to check their answers.

Answers

1 You did? 2 It is?

D **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions and situations and to think of how they can respond to each other.
- Check understanding of the task. Ask *Student A*, *what will you talk about first?* (how busy I am) *Student B*, *what can you say to Student A to show interest?* (You are? What are you doing?)
- Ss do the task in pairs.

3 PRONUNCIATION: Saying /t/ at the start of words

A  **1.18** Read the instructions aloud.

- Play the audio. Ss listen and repeat the sentences.

B  **1.19** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

1 A
2 B
3 B
4 A
5 B
6 A

C Read the instructions aloud.

- Pairs practice the conversation.

4 SPEAKING

A Read the instructions aloud.

- Give Ss time to choose three topics and write notes on what they can say about them.

B **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Pairs do the task.
- Ss take turns acting out their conversation for the class.
- **Workbook Unit 2.3**

LESSON OBJECTIVE

- write an ad for something you want

1 LISTENING

- **Introduce the task** On the board, write *collector*. Ask Ss if they collect anything and, if so, why they collect it. Discuss the reasons why people collect things.
- Explain that Ss will listen to a podcast about a collector and then write an online ad for something to add to a collection.

VOCABULARY SUPPORT *To wonder about something* means to think about something and try to understand something about it, such as the reason why it exists, what is true about it, or what will happen to it.

A **Do the task** Ss look at the picture and discuss the questions in pairs.

- Ss share their answers with the class.

B  1.20 **Audio script p. T-173** **LISTEN FOR EXAMPLES** Ss read the instructions silently to themselves.

- Check understanding. Ask *How many people will you hear?* (two) *Who is Hana?* (a podcaster) *Who is Felix?* (a collector) *How many things will Felix talk about?* (one) *What two things will you listen for?* (what item Felix talks about and where it is)
- Read the information in the **Insider English** box aloud.
- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

Felix talks about an old tire from a race car. It's in his living room now.

C  1.20 **LISTEN FOR REASONS** Give Ss time to read the questions so they know what information to listen for.

- Play the audio again. Ss do the task individually.
- Check answers as a class.

Answers

- 1 Hana wants Felix to help her understand why people collect things.
- 2 He's loved racing since he was six years old, and the things bring the sport into his life.

D **PAIR WORK** **THINK CRITICALLY** Read the questions aloud.

- Ss discuss their answers in pairs.
- Pairs share their answers with the class.
- Have a discussion about what kinds of collectible items are useless and which are useful. Ask *What kinds of things do people collect that are useful, everyday items? What kinds of collectible items are almost never useful?*

Answer

Felix agrees it's useless as a tire since he can't put it on his car. But he made a table from it, so it is useful in a way.

 **EXTRA ACTIVITY**

Ss talk to their family and friends about any collections they have. On the board, write questions they could ask, such as *When did you begin collecting these things? Why do you collect them? Where do you keep your collection?* Ss report their findings in the next class.

2 PRONUNCIATION: Listening for /w/ sounds between words

- **Introduce the task** To explain the /w/ sound, write on the board: *go on* and *How about?* Model saying the phrases slowly, as two distinct words. Then say them quickly: *go'w'on, how'w'about*. Can Ss hear the /w/ sound?

A  1.21 Read the instructions aloud.

- Play the audio.

B  1.22 Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

- A you and
B do everything
A do you

C Pairs complete the rule.

- Check answers as a class.

Answers

ends; vowel

3 WRITING

- **Introduce the task** Ask *Have you ever written an ad to buy something or to sell something? Do you ever use ads to buy something? What information is usually in an ad?*

A Do the task Read the questions aloud.

- Ss read the ad silently to themselves.
- Answer any questions about unfamiliar vocabulary, such as *give a green light to* (allow to happen or move forward).
- Ss discuss the questions in pairs.
- Ss share their answers with the class.

Answers

She wants a Canadian traffic light and two red stops signs.
She wants them for a party.
Her personality might be fun, creative, or playful.

EXTRA ACTIVITY

As a class, discuss the items in the ad that could be changed to make a new ad, such as *traffic light, stop signs, street corner, party, niece*. In pairs, Ss rewrite the ad, substituting different items. Ss share their ads with the class.

B WRITING SKILLS Read the instructions aloud.

- Have a volunteer read the information and the example aloud.
- Ss do the task in pairs.
- Check answers as a class.

Answers

Or do you know where I can get one? (a Canadian traffic light)
Yes, I know they're on every street corner – but please don't steal one! (a Canadian traffic light)
But seriously, I want one that's legal and that works. (a Canadian traffic light)
I've seen some for sale online, but they were fake, not real ones. (two red stop signs)

WRITE IT



C Read the information in the Register check aloud. Ask *What is other important information that should be in an ad?* (the price, a description of the item, a picture of the item, how to contact the buyer)

- Read the instructions aloud.
- Give Ss time to think of what they want to find and how to describe it.
- Ss do the task individually. Encourage Ss to use unusual items in their ads and to think of interesting or funny reasons why they want it.
- Ss present their ads to the class and vote on the funniest or most interesting ad.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research interesting things for sale to give them ideas for their ad.

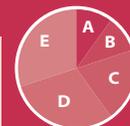
HOMEWORK IDEAS

Ss exchange ads with a partner in class and then write a response to their partner's ad for homework. They should include a description of the condition of the item they have, the price they want for it, and why they like this item.

- **Workbook Unit 2.4**

LESSON OBJECTIVE

- discuss things to take when you move



Time on each stage

- **Introduce the task** Aim: Introduce the concept of important personal items and essential items.
- Ask *What items do you want to take any place you go? Think of one item. Why is it special to you?* On the board, write *essential*. Explain that an essential item is something a person needs to live or to do a particular thing. Ask *What are essential items for travel? Think of one essential item. Is it the same as your special item?*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these as they do the lesson.

A **DISCUSS** Do the task Aim: Ss discuss what essential and nonessential items people take on trips.

- **WHOLE CLASS** Ss look at the picture. Volunteers identify each item.
- Read the questions aloud.
- **PAIR WORK** Pairs discuss their answers. Tell them to keep a list of any new items they can think of.



B **RESEARCH** Aim: Ss research a country they would like to live in for a year and what they'll need to take with them.

- Read the instructions aloud.
- **GROUP WORK** Groups decide on a country to move to for a year.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research a country and items they would need to live there.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

C **DECIDE** Aim: Ss work in groups to choose items.

- Read the instructions aloud.
- **GROUP WORK** Groups decide on the ten items they all will take to the country. Each S can take one special item. Encourage Ss to take notes.
- Explain that one person in the group must present the group's list of items to the class.
- Encourage Ss to practice how they will present their lists to the class.

D **PRESENT** Aim: Ss present their lists of items to the class.

- Tell Ss that they should take notes during each presentation to help them discuss it with the class.
- **WHOLE CLASS** Ss take turns presenting their group's chosen items.
- After each presentation, encourage Ss to ask follow-up questions about each item.
- Have a class discussion about anything all the items have in common and what is different about them.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 153 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions in a reflection journal or discuss them together with your peers.

- 1 Teacher Development Activity 1 tests students' understanding of the difference between *for* and *since* by having them hold up cards. How did you set up the activity? Did students enjoy it? Did it help you to diagnose and address students' problems with understanding *for* and *since*?
- 2 What other grammatical contrasts could you focus on with this activity? (simple present vs. simple past, *can* vs. *can't*, ...)
- 3 Teacher Development Activity 2 asks students to discuss how sentences differ in meaning. Did they do this in English, or were they able to use their first language? How easy did students find this? How accurate were their ideas?
- 4 Again, what other grammatical contrasts could you focus on with this activity? (simple past vs. present perfect, defining vs. non-defining relative clauses, ...)

SMART MOVES

3



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Language substitution

At the B1 level, students can usually communicate basic ideas in a simple way. However, sometimes their language is incorrect and they do not use a variety of grammar forms and vocabulary. Teachers can ask students to experiment with language by changing the original example they practiced using different vocabulary or different grammar forms. This is known as substitution. Doing some controlled oral language practice with substitutions can be a good way to encourage students to use a wider range of language so they are not repeating the same thing all the time.

Singular/plural substitution (Activity 1): Ss practice questions using both singular and plural noun substitutions. You can try this in Lesson 3.1.

Substituting verb forms (Activity 2): Ss practice mini conversations using different verb forms. You can try this in Lesson 3.2.

You can read more about controlled oral practice that aims to develop learners' range in William Littlewood's *Communicative Language Teaching*, pp. 8–15. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *transportation*. Ask Ss to name different kinds of transportation. Then ask *What kinds of transportation are available in your city or town? Is it difficult to get from one place to another? Why or why not?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary words they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Ss look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their partner's answers with the class.

B Read the questions aloud. Ask *Have you ever ridden a skateboard? Do you ever see people use it as transportation? Do you ever see other unusual kinds of transportation in your city?*

- In pairs, Ss discuss the questions.
- Ss share their answers with the class.

C Read the question aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they get around the same way as Andrea.

REAL STUDENT

I usually ride my bike to class, I take the bus to work ... it's faster to drive, but I don't have a car.

✎ HOMEWORK IDEAS

Ss interview some of the older members of their family or older friends and ask them how they got to work, school, or stores when they were younger. Older Ss could write a short description of how they got to these places when they were younger. Ss share their findings in the next class.

- ask and answer questions about your city

1 VOCABULARY: City features

- Introduce the task** Books closed. Ask Ss to think of typical things that you can find in a large city. Set a time limit of one minute and have them write as many words as they can in English, but add that they can also include words in their first language.

A  **1.23 Do the task** **PAIR WORK** Read the instructions and the words in the box aloud. Ask Ss if any of the words are the same as the ones they wrote down in the introduction. Ask Ss to identify any unfamiliar words. Ask volunteers to give an example or a definition of each, or allow Ss to look up the words in a dictionary.

- Ss do the task in pairs.
- While Ss are doing the task, on the board, write a three-column chart with the three headings *buildings*, *art*, and *transportation*.
- Check answers as a class. Volunteers call out one of the words and say which category it belongs in. Write their answers in the chart. If possible translate any words they wrote in their own language into English.
- Ask Ss to look at their list of words from the introduction and say any new words and which category each belongs in. Write their answers in the chart on the board. Encourage Ss to copy the chart into their notebooks and to add any new words that they learn as they do the unit.

Answers

buildings: clinic, embassy, fire station, hostel
 art: monument, sculpture
 transportation: bridge, ferry, highway, parking lot, sidewalk, tunnel

VOCABULARY SUPPORT A *hostel* is an inexpensive kind of accommodation for travelers in which guests can rent a bed in a dormitory-style room; there are usually many beds in one room. There is a shared bathroom and sometimes a shared kitchen.

A *sidewalk* is a path by the side of a road that people walk on. To be *city smart* means that you know a lot about your city, or another city.

- B** **PAIR WORK** Read the question aloud.
- Ss discuss the question in pairs.
 - Ss share their partner's answer with the class.
- C** Direct Ss to page 143 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- Introduce the task** Have a brief class discussion about the Ss' city. Ask *Is there a lot to do in your city? Do you think your city is beautiful? What is your favorite thing about your city?*

A Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

bridge clinic embassy ferry hostel monument
 sculpture sidewalk

B **Do the task** Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

He/She wants to draw them.
 He/She wants to take pictures of them.
 He/She isn't feeling well.

- Review** Tell Ss to close their books. Call out one of the words from the box in exercise 1A and have a volunteer say if it is used in the quiz or not. If it is, have them report what is said about it.



FIND IT

C Read the instructions aloud.

- Ss take the quiz individually.

D **GROUP WORK** Read the instructions aloud.

- Ss compare their answers with their group and determine who is the most "city smart."
- OPTIONAL ACTIVITY** Ss use their phones to find answers to the quiz.
- OPTIONAL ACTIVITY** Ss use their phones to access the video, and then identify which three questions Angie answers.

REAL STUDENT

I think I am a city smart because I do know the place in which I live there are many places in [...] Park in which I can explore and spend time with my family. There are many buses and there is a big store that is just next to my home.

3 GRAMMAR: Articles

- **Introduce the task** On the board, write *a, an, and the*. Ask *Do we use these words before a noun or a verb?* (noun) Write *She is student in my class. I am wearing a orange shirt today. Joe is tallest person in my family.* Ask volunteers to come to the board and correct the sentences. Do not go over the reasons for the corrections yet.

A **Do the task** Give Ss time to read the information in the grammar box silently to themselves.

- Ss do the task individually.
- Check answers as a class.

Answers

1 singular 2 no article 3 *a; the*

B Direct Ss to page 131 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Ss complete the sentences individually.
- In pairs, Ss ask and answer the questions. Model the first question with a volunteer. Make sure Ss understand that they should answer with information that is true for them.
- Ss share their partner's answers with the class.

Answers

2A an 2B the; the 3A – 3B – 4A a; the
4B The 5A the 5B a; –

D Model the task by completing the first question and then asking a volunteer the question.

- Ss write the questions individually.
- In pairs, Ss ask and answer the questions.
- **Review** Ss use the vocabulary from exercise 1A and write new questions. Ss ask and answer the questions with a new partner.

4 SPEAKING



FIND IT

A **PAIR WORK** Read the instructions aloud.

- In pairs, Ss write difficult questions.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to find interesting facts about their city that they can use to write questions.
- If necessary, provide Ss with ideas for their questions, e.g., the oldest building, a famous painting, the quietest park, the busiest bridge.



TEACHER DEVELOPMENT ACTIVITY 1

Singular and plural substitution

Alternative instructions for exercise 4A

This activity gives Ss practice with different verb forms that can be used from the prompts in the Student's Book. Changing the noun means Ss have to remember to change the verb form.

- On the board, write the question prompts without the verbs: *Where ... near here? / What time ... open? / Where can you find ...? / ... there ... near the school?*
- Also write *stores, hostels, parking lots, hotel, clinic, museum.*
- Point to the first prompt and to the word *clinic*. Ask Ss to make the question *Where's there a clinic near here?* Drill this example.
- Point to the same prompt and the word *stores* so Ss make the question *Where are there stores near here?* Drill this example.
- Repeat this with the other prompts so that Ss make examples with both singular and plural nouns.
- Put Ss in pairs and ask them to practice different examples.

B **GROUP WORK** Have two volunteers perform their conversation for the class.

- Put two pairs together and have them ask each other the questions.

EXTRA ACTIVITY

Explain *scavenger hunt* (a game that is usually played in a large area where players have to find different items on a list). The first person/team to find all the items wins the game. Tell Ss they will now have a "seated scavenger hunt." In groups, Ss think of four or five unusual places or things in their city that players will have to find, but they don't name the place/thing; they only describe it (e.g., *the oldest bridge in the city*). When all groups are finished, they exchange clues with another group and try to figure out each place or thing. Go over answers with the class. If there is an opportunity, suggest a class trip to see one or a few of the items from the scavenger hunt.

- **Workbook Unit 3.1**
- **Worksheets: Grammar 3.1; Vocabulary 3.1**

- talk about how to get from one place to another

1 LANGUAGE IN CONTEXT

- **Introduce the task** Discuss public transportation. Ask *What kinds of public transportation are available in your city? Do you use any? How often? Are they convenient to use? Do they go to all the places people want to go?*
- Individually, Ss make a list of all the words that they can think of to talk about public transportation.
- Ss compare lists with a partner.

A  **1.24 PAIR WORK** **Do the task** On the board, draw a two-column pros-and-cons chart. Read the first two sentences of the instructions aloud. Elicit a few responses from Ss and write their ideas in the chart. Then read the remaining instructions aloud.

- Play the audio. Ss make notes about their answers.
- Ss compare answers with a partner.
- Check answers as a class. Write their pros-and-cons answers in the chart.

Answers

Aida is going to New York. She's going to get there by plane. / She's going to fly.

- Have a class discussion about the chart. Do all Ss agree that the pros are really pros, and the cons are cons?

B  **1.24** **Read the instructions aloud.**

- Play the audio.
- Ss do the task individually.
- Ss check answers in pairs.
- Check answers as a class. Ask Ss to read where in the conversation they found the answer.

Answers

At first he tells her to take the AirTrain and the subway. They decide it's not a good idea because she has to change lines and walk, and her suitcase is big.

2 VOCABULARY: Public transportation

 **1.25** **Introduce the task** Have Ss look at the lists of words they made before exercise 1A. Ask them to add any words from the dialogue in exercise 1B.

- Volunteers read the vocabulary in the box. Ss identify any of the words they already know and that were on their lists. Ask them to give a short definition or example of each word, if possible.

A **Do the task** Ss do the task individually.

- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to help with words they don't know.
- Ss compare their answers with a partner.
- Check answers as a class.

Answers

- 1 book; fare; reservation
- 2 schedule; departure; terminal; arrival
- 3 lines; direct; route

B Direct Ss to page 143 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

EXTRA ACTIVITY

On separate pieces of paper, write down all of the vocabulary words (including some of the ones from Ss' lists) and put them in a bag or box. Have Ss take turns choosing one of the papers and either use the word in a sentence or give an example of it, using a complete sentence.

C **PAIR WORK** **Read the instructions aloud.**

- Provide prompts for Ss to talk about their last experience with public transportation in their city, such as *price, locations, convenience, comfort, speed, easy to use*.
- Model an exchange with a volunteer.

HOMEWORK IDEAS

Ss think of a large and famous city that they have been to or would like to visit. They use the internet to look up public transportation schedules and information for that city. Ss share their findings during the next class.

3 GRAMMAR: Modals for advice

- **Introduce the task** Explain or remind Ss that modals are “helping verbs” that add more information to the main verb. Tell Ss that they will be learning about modals to give advice. On the board, write *She has a bad stomachache. She should see a doctor.* Ask *Which sentence gives advice?* (the second one) *Which word is the modal?* (should) *What is the main verb?* (go)
- Explain that other modal verbs for advice are *could* and *would*. Go over the differences in meaning of each. On the board, write the sentences from the conversation in exercise 1B:
 - *You could get the AirTrain.*
 - *You shouldn't look at those maps. You should ask a New Yorker.*
 - *I wouldn't take the subway. I'd get a taxi.*
- Ask *Which two sentences show bad ideas? Which two show good ideas? Which shows a possible idea? Which one isn't as strong as the others?*

A Do the task Give Ss time to read the information in the grammar box.

- Ss do the task individually.
- Check answers as a class.

Answers

1 you shouldn't 2 you should 3 you could 4 I would

B Direct Ss to page 131 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Read the information in the **Accuracy check** aloud.
- Ss do the task individually. Circulate and monitor.
- Ss exchange sentences with a partner and check them for accuracy.
- Check answers as a class. Have volunteers write their sentences on the board.

EXTRA ACTIVITY/HOMEWORK

Ss write a list of places to visit for a tourist who is visiting their city for two days. They should write at least two activities and one restaurant recommendation for each day, and how to get there using public transportation. They should use modals for advice.

4 SPEAKING

A Read the instructions aloud.

- Ss do the task in pairs.



B PAIR WORK Read the instructions aloud. Ask volunteers to read the sample conversation aloud.

- Ss do the task in pairs.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to get more information about transportation and routes from one place to another.
- Circulate and monitor.

EXTRA ACTIVITY

Ss tell the class one of the routes that their partner told them, but they don't name the destination. The other Ss in the class have to guess what the final destination is.



TEACHER DEVELOPMENT ACTIVITY 2

Substituting verb forms

Alternative instructions for exercise 4B

The following idea practices different mini conversations similar to the written examples in the Student's Book. Ss can use different verb forms in the conversation.

- On the board, write the following prompts:
 - A: *Should I take a ... ?*
 - B: *No I wouldn't. I/You ... take the/a*
- Also write different word pairs like these examples: ~~X~~ taxi/✓ bus, ~~X~~ bus/✓ subway as well these verbs: *would, should, could.*
- Point to different words to elicit different mini conversations like this:
 - A: *Should I take a taxi/bus/train?*
 - B: *No, I wouldn't. I'd / You could / You should take the bus/subway/train.*
- Drill different examples with the whole class.
- Ask Ss to make different mini conversations in pairs.

- **Workbook Unit 3.2**
- **Worksheets: Grammar 3.2; Vocabulary 3.2; Speaking 3**

LESSON OBJECTIVE

- ask for and give directions in a building

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Explain that in this lesson Ss will learn ways to ask for and give directions in a building.
- Set a time limit and have Ss write down words they can use to describe how to get from the front door of their school building to the cafeteria / main office / the classroom, etc. Tell them to concentrate on the vocabulary words they can use to describe the parts of the building to which they would need to give directions.
- Put Ss in pairs to compare lists.

A **Do the task** Read the questions aloud.

- Ss look at the picture and discuss the questions in pairs.
- Ss share their partner's ideas with the class.

B  1.26 Read the instructions aloud.

- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they included any of these words in their direction descriptions during the introduction.
- If necessary, play the audio again for Ss to answer the question.
- Read the information in the **Insider English** box aloud. Ask Ss if they can think of other situations when they would use the word *sorry*.
- Check answers as a class.

Answer

She wants to go to meeting room C and the cafeteria.

- Have pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

 **MIXED ABILITY**

Tell stronger Ss to cover the conversation in their books and answer the question by just listening to the conversation, not by reading it. Play the audio twice, if necessary.

C Ss look at the headings in the chart. Check Ss' understanding.

- Do the first item in each column with the class to illustrate that Ss should use the exact words in the dialogue, not variations.
- Ss complete the task individually.
- While Ss are completing the task, write the sentences on the board, including the blanks.
- Volunteers fill in the blanks on the board for the class to check answers.

Answers

1 Can you tell me how to get to 2 How do I get to
3 Which way 4 Do you know which floor 5 It's upstairs
6 Go down 7 on your right 8 Go through
9 on the left 10 It's downstairs

D **PAIR WORK** Read the instructions aloud.

- Pairs do the task.
- Check answers as a class.

Answers

1A Can you tell me how to get to the front desk?
1B Go through the lobby, and it's on the right.
2A Which floor are the meeting rooms on?
2B They're downstairs on the first floor.

2 REAL-WORLD STRATEGY

- **Introduce the task** Tell Ss that they will learn how to repeat details to show that they understand what someone has just asked.

A  **1.27 Audio script p. T-173 Do the task** Read the question aloud.

- Play the audio.
- Check the answer as a class.

Answer

The man wants to go to the pool.

B  **1.27** Ss read the information in the Real-world strategy box silently to themselves. Two volunteers model the sample conversations for the class. Explain that repeating details can be a statement or a question; either way, a response is not expected. You may also want to explain that it is also common to repeat a detail of what someone has just said when we *don't* understand something. Facial expressions and intonation will let the other person know if you understand or not. Model this example with a volunteer:

S: *The class is at 5:00.*

T: *At 5:00?* (use rising intonation and confused face)

- Tell Ss to write their answers as they listen to the conversation. Play the audio.
- Check answers as a class.

Answer

She repeats, "The pool?," "The stairs?," and "Late?"

C **Read the instructions aloud.**

- Ss do the task individually.
- Ss practice the conversation with a partner.

Answers

1 bus 2 Often

3 PRONUNCIATION: Saying consonant clusters at the start of a word

- **Introduce the task** Explain *consonant clusters* to Ss: Consonant clusters are a group of consonant sounds with no vowel sounds. For example, /str/ at the beginning of street. Elicit other examples of words that begin with consonant clusters and write these on the board, such as *from, tree, shoe, stop, black, brown*.

A  **1.28** Give Ss time to read the instructions.

- Play the audio. Ss listen and repeat the pairs of words.

B  **1.29** Read the instructions aloud.

Play the audio.

- Ss do the task individually.
- Check answers as a class.

Answers

1 B
2 A
3 A

C Ss practice the conversation in pairs.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud.

- Ss do the task in pairs.

B **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Pairs do the task.
- Ss take turns performing their conversation for the class.

EXTRA ACTIVITY

Write the names of various places in the building on separate pieces of paper and put them in a box or bag. One S chooses a paper and then gives directions without naming the location. The other Ss try to guess the location. This can be played as a class, in teams, or in pairs.

- **Workbook Unit 3.3**

LESSON OBJECTIVE

- write a personal statement for a job application

1 READING

- **Introduce the task** On the board, write *personal statement*. Ask Ss if they know what a personal statement is and if they have ever written one. If not, explain that a personal statement is a short (less than one-page) statement that tells why you want a particular job and why you are a good fit for the job.
- Explain that Ss will read an ad for a volunteer job and then write a personal statement to apply for a job.

VOCABULARY SUPPORT A *career move* is something you do to help you in your career, such as volunteer work, extra work at your job, or taking a particular job because it will give you experience and work contacts that will help you in the future.

A Read the instructions aloud.

- Ss compare answers with a partner.
- Check answers as a class.

B **READ FOR GIST** Before Ss read the ad, have a class discussion about volunteer jobs. Ask *What are some examples of volunteer jobs? Why do people do them? Do they get paid?*

- Read the instructions aloud.
- Set a time limit of 20–30 seconds so that Ss read through the ad quickly and only look for the answers to the questions.
- Ss read the ad silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Check answers as a class.

Answers

The two kinds of volunteer jobs are Cast Helpers and City Guides.

These jobs are a smart career move for a student. They will get a certificate to show they helped at the event and can put the experience on their résumé.

C **READ FOR DETAILS** Read the instructions aloud.

- Ss read the ad again to find the answers to the questions.
- Ss compare answers with a partner.
- Check answers as a class.

Answers

- 1 The volunteers should be good with people and know the city well.
- 2 The cast will be more than 1,000 street performers, including dancers and musicians, from more than 20 countries.
- 3 The volunteers will (1) meet cast members at the airport on arrival and help them get to their hotels; (2) tell them where they should go for festival events and how to get there; (3) stand on sidewalks around the city and help visitors find their way around; and (4) give advice on things to see and do during the festival.

D **PAIR WORK** Read the instructions aloud.

- Pairs answer the questions and discuss.
- Ask volunteers to share their answers with the class.

HOMEWORK IDEAS

Ask Ss to look online for ads for different volunteer jobs in their city. Ss choose one or two ads and think about how those particular jobs can help someone succeed in a career. Ss share their findings and ideas in the next class.

2 WRITING

- **Introduce the task** Ask *What information about yourself is important to include in a personal statement? Should you include information about your friends and family? Your education? Your house? Your travels? Would some of this information be good for some volunteer jobs but not for others? Why is it a good idea to keep a personal statement short?*

A Do the task Read the instructions aloud. Ask Ss what they remember from the job ad: *What kinds of skills or experience would be good for a volunteer to have for the two volunteer positions? Allow Ss to discuss in pairs before sharing their ideas with the class. Write Ss' ideas on the board for them to refer to later in the lesson.*

- Read the questions aloud. Ss read the personal statement silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class.

Answers

- 1 She is fluent in Spanish and English. She's learning French and Portuguese.
- 2 She has organized two cultural events at her school. She doesn't have any volunteer experience.
- 3 She knows the city very well. She has lived there all of her life, knows the transportation system well, and is familiar with different neighborhoods.

B THINK CRITICALLY Read the questions aloud.

- Ss discuss the questions in pairs.
- Ss share their answers with the class.

C WRITING SKILLS Read the instructions aloud.

- Have a volunteer read the information aloud.
- Ss do the task individually.
- Check answers as a class.

Answers

Punctuation: The volunteer job of City Guide is perfect for me. I am fluent in Spanish and English, and I'm learning French and Portuguese in college. Fortunately, your festival happens during our summer break, so I am free to help all day from July 25th to the 27th. I am very interested in world cultures and have organized two cultural events at my school. I've never worked at a big festival or volunteered before, but I'm excited to try. I was born and raised in this city and have lived here all my life, so I know the transportation system well. I am also familiar with different neighborhoods **because** I have studied, worked, and lived in a few parts of the city. For these reasons, I think I would be an excellent City Guide.

Grammar: present perfect: have organized, have (never) worked, have lived; have studied, worked, and lived

EXTRA ACTIVITY

Write Manuela's personal statement on the board but include a few spelling, punctuation, and grammar mistakes. Ss close their books. In pairs, have Ss try to find and correct each mistake. You can make this a contest to see which pair can find and correct the mistakes first.

WRITE IT

D Read the information in the Register check aloud.

- Read the instructions aloud.
- Give Ss time to think of what details they will include in their personal statement. Remind them to refer to the ideas they wrote down in exercise 2A. You can also encourage them to be creative and come up with interesting or funny details to include.
- Make sure Ss check their writing for accuracy. Alternatively, they can exchange papers with a partner and check punctuation and grammar.

HOMEWORK IDEAS

Assign the planning of the personal statement, or even the writing of it, for homework and have Ss bring it to the next class.

E PAIR WORK Ss read their partner's personal statement.

- Ss share their partner's best reason with the class.

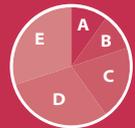
EXTRA ACTIVITY

Display Ss' writing around the classroom, but make sure their names aren't visible. Ss get up and walk around the class to read their classmates' personal statements. Ss decide who is the best candidate for either of the two volunteer jobs and then write the person an acceptance letter with a few sentences about why they are hiring them.

- **Workbook Unit 3.4**

LESSON OBJECTIVE

- give a presentation about a secret spot in your city



Time on each stage

- **Introduce the task** Aim: Introduce the concept of a “secret spot” in a city.
 - Ask *What are some of the places in your city that everyone knows about and are very popular with both residents and tourists? Are there some places that you like but that are less well known? On the board, write secret spot and off the beaten path.* Explain that most cities have places that are very interesting but not well known – maybe even to the people who live there. Explain that if a place is “off the beaten path” it is not a place where people go often, but it is still interesting and worth visiting.
 - Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these phrases as they do the lesson.
- A** **DISCUSS** **Do the task** Aim: Ss discuss examples of secret spots.
- **WHOLE CLASS** Ss look at the pictures. Read aloud the captions for the two pictures. Ask Ss to share what they know about the two countries.
 - Read the questions aloud.
 - **GROUP WORK** Groups discuss their answers.
- B** **RESEARCH** Aim: Ss make a list of secret spots in their city.
- Read the instructions aloud.
 - **PAIR WORK** Pairs make their lists. Suggest that, next to each spot, they make notes of their reasons why that spot is interesting.
 - **OPTIONAL ACTIVITY** Allow Ss to use their phones to research secret spots in their city.
- C** **DECIDE** Aim: Pairs decide on one secret spot.
- **PAIR WORK** Ss answer the questions and discuss their lists with a partner. Encourage them to take notes and to ask each other follow-up questions about each spot.
- D** **PREPARE** Aim: Pairs prepare a presentation about a secret spot.
- Read the instructions aloud.
 - **PAIR WORK** Pairs find additional information on their secret spot.
 - **OPTIONAL ACTIVITY** Allow Ss to use their phones or a computer to find out more information about their secret spot.
 - Make sure Ss understand that *both* of them will present their information; each person will speak to the class.
 - Encourage Ss to practice how they will present their secret spot to the class.
- E** **PRESENT** Aim: Ss present their secret spot to the class.
- Tell Ss that they should take notes during each presentation to help them discuss it with the class.
 - **WHOLE CLASS** Pairs take turns presenting their secret spot.
 - After each presentation, encourage Ss to ask follow-up questions about each place.
 - Discuss whether any of the spots are new to other Ss in the class. Have a class vote on which spot Ss would like to visit the most.
 - **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.
- *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 153 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 How accurate was students’ language when you elicited different examples in the two activities?
- 2 What other language changes did students need to make when they used different prompts? For example, in Teacher Development Activity 1 did they need to change the article they used?
- 3 Did you hear students use a range of examples when they practiced the substitutions in pairs?
- 4 Having done this controlled practice activity, was the language that students used in the pair work tasks more varied?
- 5 When preparing substitution activities like these, what does the teacher need to plan carefully?

REVIEW 1 (UNITS 1–3)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Functional Language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language they have learned in Units 1–3. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss work individually to categorize the words.

- Ss check answers in pairs.
- Check answers as a class. Discuss any differences that Ss had in their categories. Talk about any words that might go in more than one category. Encourage Ss to give their reasons for why they put the words in each category.

Answers

- 1 cheerful; easygoing; nervous; selfish; sociable
- 2 be born; be raised; celebrate; live alone; retire
- 3 brand new; damaged; fancy; outdated; useless
- 4 clinic; embassy; fire station; hostel; parking lot
- 5 arrival; departure; fare; reservation; route

B Ss work individually to add three more words or phrases to each category.

- Write the five categories from exercise 1A on the board.
- Invite Ss to come to the board and write their three answers.
- Check the language summaries for Units 1–3 on pages T-161–163.

2 GRAMMAR

A Ss work individually to choose the correct words to complete the conversation.

- Ss compare answers with a partner.
- Check answers as a class.

Answers

- 1 whose 2 our room is 3 Room 4 the second
- 5 have you studied 6 For 7 yet 8 could
- 9 the group meets 10 would

- Ss practice the conversation in pairs.
- If time allows, challenge Ss to explain why each answer is correct.

B **PAIR WORK** Give Ss time to think of their own answers. Encourage them to write their answers and pay close attention to correct grammar.

- Ss take turns telling their partner about how they practice English.
- Ss share their partner's response with the class.

3 SPEAKING

A **PAIR WORK** Volunteers read the sample conversation aloud.

- Give Ss time to write some questions individually.
- Ss ask and answer their questions in pairs.

B **GROUP WORK** Ss share their answers with their group and discuss if any of their answers are different or if there is any information they don't know.

- Ss in each group take turns telling you what they think they know about you. Correct any incorrect information. Ss ask you questions about any information that they don't know. Encourage them to guess first before you tell them the answer.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- To check answers, pairs read the conversations aloud.

Answers

1 How do you know 2 with her 3 You know
4 I've heard 5 Good things 6 By the way
7 Guess what 8 You did 9 meet 10 talking
11 Do you know 12 Go down 13 on the right
14 in the basement

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes but not write the full conversation. For extra support, refer Ss to the Functional language lessons from Units 1–3.

- Pairs have their conversations.
- ### B Pairs change roles and repeat their conversations.
- Choose a pair to perform their conversation for the class. If possible, choose a pair for each of the three situations.

THINK FIRST

4



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom management – Checking understanding of vocabulary

In this unit, we're going to focus on checking understanding of vocabulary. Teachers sometimes find it hard to predict which "new" words will need checking, and how many concept-checking questions they might need to ask. By finding out how much students already know, teachers can change, reduce, or extend their concept-checking questions according to the needs of their students. Students are also more likely to understand and remember the meaning of new words if teachers ask checking questions using personalized contexts.

Finding out what students already know (Activity 1): Use student discussion to decide which new words need checking. Try this before Lesson 4.1.

Using personalized contexts (Activity 2): Use Ss' interests and experience to form checking questions. Try this in Lesson 4.2.

To learn more about drawing ideas, language, and information from students, read *Eliciting* from *Classroom Management Techniques*, pp. 139–145. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *gut feeling*. Explain that *gut* is a slang term for *stomach*. Explain that *a gut feeling* is an idiom that means the kind of feeling you get about a person or situation that you can't explain with logic. A synonym is *instinct*. Ask Ss if there is a similar phrase in their own language.

Ask *Are you good at making decisions? Do you make them quickly because of your instincts (or because you have a "gut feeling"), or do you take time and get a lot of information first?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Ss look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their partner's answers with the class.

B Read the questions aloud.

- In pairs, Ss discuss the questions.
- Ss share their answers with the class.
- Say *Think about different everyday situations that require decisions.* (what to order in a restaurant; what to do on the weekend; whether to buy something new or not) *Do these kinds of decisions make you worried?*

C Read the questions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they feel the same way about making decisions as Celeste.

REAL STUDENT

I know how I can feel in different situations, for example, a couple of days ago I have a class pre ... presentation and I was very nervous. Minutes later, the fear disappear, and in the end everything was excellent. I think that sometimes I worry more than I should be, but in the end it's not a big deal.

- describe opinions and reactions



TEACHER DEVELOPMENT ACTIVITY 1

Finding out what students already know

Do this activity before starting Lesson 4.1.

Some words in a vocabulary task will need several concept-checking questions, and others might not need checking at all. This activity is an example of how teachers can listen to student discussion and adapt their checking questions accordingly.

- On the board, write the *-ed* adjectives from Lesson 4.1.
- Number the adjectives 1–8.
- Show photos of yourself or photos from the internet (large photocopies or on smartboard) demonstrating feelings/emotions.
- In groups, Ss match faces to adjectives.
- Ss discuss the meaning of each adjective. Listen to Ss' explanations, and note which adjectives they are uncertain about.
- Ss draw question marks next to "uncertain" adjectives on the board.
- Ask concept-checking questions for "uncertain adjectives" only, e.g.:
 - *Is embarrassed a positive or a negative feeling?*
 - *Do people feel embarrassed when they did something silly, or something terrible?*
 - *Do people feel embarrassed when only they know what they did – or when other people know?*

1 VOCABULARY: Describing opinions and reactions

- **Introduce the task** On the board, write *Jim is interesting*. *Jim is interested*. Underline the *-ing* and the *-ed*. Ask *Do these sentences mean the same thing? (no) Are interested and interesting both adjectives? (yes) What tense are the sentences in? (present) Explain that interesting describes what kind of person Jim is – He is an interesting person. Interested is used to describe how Jim is feeling – He is interested in something. For example, He is interested in a good book or a movie.*

- A **1.30** **PAIR WORK** **Do the task** Read the instructions and the adjective pairs in each sentence aloud. Go over any unfamiliar vocabulary.

- Ss do the task in pairs.
- Check answers as a class.

Answers

- 1 surprised (It describes how the speaker feels.)
- 2 annoyed (It describes how the speaker feels.)
- 3 disappointing (It describes what the meal was like.)
- 4 embarrassed (It describes how the speaker felt.)
- 5 fascinating (It describes what history is like in the speaker's opinion.)
- 6 frightening (It describes what the movie was like.)
- 7 shocked (It describes how the speaker felt.)
- 8 amusing (It describes what Daniela is like.)

- B Direct Ss to page 144 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- **Introduce the task** Have a brief class discussion about the picture of the man in a bear costume. Ask *When do people wear costumes? Why do they wear them?*

- A **1.31** **Check that Ss know what a bear is. Read the instructions and the first question aloud.**

- Ss discuss the question in pairs.
- Pairs share their partner's ideas with the class.
- **Do the task** Read the next two questions aloud.
- Play the audio. Ss read along.
- Check answer as a class.

Answers

He plans to wear the costume to surprise his girlfriend and ask her to go to the zoo with him.
Grant thinks it is a good plan, but Tony doesn't.

- B **1.31** **Read the questions aloud.**

- Play the audio again.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 Isabel will see him, and so will her coworkers.
- 2 He thinks it's awful (and will scare Isabel).
- 3 He thinks the zoo is not good for a date because Isabel is not a kid. (It will be a disappointing date.)

- C **PAIR WORK** **Read the instructions aloud.**

- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.

3 GRAMMAR: *be going to* and *will* for predictions

- **Introduce the task** On the board, write *predict*. Say *There are dark clouds in the sky. What do you predict?* Explain that *you make a prediction based on your five senses and your experience, and then guess what you think will happen in the future.*

A **Do the task** Give Ss time to read the information in the grammar box silently to themselves.

- Ss do the task individually.
- Check answers as a class.

Answers

1 *will* 2 *I think*

B Read the instructions and the example sentences aloud.

- Ss write their sentences individually. Circulate and monitor.
- Read the information in the **Accuracy check** aloud.
- Ss exchange sentences with a partner and check them for accuracy.
- Check answers as a class. Have volunteers write their sentences on the board.

Answers

2 *'s/is going to rain*
3 *don't think I'll / I will be*
4 *think he'll / he will come*
5 *'s/is going to be*
6 *don't think you'll / you will like*

C Direct Ss to page 132 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D **PAIR WORK** Give Ss time to think of their predictions.

- Ss share their predictions with a partner.

4 SPEAKING

A Read the instructions aloud. A volunteer reads the words in the box.

- Ss add to the topics and take notes individually.

B **PAIR WORK** Read the instructions aloud. A volunteer reads the example aloud.

- Give Ss time to think about their plans. Encourage them to be creative and think of funny, unusual, or interesting plans – they don't have to be true!
- Ss share their plans with a partner.
- Ss share their partner's most interesting plans with the class.

EXTRA ACTIVITY

Play a sentence chain game. Put Ss in lines of at least four. S1 says a sentence about plans for the weekend. (*I'm going to go shopping with my sister.*) S2 adds to S1's plans. (*I'm going to go shopping with my sister, and I'm going to see a movie with my boyfriend.*) S3 adds another plan, and so on. Then Ss switch positions in the line. Play until all Ss have had a chance to remember and say all the plans.

- **Workbook Unit 4.1**
- **Worksheets: Grammar 4.1; Vocabulary 4.1**

1 LANGUAGE IN CONTEXT

A Read the instructions and the first question aloud. Elicit answers from the class then read the rest of the instructions aloud.

- Ss read the texts individually. Answer any questions about unfamiliar vocabulary.
- Read the information in the **Insider English** box aloud.
- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.

Answers

Leo and Sandra are happy/excited. Pavel seems worried/nervous. Ariana isn't included in the messages.

B Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

The group plans to stay with Leo's cousin, use a guidebook, and rent tents.

2 VOCABULARY: Making decisions and plans

A  1.32 **PAIR WORK** Read the instructions aloud.

- Play the audio. Ss listen and repeat.
- Pairs find and underline the expressions.
- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to help with words they don't know.
- Ss discuss the expressions with a partner.
- Check answers as a class.

Answers

Sandra: But there are still a few things to arrange.
 Leo: I'll check the bookstore for the latest guidebook.
 Pavel: OK, and I'll check places to stay.
 Sandra: I'll deal with renting tents, OK?
 Leo: Sorry, I forgot to ask him.
 Leo: I forgot to include Ariana in the group.
 Leo: I'll get in touch with him tonight.
 Sandra: And I'll let you know ASAP.
 Sandra: You can look into the fees for the park where we're camping.
 Sandra: Leo, are we staying with your cousin when we meet up in Hauraz?
 Leo: That reminds me ...
 Pavel: I'll have to think about this.

TEACHER DEVELOPMENT
ACTIVITY 2

Using personalized contexts

Use your knowledge of your Ss' interests and experience to form concept-checking questions. Plan them in advance if possible.

- Ss do exercise 2A.
- Ask checking questions, e.g.:

T: So Oscar is going to watch a football game tomorrow. He says to Elias, "Let me know if you want to come." In this situation, is *let me know* the same as *tell me*?

Ss: Yes.

T: Can Oscar say, "Let me know what happened in *last week's game*"?

Ss: No.

T: So we use *let me know* only for things that happen in the ...

Ss: Future.

T: Chloe's very good at drumming and wants to join a band. Yumi says, "My cousin has a band. You should get in touch with her." So, does this mean Chloe should *call* the cousin, or *meet* her?

Ss: Call.

T: Are there any other ways to *get in touch*?

Ss: Email. Message.

B Direct Ss to page 144 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C Ss complete the questions individually.

- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.

Answers

1 meet up 2 get in touch with 3 let; know 4 remind

3 GRAMMAR: *will* for sudden decisions; present continuous for future plans

- **Introduce the task** Explain that the adjective *sudden* describes something that happens very quickly. Tell Ss that they will learn about two different ways to talk about future plans: *will* for future actions that are definite or specific, and *will* for sudden decisions.

A Do the task Give Ss time to read the information in the grammar box and the Notice box.

- Ss do the task individually.
- Check answers as a class.

Answers

1 *will* 2 the present continuous

- Check understanding. On the board, write the sentences from exercise 1A.
 - *I forgot to ask him. I'll get in touch with him tonight.*
 - *Pavel, remember: We're camping on this trip!*
- Ask *Which sentence is a plan that is already made? Which one is a sudden decision?*

B Ss complete the conversation individually.

- Check answers as a class.

Answers

1 I'll call 2 are you meeting 3 I'm driving
4 I'll call 5 we're all meeting up

- Ss practice the conversation in pairs.
- Have pairs role play the conversation for the class.

EXTRA ACTIVITY

While Ss are practicing the conversation, write it on the board. Underline words that can be substituted to make a new conversation (*Bryn, about lunch, lunch today, her office in an hour*) Ask Ss to write new information for the underlined words and then have a new conversation with a partner. Pairs role play their conversation for the class.

C Direct Ss to page 132 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D Read the instructions aloud.

- Ss do the task individually. Circulate and monitor.
- Check answers as a class. Volunteers write their sentences on the board.

4 SPEAKING

A Read the instructions aloud.

- Ss do the task in small groups.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and compare their ideas with those of Andres.

REAL STUDENT

Hi! I'm Andres. I would really like to go to a small town or a village. There are small places that have many things to discover such as gastronomy, traditional crafts, and also important monuments.



B Read the instructions aloud. Ask volunteers to read the example conversation aloud.

- Ss do the task in small groups.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to get more information to plan their trips.
- Circulate and monitor.
- Groups share their plans with the class. Have one S in each group tell the class what they will do to plan the trip.

EXTRA ACTIVITY

Ss form new groups and plan a weekend trip to another nearby location (such as the mountains or a famous park). Groups present their plans to the class. The class votes on the best-sounding trip.

- **Workbook Unit 4.2**
- **Worksheets: Grammar 4.2; Vocabulary 4.2; Speaking 4**

- offer and respond to reassurance

- **Introduce the task** Remind Ss that *reassurance* is the action of trying to make someone feel confident that they can do something that they think they can't do. Ask *In what situations do people need reassurance?* Ss discuss the question in pairs and write down any words or phrases they know that can be used to reassure someone.
- Pairs share their ideas with the class.

1 FUNCTIONAL LANGUAGE

A Do the task Read the questions aloud.

- Ss look at the picture and discuss the questions in pairs.
- Ss share their partner's ideas with the class.

B 1.33 Read the instructions aloud.

- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they included any of the words in their lists from the introduction.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.

Answers

Andrea is worried she will fail her driving test tomorrow. Her teacher tells her she will be fine. Andrea passes the test but is going to miss her teacher's conversation hour.

- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

MIXED ABILITY

Tell stronger Ss to cover the conversations in their books and answer the questions by just listening to the conversations, not reading them. Play the audio twice, if necessary.

C Read the instructions and the headings in the chart aloud. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class.

Answers

- 1 There's no need to worry.
- 2 You'll be fine.
- 3 Don't worry about it.
- 4 It's no problem.
- 5 I really appreciate it.
- 6 Thanks, but I feel so bad.

D 1.34 Read the instructions aloud.

- Ss do the task individually.
- Play the audio. Ss check their answers.
- Check answers as a class.
- Pairs practice the conversation.

Answers

3, 2, 4, 1

EXTRA ACTIVITY

With the class, determine which parts of the first conversation in exercise 1B can be substituted. You can brainstorm other stressful situations with the class, or Ss can do it in pairs. In pairs, Ss work together to make a new conversation and practice it. Encourage them to use words and phrases from the conversation and from their own lists in their notebook.

2 REAL-WORLD STRATEGY

- **Introduce the task** On the board, write the expression *at least*. Tell Ss that they will learn how to use this expression to point out the good side of a bad situation.

A  **1.35 Audio script p. T-173 Do the task** Read the question aloud.

- Play the audio.
- Check the answer with the class.

Answers

Liam is worried because Buenos Aires is far from Ava and his other friends, and he doesn't know Buenos Aires well.

B  **1.35 Audio script p T-173** Ss read the information in the Real-world strategy box silently to themselves. Two volunteers read the example conversation aloud.

- Tell Ss to write their answers as they listen to the conversation. Play the audio.
- Check answers as a class.

Answer

The good side is that Buenos Aires is an interesting city and his pay is good.

C **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions and situations and to think of how they can respond to each other.
- Check understanding of the task. Ask *Student A, what are you worried about?* (a party) *Student B, what are you worried about?* (a trip with friends)
- Point out that reasons for reassuring each other are given but that Ss can use their own reasons, too, if they can think of any.
- Ss do the task in pairs.

3 PRONUNCIATION: Saying /p/ at the start of a word

- **Introduce the task** Write these word pairs on the board: *pig/big; pan/man; pail/sail*. Tell Ss to hold a hand in front of their mouth and read the word pairs aloud. Can they feel the puff of air when they say the *p* sound?

A  **1.36 Do the task** Read the instructions aloud.

- Play the audio.
- Ss listen and repeat the sounds.

B  **1.37** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 B
- 2 B
- 3 A
- 4 B
- 5 A
- 6 A

C **PAIR WORK** Ss practice saying the words from exercise 3B in pairs.

4 SPEAKING

A **Read the instructions aloud.**

- Ask a volunteer to read the situations in the box aloud to the class.
- Ss do the task individually.

MIXED ABILITY

Pair weaker Ss with stronger Ss and ask them to do the task together. Alternatively, brainstorm ideas for each situation as a class and write Ss' ideas on the board for them to refer to in the next exercise.

B **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Ss do the task in pairs.
- If necessary, brainstorm ideas for each situation that Ss can use to reassure each other.
- Ss take turns role playing their conversation for the class.
- **Workbook Unit 4.3**

LESSON OBJECTIVE

- write an email describing plans for an event

1 LISTENING

- **Introduce the task** Ask *Have you ever been to a social event to meet students from other countries? What was going on? Was there food, music, or games? Did you communicate with people who don't speak your language? How?* You may want to brainstorm as a class a list of typical events for Ss to meet other Ss, such as a barbecue or a game.

A **PAIR WORK** Do the task Read the directions aloud.

- Ss discuss the question in pairs.
- Ss share their ideas with the class.

B  1.38 **Audio script p. T-173** **LISTEN FOR EXAMPLES**
Ss read the instructions silently to themselves.

- Check understanding. Ask *How many people will you hear? (two) What are they doing? (planning an event) What will you listen for? (if any of their ideas are the same as mine)*
- Play the audio.
- Ss do the task individually.
- Ss share if any of Cindy's and Min-soo's ideas are the same as theirs.

C  1.38 **LISTEN FOR DETAILS** Give Ss time to read the sentences so they know what information to listen for.

- Play the audio again.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 They just had a barbecue two weeks ago.
- 2 It's probably too difficult.
- 3 Not everyone likes baseball.
- 4 It's cool and the students will love it. It will be a great memory for them.

D **THINK CRITICALLY** Read the questions aloud.

- Ss discuss their answers in pairs.
- Pairs share their answers with the class.
- Ask *What kinds of social activities are good for a group younger than 30? Older than 30? Mixed ages? What kind of social event is your favorite? Why?*

 **EXTRA ACTIVITY**

Have the class organize a social event to get to know each other better. If possible, have them make a plan that includes another class or classes. Provide a list of details they must keep in mind: date, time, location, food, music, activities, and participants. This can be done in small groups, with each group presenting their ideas and then the class voting on the best ideas.

2 PRONUNCIATION: Listening for linked sounds – final /n/

A  1.39 **Audio script p. T-173** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answer as a class.

Answer

The final "n" in *Green* and *can* is pronounced as /m/.

B  1.40 Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

1 /n/ 2 /m/ 3 /n/ 4 /m/

C Ss do the task individually.

- Check answer as a class.

Answers

/p/

3 WRITING

- **Introduce the task** Ask *Have you ever written an email to organize an event? What information should you include in the email?*

A **Do the task** Read the directions aloud.

- Ss read the email silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the question in pairs.
- Ss share their answers with the class.

Answers

The students will use the computer room, the language center, and a space outside.

EXTRA ACTIVITY

As a class, discuss the details in the email that can be substituted (such as *Saturday Fun Day*, *May 15*, *singing a pop song and making a video*, and *computer room*). In pairs, Ss rewrite the email, substituting different details. Ss share their emails with the class.

B **WRITING SKILLS** Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

1 to start 2 at the same time 3 after that; then; next
4 finally

WRITE IT

C **Read the instructions aloud.**

- Ss read the information in the Register check silently to themselves.
- Give Ss time to think of what kind of event they want to organize.
- Ss do the task individually.
- Ss present their event plan to the class.
- Ss vote on the event that sounds like the most fun.

D **PAIR WORK** Ss do the task in pairs.

HOMEWORK IDEAS

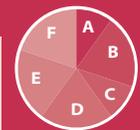
Ss write the sentences below in their notebooks. For each sentence, Ss write extra information in parentheses, using the information in the **Register check** and the email in exercise 3A as a guide. Check Ss' sentences in the next class.

- 1 *On June 1, we're going to have a beach barbecue!*
- 2 *I'm going to be cooking at the barbecue. I've never barbecued before!*
- 3 *We're going to bring a volleyball and net so everyone can play.*

- **Workbook Unit 4.4**

LESSON OBJECTIVE

- choose activities for different groups of people



Time on each stage

- **Introduce the task** Aim: Introduce the concept of different types of trips for different types of people.
- Ask *Does everyone in your family like the same kind of trip? Do you like the same kind of trip now as you did five or ten years ago?* Brainstorms trips for two people: *an eight-year-old girl who loves swimming and a 60-year-old man who walks with a cane.*
- Direct Ss to the **Useful phrases** section at the bottom of the page. Tell them they can use these as they do the lesson.

A **DISCUSS** Do the task Aim: Ss discuss the idea of a microadventure.

- **WHOLE CLASS** Ask *What does micro mean? (small)* Ask Ss to give examples of activities and places they think of when they hear the word *adventure*.
- Ss read the text. Ask a volunteer to explain a *microadventure* in their own words.
- **PAIR WORK** Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.



B **RESEARCH** Aim: Ss make a list of possible microadventures in or near their city.

- Read the instructions aloud.
- **PAIR WORK** Pairs make lists of ideas for three microadventures, including details.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research information about possible microadventures in or near their city.

C **PREPARE** Aim: Pairs decide who would enjoy each of their microadventures.

- **PAIR WORK** Pairs discuss their ideas. Ask them to give reasons for why people will like each.

D **PRESENT** Aim: Pairs present their ideas to a group.

- **GROUP WORK** Pairs present their ideas to a group. Encourage them to ask each other follow-up questions about each microadventure. (*Do you know how much it costs? How long does it take to get there?*)
- Suggest that Ss take notes about any good ideas from their group members.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

E **DECIDE** Aim: Pairs use feedback to choose and improve their best idea.

- Read the instructions aloud.
- **PAIR WORK** Pairs decide what feedback to use to choose and improve their best microadventure idea.
- Encourage Ss to practice how they will present their idea to the class.

F **AGREE** Aim: The class agrees on the best microadventure for each group.

- Tell Ss that they should take notes during each presentation to help them discuss it with the class.
- **WHOLE CLASS** Pairs take turns presenting their microadventure.
- After each presentation, encourage Ss to ask follow-up questions about each place.
- On the board, write *Older Adults, Young Adults, Families with Children*. Have a class discussion about which microadventure is the best for each group.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, or natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 Which *-ed* adjectives were students uncertain about during their discussion in Activity 1? Did students have a better understanding of their meaning by the end of the lesson? How do you know?
- 2 Did students carry out their discussion in English, their first language, or both? Are there any good reasons for students using their first language to discuss the meaning of English words?
- 3 What do you think might be the *dos* and *don'ts* when using students' interests and experiences for concept-checking questions?
- 4 Teachers sometimes direct their concept-checking questions to the whole class and sometimes to individual students. What are the advantages and disadvantages of both approaches?
- 5 It's important to direct some concept-checking questions to less confident students as they are the students who need more support. How can teachers ensure that these students don't "lose face" when being questioned?

AND THEN ...

5



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Noticing grammar in texts

“Noticing” grammar in texts means recognizing and paying conscious attention to it, and it is believed to be an important part of language acquisition. In this unit, we look at two activities that practice and develop students’ ability to notice grammatical structures in the language they read and hear.

Mining a text (Activity 1): Ss search in a text to find as many examples as they can of a particular grammatical form and then categorize them. You will have the opportunity to try this in Lesson 5.1.

Drawing timelines (Activity 2): Ss find examples of structures in a text and draw timelines to illustrate meaning. This can be an effective way of showing and consolidating the meanings of a variety of verb tenses and aspects. You can try this in Lesson 5.2.

For more examples of timelines, see Chapters 13–16 of Martin Parrott’s *Grammar for English Language Teachers* (Second Edition), pp. 188–249. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *A good story*. Ask *Do you tell good stories? Do you know anyone who tells good stories? Do you think good stories should always have a surprise?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

- A** Ss look at the picture. Read the instructions aloud. Give Ss time to think about their answers.
- Ss share their answers with a partner.
- B** Read the instructions aloud.
- In pairs, Ss discuss the question.
 - Ss share their answers with the class.
- C** Read the instructions aloud. Give Ss time to think about their answers.
- Ss share their answers with a partner.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss what extreme weather Angie talks about.

REAL STUDENT

It is common to have a lot of rain in Bogotá. Sometimes we have many problems because it affects the traffic and people in general. In addition, there is a town that is called El Carmen de Atrato Choco. And I remember that the last year when I went in winter, there was a flood. It is so dangerous because that place is located between many mountains. That’s why we have to be careful and prevent those kind of damages.



HOMEWORK IDEAS

Ss research the picture of the man mowing during a tornado. Suggest that they use the words *lawnmower* and *tornado* to search for articles about the picture. Tell them to read the article and report their findings in the next class.

- talk about lost and found things

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a brief class discussion about lost items. Ask *Do you have an item that you are always losing? Do you find it after a while, or do you have to buy another one? What do you think is the most common item that people lose?*

A Do the task Ss look at the pictures and discuss the questions in pairs.

- Ss make notes about their responses.
- Ss read the stories silently to themselves and check their ideas. Answer any questions about unfamiliar vocabulary.
- Check answers as a class.

Possible answers

They could have lost the rings when they went swimming or were working in the garden. They were lost for a long time.

B Read the instructions aloud.

- Ss read the stories again.
- Ss discuss the questions in pairs.
- Check answers as a class.
- Ask *Have you ever found something and tried to give it back to the owner? If you were Mary, would you tell your husband about the lost ring?*

Answers

Agustín's ring: A diver (Jessica Cuesta) found it, posted a message online, and asked people to help her find the owner. She attached a photo of the ring that showed the wedding date. The post was shared 80,000 times. Finally Agustín saw it and contacted her.

Mary's ring: The ring suddenly appeared around a carrot in her vegetable garden.

EXTRA ACTIVITY

Ss write three to five comprehension questions about the stories and take turns asking and answering them with a partner.

2 VOCABULARY: Losing and finding things

- **Introduce the task** Ss underline any words in the stories that were new to them before they read the story. Then tell them to look at the words in the box in exercise 2A and determine if any of the words are the same. Check understanding of any words that are new to Ss by asking volunteers to give a definition and/or use the words in a sentence.

A 1.41 Do the task Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

losing something: disappear, drop, fall off, leave (something) behind

looking for something: search (for)

finding something: appear, discover, get (something) back, locate, return



B PAIR WORK Read the instructions aloud.

- Ss do the task in pairs.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a dictionary to look up definitions.
- Check answers as a class. Ask volunteers to use each word in a sentence to illustrate the differences in meaning.

Answers

drop: let something fall. Example: She dropped her ring.

fall off: go down and hit the ground. Example: The ring fell off. (*The ring* is the subject of the verb.)

leave behind: not take something with you when you leave a place. Example: He left his ring behind.

C Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

D PAIR WORK Read the instructions aloud and model a sentence or two with your own answers.

- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then find out what item Andres lost.

REAL STUDENT

Hi. I'm Andres. Last year, I lost my watch. I was in a restaurant with my family and I went to the bathroom to wash my hands. So, I took it off. Unfortunately, I forgot to take it again, and when I returned to the bathroom it was totally disappeared. I think someone took it. What a shame.

EXTRA ACTIVITY

Challenge Ss to write a short paragraph using as many of the new words as they can. Ask them to share their work with the class.

3 GRAMMAR: Simple past

- **Introduce the task** Review the simple past. On the board, write several common past and present verbs in mixed-up order: *walk, eat, play, ate, learn, walked, make*. Point to each word and ask a volunteer to say the word and then say if it is the present or past tense. Go through all the words as fast as you can. Then ask Ss to say one thing that they did yesterday.

A Do the task Read the instructions aloud.

- Give Ss time to read the information in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers as a class.

Answer

completed



TEACHER DEVELOPMENT ACTIVITY 1

Mining a text

“Mining” a text to find examples of particular grammatical forms develops students’ ability to notice and understand those forms more readily whenever they read or listen.

- Have Ss work alone and find all the simple past forms in the texts in exercise 1B. There are 31 in total. Find out who can identify all the past simple forms first, or who can identify the most forms in two minutes.
- Then have Ss write the simple past forms in a chart according to whether they are positive or negative, regular or irregular.
- For feedback, write the chart on the board. Ask Ss to tell you the infinitive forms of the irregular verbs (e.g., *get* is the infinitive of *got*).

Positive	Regular	<i>returned x2, disappeared, searched, discovered, posted, asked, contacted, dropped, looked x2, appeared, wrapped</i>
	Irregular	<i>got x2, lost x2, swam, fell off, left, was x5, saw, bought, fit</i>
Negative	Regular	<i>didn't want</i>
	Irregular	<i>didn't find, couldn't locate</i>

B Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

1 happened 2 left behind 3 disappeared 4 Did; take
5 looked 6 didn't find 7 Did; ask 8 didn't know

- Ss practice the conversation with a partner.

C Direct Ss to page 133 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D PAIR WORK Give Ss time to complete the sentences individually.

- Ss share their sentences with a partner. Encourage them to ask questions to find out more.

4 SPEAKING

A Read the instructions aloud.

- Give Ss time to think of something they've lost or found. Encourage them to be creative and think of a funny, unusual, or interesting story – their stories don't have to be true!

B GROUP WORK Volunteers read the sample conversation aloud.

- Ss share their story with their group. Encourage Ss to ask follow-up questions after each story.
- Ss decide on the most interesting story in their group and then share it with the class.

EXTRA ACTIVITY

Do a story chain. Start by saying one sentence that is the beginning of a story, e.g., *Yesterday, I found a diamond necklace on a park bench*. Point to a S who should say the next sentence; then that S points to another to say the sentence after that, and so on. Continue until all Ss have said a sentence.

- **Workbook Unit 5.1**
- **Worksheets: Grammar 5.1; Vocabulary 5.1**

- talk about needing and giving help

1 VOCABULARY: Needing and giving help

- **Introduce the task** Have a class discussion about needing and giving help. Ask *When have you ever helped a stranger? When have you ever had to ask for help from a stranger?*
- With the class, brainstorm situations where someone might have to ask for help from a stranger.
- Individually, Ss make a list of all the words or phrases that they can think of that they might need to ask for or give help.
- Ss compare lists with a partner.

A Ss then look at the lists of words and phrases they made during the lesson introduction. Ask them if any of the bold words in the sentences are the same as the ones in their lists.

 **1.42 Do the task** Read the instructions aloud. Volunteers read the sentences.

- Ss label the sentences individually.
- Check answers as a class.

Answers

1 G 2 N 3 N 4 G 5 N 6 G

B **PAIR WORK** Give Ss time to think of their answers.

- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.

C Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

A  **1.43** Direct Ss' attention to the picture. Volunteers talk about what they see.

- Ss read the information in the **Insider English** box silently to themselves.
- Have a class discussion about what kinds of problems can happen on a subway or other forms of public transportation.
- Read the instructions aloud.
- Play the audio as Ss read along. Answer any questions about unfamiliar vocabulary.
- Ss compare answers with a partner.
- Check answers as a class.

Possible answers

Someone could get lost. Someone could be in trouble. The subway could break down.
On their way to a restaurant, Shawn's friends got on a subway train, but Shawn didn't. He didn't know how to get to the restaurant. His phone didn't work so he couldn't text his friends.
A woman helped Shawn. She gave him directions to the restaurant.

B  **1.43** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answer

Shawn ate a delicious dish at the restaurant.

EXTRA ACTIVITY

Ss write three or four more sentences about the conversation, each with one false detail. Pairs exchange sentences and correct the sentences. For an extra challenge, encourage Ss to do the activity from memory and not look at the story again until after they have made their corrections.

C **PAIR WORK** Read the instructions aloud.

- Ss discuss the questions in pairs.

3 GRAMMAR: Past continuous and simple past

- **Introduce the task** On the board, write *I was eating dinner when the doorbell rang*. Ask a volunteer to underline the verbs. Ask *What happened over a period of time?* (eating dinner) *What happened in one moment?* (the doorbell rang) *Did one of these actions happen before, after, or during the other?* (during)
- Explain that Ss will learn about how to use the past continuous and the simple past to talk about two actions happening at the same time in the past.

EXTRA ACTIVITY

Set a time limit and ask Ss to write down as many past tense verbs in English as they can. This can be done individually, in pairs, or in teams. The student/pair/team with the most correct past tense verbs wins. As an extra challenge, call out one of the past tense verbs and have a S say the present tense form and the past continuous form.

A **Do the task** Give Ss time to read the information in the grammar box.

- Read the information in the **Notice** box aloud. Refer Ss to the sentence from the introduction on the board. Ask a volunteer to change the sentence to use *while*.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 past continuous 2 simple past



TEACHER DEVELOPMENT ACTIVITY 2 (CONTINUED)

- Working in pairs, Ss find two more examples of sentences with past continuous and simple past in the script in exercise 2B, and then draw a timeline for each sentence. Possible sentences:
 - *While I was looking at some art on the wall, the train came.*
 - *I ... got off at the next station to see if my friends were waiting for me.*
 - *I figured out my phone wasn't working.*
- Have a few pairs come to the board and draw their timelines, and discuss as a class.

B **Read the instructions aloud.**

- Ss complete the sentences individually. Circulate and monitor.
- Read the information in the **Accuracy check** aloud.
- Ss exchange sentences with a partner and check them for accuracy. Then pairs share which things have happened to them.
- Check answers as a class.

Answers

- 1 were walking; got 2 showed; were visiting
3 warned; was traveling 4 was waiting; started
5 was looking; missed

C **Direct Ss to page 133 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**

D **PAIR WORK** Read the instructions aloud.

- Ss complete the sentences individually. Circulate and monitor.
- Ss share their sentences with a partner.
- Check answers as a class. Volunteers write their sentences on the board.

4 SPEAKING

A **Read the instructions aloud.**

- Ss do the task individually.

B **PAIR WORK** Volunteers read the sample conversation aloud.

- Ss do the task in pairs. Encourage them to ask follow-up questions.
- Ss share their partner's experience with the class.
- **Workbook Unit 5.2**
- **Worksheets: Grammar 5.2; Vocabulary 5.2; Speaking 5**

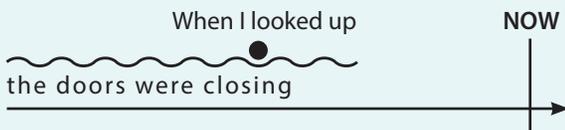


TEACHER DEVELOPMENT ACTIVITY 2

Drawing timelines

Here students use timelines to develop their understanding of how past continuous and simple past actions are related in sentences.

- On the board, draw a timeline to show the meaning of the example sentence in exercise 3A. Use a wavy line to show the continuous action and a dot • to show the simple action:



- talk about surprising situations

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask *When was the last time you were surprised? Do you like surprises? Have you ever been to a surprise party or planned a surprise for someone?*
- Ss share their experiences with the class.

A 1.44 **Do the task** In pairs, Ss talk about what is happening in the picture and what they think the two friends are talking about.

- Read the instructions aloud. Play the audio. Ss read along. Point out the expressions in bold. Go over any unfamiliar vocabulary.
- If necessary, play the audio again for Ss to answer the questions. Tell Ss that they should pay special attention to the inflection and intonation of those phrases in bold.
- Check answers as a class.

Answers

- 1 She lived in Seoul.
- 2 She's living in Seattle. She's studying there.
- 3 She met an old school friend from Seoul in Seattle, who is also studying there.

- Pairs practice the conversation several times. Encourage them to remember and imitate the inflection and intonation of those phrases in the audio as well as they can.
- Pairs act out the conversation for the class.

MIXED ABILITY

Tell stronger Ss to cover the conversations in their books and answer the questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Ss look at the headings in the chart. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class. Explain to Ss that "I can't believe it!" can be a response to surprise as well as an acknowledgment of surprising news.

Answers

- 1 a real surprise
- 2 never guess
- 3 believe this
- 4 can't
- 5 serious
- 6 kidding

C **PAIR WORK** Ss work individually to order the lines from the conversation.

- Check answers as a class.
- Pairs practice the conversations.

Answers

2, 4, 1, 3

EXTRA ACTIVITY

Write the conversation in exercise 1C on the board. Underline the words that can be substituted. In pairs, Ss work together to write a new conversation and then practice it.

2 REAL-WORLD STRATEGY

- **Introduce the task** Tell Ss that they will learn how to repeat words to express surprise. Remind Ss that in Unit 3 they learned about how to repeat details to show you understand something.

A  **1.45 Audio script p. T-173 Do the task** Read the instructions aloud.

- Play the audio.
- Check answers as a class.

Answer

A bird was in Jenny's apartment last night. It happened because she left a window open.

B  **1.45 Audio script p. T-173 Ss read the information in the Real-world strategy box silently to themselves. Have two volunteers model the example conversation for the class.**

- Tell Ss to write their answer as they listen to the conversation. Play the audio.
- Check the answer as class.

Answer

A bird

C  **1.46 Audio script p. T-173 Ss complete the conversation individually.**

- Play the audio for Ss to check their answers.

Answer

The top of a mountain?

EXTRA ACTIVITY

On the board, write these four questions:

- 1 *Excuse me, do you know which floor the pool is on?*
- 2 *Did you hear that the Tanakas won a trip to Paris?*
- 3 *Did you know that Lisa ran a marathon?*
- 4 *Where can I find the cookbooks in this store?*

Ask Ss to identify which questions would elicit a surprised reaction and which ones ask for information. Then have them decide what words should be repeated in a response to each. (Answers: 1 (information) The pool? 2 (surprise) To Paris? 3 (surprise) A marathon? 4 (information) Cookbooks?

D **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions and situations and to think of how they can respond to each other.
- Review the phrases that express surprise, if necessary.
- Ss do the task in pairs.

3 PRONUNCIATION: Showing surprise

- **Introduce the task** Explain that we show surprise by *what* we say – and also *how* we say it. When we're surprised, we stress, or emphasize, certain words: *Is it **ten o'clock** already? Did you **really** win the lottery?* Explain that we also change our intonation, or the rise and fall of our voice: *What's **this**? Your cat speaks **English**?*

A  **1.47 Do the task** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.

B  **1.48 Read the instructions aloud.**

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 N
- 2 Y
- 3 Y
- 4 N

C **PAIR WORK** Ss practice saying the conversations from exercise 3B in pairs.

4 SPEAKING

A **Read the instructions aloud.**

- Ss do the task individually. Encourage them to write notes.

MIXED ABILITY

Pair weaker Ss with stronger Ss and have them do the task together. Alternatively, brainstorm ideas for each situation as a class. Ask a volunteer to write the class's ideas on the board for Ss to refer to in the next exercise.

B **PAIR WORK** Volunteers read the sample conversation aloud.

- Ss do the task in pairs.
- Ss take turns role playing their conversation for the class.
- **Workbook Unit 5.3**

1 READING

- **Introduce the task** On the board, write *storytelling*. Discuss what kinds of stories Ss enjoy. Ask *Do you like true stories or fiction? Do you like long stories with a lot of detail, or shorter stories? If you could bring five books (ones that tell a story) with you to a desert island, what would they be?*
- Explain that Ss will read about what makes a story good and then write their own short story.

A **Do the task** Ask *What kinds of stories do you think ancient people told to each other?*

- Ss look at the picture and answer the question by taking notes.
- Ss discuss their ideas in pairs.
- Ss share their partner's ideas with the class.

B **SCAN** Before Ss read the article, make sure they understand what *scanning* is. Explain *When you scan a text, you are looking for specific information – you're not trying to understand all the details. Usually, you know what information you are looking for before you begin to scan.*

- Ask *In this article, what information will you scan for? (what the four "S"s are)*
- Set a time limit of 20–30 seconds so that Ss scan the article quickly and only look for the answers to the question.
- Ss read the article silently to themselves.
- Check answers as a class.

Answer

They are things that make a story good: Simple; Shared experiences; Show, don't tell; Surprise.

C **PAIR WORK** **SUMMARIZE A TEXT** Read the instructions aloud.

- Ss read the article again to find the answers to the questions.
- Ss compare answers with a partner.
- Check answers as a class.

Answers

They make you feel like you are experiencing something, and people enjoy this. Simple ideas and language that are easy to understand; feeling like you're sharing the experience with the storyteller/that the events happened to you; a surprise – especially at the end.

✍️ HOMEWORK IDEAS

Ask Ss to think of one or two books or articles that tell good stories. Have them write a brief review saying how the story follows the four "S"s. Ss bring their reviews into the next class and share them with the other Ss. Have the class take notes and compile these into a list of good stories they can read at their leisure.

2 WRITING

- **Introduce the task** Discuss the elements of a story. Ask Ss to explain the words *character*, *plot*, and *setting*. Then explain *There are some words and phrases that writers use to show where and when events in a story happen. Now we'll read a story and learn these words and phrases.*

A **Do the task** Read the instructions aloud. Ss read the story silently to themselves.

- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class.

Answers

Hannah and David were frightened. Their father was amused (he laughed). The monster at the beach was a big, black dog.

B **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss the questions in pairs.
- On the board, write the four "S"s: *Simple*; *Shared experiences*; *Show, don't tell*; and *Surprise*. Ss share examples from the story that illustrate each "S." Write their answers under the correct headings.

C **WRITING SKILLS** Read the instructions aloud.

- A volunteer reads the information aloud.
- Ss do the task individually.
- Check answers as a class. Write Ss' ideas about more expressions on the board and have Ss write these in their notebooks.

Answers

When I was 15, I loved reading scary stories about monsters. It was summer, and my family and I were on vacation near a lake. One evening, they went down to the beach to meet friends for a barbecue. I was reading a monster story and wanted to finish it before the barbecue, so they left me behind. An hour later, my brother David came to get me, and we started walking to the beach. It was totally dark, and I was telling David about the awful monster in the story – a huge, black, animal-like monster. We were both frightened by the story and the dark night. Then suddenly – out of the trees right beside us – a huge, black, animal-like monster appeared! We screamed and screamed! While we were screaming, my father ran to us. Then we told him our horrible story. And what did he do? He laughed – because standing in the distance was King, our neighbor's dog. He was black and pretty big – but definitely not a monster!

WRITE IT

D Read the information in the Register check aloud.

- Read the instructions aloud.
- Ss write their stories individually. Encourage them to be creative and come up with interesting or funny details to include.

✍️ HOMEWORK IDEAS

Assign the writing of the story for homework, and have Ss bring it to the next class for their partner to check.

E **PAIR WORK** Ss exchange stories with a partner. Ss check their partner's story for the four "S"s and storytelling expressions.

- Ss share their partner's story with the class and say what they liked about it.

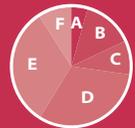
📎 EXTRA ACTIVITY

On the board, write four sentences.

- 1 *We ate and ate.*
- 2 *She yelled and yelled.*
- 3 *He ran and ran.*
- 4 *They laughed and laughed.*

Tell Ss to write very short, three-sentence stories for each of the sentences. They should write one sentence that comes before and one sentence that comes after each of the sentences above. Ask Ss to share their stories with the class. Alternatively, Ss can write the stories in pairs.

- **Workbook Unit 5.4**



- **Introduce the task** Aim: Introduce the type of story Ss will write.
 - Explain that *believe it or not* is a common phrase that English speakers use when they tell a story that seems unbelievable but is actually true. Tell Ss that they will write a story that seems impossible but is true.
 - Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these phrases at the relevant stages of the lesson.
- A** **PREPARE** **Do the task** Aim: Ss think of an idea for a story.
- Read the instructions aloud.
 - Volunteers read the story ideas aloud.
 - **INDIVIDUALLY** Ss think of a story idea. Suggest that they make a chart with the four “S”s and fill it in with elements from their story.
- B** **DISCUSS** Aim: Ss tell their stories.
- Read the instructions aloud.
 - **GROUP WORK** Ss take turns telling their stories.
 - Ss discuss which story is the most amazing.
- C** **DECIDE** Aim: Ss decide on a story to tell in a competition.
- Read the instructions aloud.
 - **GROUP WORK** Ss decide which option they will choose.
- D** **PREPARE** Aim: Groups prepare to tell their story.
- Read the instructions aloud.
 - **GROUP WORK** Suggest that groups write their story and check it to make sure they are using the four “S”s and storytelling expressions.
 - Ss practice telling their story. Explain that each person in the group should tell a part of the story. Encourage Ss to memorize their part of the story and to practice telling it dramatically (even if they feel a little silly).
 - Encourage Ss to practice telling their story several times.
 - **Preparation for speaking*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.
- E** **PRESENT** Aim: Ss present their story to the class.
- Tell Ss that they should take notes during each story to help them ask questions about it afterward.
 - **WHOLE CLASS** Groups take turns telling their story.
 - After each presentation, Ss ask follow-up questions to figure out if the story is true, exaggerated, or completely made-up. Ss do not say if the class is correct or not.
 - **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.
- F** **AGREE** Aim: Ss choose the best story.
- **WHOLE CLASS** Ss decide on the best story that seems to be true. The group with the winning story reveals if it is true or not.
- *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions in a reflection journal or discuss them together with your peers.

- 1 Development Activity 1 asks students to “mine” a text for examples of the simple past. Overall, do you think it was useful for your students? Why or why not?
- 2 How easy was it for students to categorize the examples as regular/irregular and positive/negative? Was this an effective way of reviewing simple past forms? Why or why not?
- 3 Development Activity 2 asks students to draw timelines. Do you think all your students found the idea of timelines helpful and easy to understand? Or did some students understand the idea better than others? Why do you think this was?
- 4 When it came to drawing timelines, were students’ timelines the same or different? What were the differences?

IMPACT

6



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Providing models

Sometimes it is difficult for students to do a speaking task because they lack spoken models of activities. Listening to spoken models can help students develop their range because they hear different examples. An easy way to create a spoken model is for you, the teacher, to talk about your own experience or about things that are familiar and personal to you.

The teacher's model (Activity 1): You model a speaking activity for Ss. You can try this in Lesson 6.1.

A model with a strong student (Activity 2): You model a conversation with a strong student. You can try this in Lesson 6.3.

You can read more about models and personalizing language and the teacher's role in Griff Griffiths and Kathy Keohane's *Personalizing Language Learning*, pp. 1–3. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *The weather will have an impact on our plans for the weekend.* Ask volunteers what they think *to have an impact on (something)* means. (to have an effect on something)

Tell Ss that in this unit they will be thinking about urban problems and the impact they have on the people who live there.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Ss look at the picture. Ask a volunteer to say if the picture shows somewhere in the city or the country (*the city*). Ask Ss if they know of any large construction projects that are going on in their city and what is being built. Discuss if they think construction in a city is a good thing or a bad thing for the people who live there. Write Ss' responses on the board for them to refer to in their discussions.

- In pairs, Ss discuss the two questions.
- Ss share their partner's answers with the class.

B Read the instructions and the question aloud.

- In pairs, Ss discuss the issue.
- Ss share their responses with the class.

C Read the questions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they feel the same way as Brenda.

REAL STUDENT

One of the great things in my city is that they are building a new bridge. In the beginning it's having a negative impact because some of the street are closed, but now we have a positive impact. We don't have a- traffic in the morning. That is awesome.

HOMEWORK IDEAS

Ss use the internet to research and find out more information about a construction project in their city and share their findings in the next class. Alternatively, Ss can research a construction project in another city that they are interested in. Suggest that they concentrate on one aspect of the project, e.g., cost, time involved, reason for location, purpose of the project, etc. Suggest search words: *construction project + (city name)* or *urban renewal + (city name)*.

- talk about urban problems

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a brief class discussion about living in different types of places. Ask Ss to share if they have ever lived somewhere else, and how those places were different than where they live now. Ask *What are some general things that are different if you live in a city or if you live in a small town?* Write Ss' ideas on the board for them to refer to in the lesson.
- Point out the title of the lesson, *Moving to a Megacity*. Ask *What do you think a megacity is?* (a very, very large city that extends over a large area and has a population of more than 10 million) Ask Ss if they can think of an example of a megacity. (There are 47 worldwide including: Tokyo, Shanghai, Jakarta, Delhi, Seoul, Beijing, Mumbai, New York City, Sao Paulo, Mexico City, Los Angeles, Moscow, London, and Paris.)

A Ss discuss the question in pairs. Remind them to look at the board for ideas.

- Have pairs share their partner's ideas with the class.

B Do the task Read the instructions aloud.

- Ss read the blog silently to themselves. Answer any questions about unfamiliar vocabulary.
- Ask Ss to raise their hands if any of their ideas from exercise 1A are the same as in Dan's blog.
- Check answers as a class.

Answers

Dan just moved from Alaska to California for college. It is a big change. Dan is writing a blog for students who are studying far from home.

C Read the instructions aloud.

- Ss read the blog again.
- Ss discuss the questions in pairs.
- Check answers as a class.

Answers

He likes having stuff to do, and he likes the warm weather. He doesn't like the traffic, the pollution, all the concrete around, the graffiti, the crowds, and the noise.

- Ask *What do you think would have the biggest impact and the least impact on your life?*

EXTRA ACTIVITY

Tell Ss to imagine that they grew up in Los Angeles and then moved to a small town in Alaska for college. Have them use the information in Dan's blog and think about how they would feel about their new life in a small town. Ss discuss their ideas in pairs or small groups.

2 VOCABULARY: Urban problems

- **Review** Books closed. On the board, write the words in the box in exercise 2A. Ask volunteers to give a definition of each word or use it in a sentence.

A 1.49 Do the task Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

1 traffic 2 traffic jam 3 pollution 4 smoke 5 air
6 noise 7 land 8 concrete 9 space 10 trash
11 graffiti

- B Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

HOMework IDEAS

Ss research a megacity and find out some specific urban problems it has. Ss present their findings in the next class. To avoid Ss researching the same city, you can assign them specific megacities to research.

- C** **PAIR WORK** Read the instructions aloud and model a sentence or two with your own answers.
- Ss discuss the question in pairs.
 - Ss share their partner's answers with the class.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and find out what problems Angie talks about.

REAL STUDENT

One of the biggest problems in my city is the pollution, because people is not conscious about the consequences. They have to be more reflective and think about the future. Otherwise, we are not going to be able to survive.

- D** **PAIR WORK** Give Ss time to complete the sentences individually.
- Ss share their sentences with a partner.
 - Pairs discuss if they agree with each other.

4 SPEAKING



- A** Read the instructions aloud.
- Give Ss time to think of their answers. If possible, encourage them to use the internet to research facts to support their ideas.
- B** **PAIR WORK** Volunteers read the sample conversation aloud.
- Ss share their ideas with their partner. Encourage Ss to ask follow-up questions of each other.
 - Ss share their list of impacts with the class.

3 GRAMMAR: Quantifiers

- **Introduce the task** On the board, write *quantity*, *to quantify*, *quantifier*. Explain that *quantity* means the amount of something, *to quantify* means to determine how much or how many there is of something, and a *quantifier* is a word or group of words used before a noun that tells the quantity – how much or how many – of something.
- On the board, write *Tim and Joe are both students. There are a lot of flowers in the garden. All of my friends saw that movie.* Ask volunteers to identify which words tell how much or how many. (both, a lot of, all) Tell Ss that these words are quantifiers and they will learn more quantifiers in this section.

A **Do the task** Read the instructions aloud.

- Give Ss time to read the information in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers as a class.

Answers

1 count nouns 2 non-count nouns 3 a lot of

B Direct Ss to page 134 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the information in the Accuracy check aloud.

- Ss circle the correct answers individually and then check the sentences that are true for them.
- Ss exchange sentences with a partner and check them for accuracy.
- Check answers as a class. Ss share their partner's true sentences with the class.

Answers

1 meals 2 cars; traffic 3 windows 4 exercises; work 5 time



TEACHER DEVELOPMENT ACTIVITY 1

The teacher's model

Alternative instructions for exercise 4B

Before students discuss urban problems, it helps them if you give a model of the kind of language they can use. Rather than talking about the same topic (urban problems), you can talk about problems in the countryside.

Here are some topics you can talk about:

- Transportation: There is not much public transportation, so people must use their cars all the time.
- Life for young people: It's often hard for young people to find jobs, and there's not a lot of entertainment for them.
- Tell Ss you will give an example of the kind of information they can say but that you will talk about the countryside.
- Use the notes above or your own ideas to give an oral example; try to use some of the quantifiers in your example.
- Ask Ss if they have any questions about your example.

EXTRA ACTIVITY

Lead a class discussion about the effects of urban problems. Ss use their lists from exercise 4B. Have the class vote on the top three most serious negative effects. Ss share their ideas on how these problems can be fixed.

- **Workbook Unit 6.1**
- **Worksheets: Grammar 6.1; Vocabulary 6.1**

- talk about problems and solutions

- **Introduce the task** Have a class discussion about community problems. Ask *What kinds of problems affect a community? Are there things that some people think are problems, but other people don't?*
- Individually, Ss make a list of all the words that they can think of that they need to talk about community problems.
- Ss compare lists with a partner.

1 LANGUAGE IN CONTEXT

A **Do the task** Read the instructions aloud.

- Give Ss time to think of their answers.
- Ss compare answers with a partner.
- Ss share their partner's answer with the class.
- Discuss other possible solutions to make a part of the city look more interesting or attractive. What are the pros and cons of each solution?

B 1.50 **Read the instructions aloud.**

- Read the information in the **Insider English** box aloud.
- Play the audio. Remind Ss that they are listening for three problems.
- Ss check answers in pairs.
- Check answers as a class.

Answer

They talk about garbage, graffiti, and noise at night.

C 1.50 **Read the instructions aloud.**

- Play the audio. Remind Ss that they are listening for the solutions to the problems.
- Ss do the task individually.
- Ss check answers in pairs.
- Check answers as a class. Ask Ss to read where in the conversation they found the answer.

Answer

Garbage – Keep an area clean so people won't throw trash on the street.

Graffiti – Make a special area for graffiti.

Noise – Ask people to stop making noise in a calm and polite way.

- Remind Ss of the information in the **Insider English** box. Ask a volunteer to say what the speaker thinks people will think twice about.

D **GROUP WORK** Read the questions aloud.

- Ss discuss the questions in small groups.
- Ss share their group's responses with the class.

EXTRA ACTIVITY

As a class, discuss other possible solutions to each of the problems.

2 VOCABULARY: Adverbs of manner

- **Introduce the task** On the board, write *adverbs of manner*. Ask volunteers to say what an adverb is and to give examples. Explain that an *adverb of manner* describes how something happens or is done. Tell Ss that they will learn some adverbs of manner.
- Ss look at the list of words they made before exercise 1A. Ask them to add any words from the radio show in exercise 1B.

A 1.51 **Do the task** Read the directions aloud. Volunteers read the vocabulary in the box. Ss say any of the words they already know and that were on their lists. Ask them to give a short definition or example of each word, if possible.

- First ask Ss to look at the script in 1C and find and underline five of the words in the box. Then ask them to write down which words in the box are positive, which are negative, and which are neutral.
- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to help with words they don't know.
- Ss discuss their answers with a partner.
- Check answers as a class.

Possible answers

Positive: beautifully, calmly, clearly, correctly, politely, safely

Negative: angrily, dangerously, loudly

Neutral: completely, loudly, quietly

B **PAIR WORK** Ss discuss the questions in pairs.

- Ss share their partner's answers with the class.

C Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

3 GRAMMAR: Present and future real conditionals

- **Introduce the task** On the board, write *conditional*. Teach/Review with Ss that a conditional sentence has two parts: One part talks about what could happen, and the other part talks about the result or effect of what could happen. Ask if Ss know what word indicates a conditional sentence. (if) Explain that Ss will learn about two kinds of conditionals that are about real situations.

A **Do the task** Give Ss time to read the information in the grammar box.

- Read the information in the **Notice** box aloud.
- Ss do the task individually.
- Check answers as a class.

Answers

1 simple present 2 the simple present; *will*

EXTRA ACTIVITY

Ss reread the information in the **Notice** box and then rewrite the sentences in the grammar box so that no comma is needed.

B Direct Ss to page 134 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Ss do the task individually. Circulate and monitor.
- Check answers as a class.

Possible answers

- 1 If people throw trash on the street, no one will want to visit our city.
- 2 When people talk loudly, it is difficult for other people to have a conversation.
- 3 I speak politely when I am talking to an older person.
- 4 If a store clerk speaks angrily, he or she will be fired.
- 5 I won't listen to you if you don't lower your voice.
- 6 If I don't do the exercise correctly, I won't pass.

D **PAIR WORK** Read the instructions aloud.

- Ss discuss their answers with a partner.
- Ss share their partner's answers with the class.

4 SPEAKING

A Read the instructions aloud.

- Ss add a problem and a solution to the chart.
- Ss share their additions with a partner and discuss.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research problems in their city and get ideas for solutions and add these to the chart.
- Circulate and monitor.

B **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Ss discuss the questions in pairs.
- Ss share their partner's problem and solution with the class.

EXTRA ACTIVITY

Ss write the problems and solutions they added to their charts on the board. Lead a class discussion of these and suggest other possible solutions.

• **Workbook Unit 6.2**

• **Worksheets: Grammar 6.2; Vocabulary 6.2; Speaking 6**

LESSON OBJECTIVE

- express concern and relief in different situations

- **Introduce the task** Remind Ss that *to express concern* is to show someone that you care about their health, feelings, and well-being. *To express relief* is to show that you are happy that a bad situation had a good ending. Ask *In what kinds of situations do you show relief? In what kinds of situations do you show concern?* Ss discuss the questions in pairs and write down any words or phrases that they might already know that can be used to express concern or relief. They can also write expressions in their own language and see if there are English equivalents later on in the lesson.
- Pairs share their ideas with the class.

1 FUNCTIONAL LANGUAGE

A  1.52 **Do the task** Read the instructions aloud.

- Before you play the audio, discuss with the class the kinds of things that can cause a traffic jam.
- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they included any of the words in their lists during the introduction to the lesson.
- If necessary, play the audio again for Ss to answer the question.
- Check answers as a class.

Answer

The bus driver and the police helped the people on the bus.

- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

 MIXED ABILITY

Tell stronger Ss to cover the conversation in their books and answer the questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Ss look at the headings in the chart. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class.
- At this point, Ss can look at any of the expressions that they wrote down in their first language during the introduction to the lesson and determine if there are equivalents in English.

Answers

1 all right 2 really worried 3 everyone OK 4 relieved
5 to hear that 6 a relief

C  1.53 Ss do the task individually.

- Play the audio for the class the check their answers.
- Pairs practice the conversation.

Answers

2, 4, 3, 1

 EXTRA ACTIVITY

On the board, write the conversation from exercise 1C. Underline the words that can be substituted. In pairs, Ss work together to make a new conversation and practice it. Encourage Ss to add to the conversation and use any of the situations where you can express concern or relief that they thought of in the introduction to the lesson. Pairs practice their conversations and then role play them for the class.

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that sometimes in conversation we express two different, or contrasting, feelings or ideas about the same situation. On the board, write *I'm very tired because I stayed up late to finish my homework. I'm really glad I finished it, though.* Ask a volunteer to identify the two contrasting ideas (I'm very tired; I'm really glad). Tell Ss that they will learn how to use *though* to express a contrasting idea.

A  **1.54** **Audio script p. T-173** **Do the task** Read the questions aloud.

- Play the audio.
- Check the answers as a class.

Answers

She had a job interview. She was successful because she got the job.

B  **1.54** **Audio script p. T-173** Ss read the information in the Real-world strategy box silently to themselves. Two volunteers model the example conversation for the class.

- Ss write their answers as they listen to the conversation. Play the audio.
- Check answers as a class.

Answer

Marina's contrasting idea is that she was nervous.

C  **1.55** **Audio script p. T-174** Give Ss time to read the conversation silently to themselves.

- Play the audio. Ss complete the conversation individually.
- Ss exchange conversations. Play the audio again for Ss to check their partner's answers.

Answers

1 OK 2 though

D **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions and situations and to think of how they can add details to their stories.
- Check understanding of the task. Ask *Student A, where does your situation take place?* (a movie theater) *Student B, where does your situation take place?* (an airport in Miami)
- Ss do the task in pairs.

3 PRONUNCIATION: Saying unstressed vowels at the end of a word

A  **1.56** Give Ss time to read the instructions.

- Play the audio.
- Ss do the task individually.

B  **1.57** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

1 Y 2 N 3 Y 4 N

C  **X.XX** Ss practice saying the conversation in pairs.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Give Ss time to think of questions to ask about each situation.
- Ss do the task in pairs.

MIXED ABILITY

Pair weaker Ss with stronger Ss, and ask them to do the task together. Alternatively, brainstorm ideas for each situation as a class and write Ss' ideas on the board for their reference as they do the exercise.



TEACHER DEVELOPMENT ACTIVITY 2

Alternative instructions for exercise 4A

With dialogues, you can give a model together with a strong student.

- Tell Ss to choose their situation, but tell them not to do the dialogue.
- Monitor and find out which pairs are choosing which situations.
- With the whole class, choose one strong S from one of the pairs that has chosen a situation that is familiar to you and easy to role play.
- Do an example conversation with that S; take the Student B role.
- Choose another strong S from a different pair and do another example; this time take the Student A role.
- Ss do their role plays together.

Alternative: If you don't want to choose strong students, you can get different students to give a line of dialogue as you build the role plays with the whole class.

B **GROUP WORK** Read the instructions aloud.

- Ss do the task in small groups.
- **Workbook Unit 6.3**

LESSON OBJECTIVE

- write a post giving your point of view

1 LISTENING

- **Introduce the task** Ask *Have you or someone you know ever used a drone? What do people use drones for?* (to take aerial photos or videos, to monitor traffic, for search and rescue, for fighting fires, for making deliveries, and so on)

A **Do the task** Read the directions aloud.

- Ss discuss the question in pairs.
- Ss share their ideas with the class.

B  1.58 **Audio script p. T-174** **LISTEN FOR GIST** Remind Ss that when you read for gist you are reading to understand the main idea, not to hear and understand all of the details.

- Volunteers read the three choices.
- Play the audio. Ss do the task individually.
- Check answers as a class.

Answers

b how drones can reduce traffic problems

C  1.58 **Audio script p. T-174** **LISTEN FOR SPECIFIC INFORMATION** Give Ss time to read the question so they know what information to listen for.

- Play the audio again. Ss do the task individually.
- Check answers as a class.

Answers

a Traffic: Drones will help reduce traffic because there won't be as many delivery trucks on the roads.
 b Pollution: Drones use batteries and have almost no pollution compared to trucks.
 c Noise: Drones are quieter than trucks.

- Ask additional comprehension questions *How many people are speaking?* (two) *What is the name of the podcast?* (Talking Tech) *Who works for a start-up company?* (Elsa) *What does the company do?* (It delivers packages with drones.) *What delivery services does Elsa mention?* (the U.S. Postal Service and FedEx) *How many packages do they deliver?* (over six-and-a-half billion a year) *What does sense and avoid mean?* (The drones know when they are close to an object and they move away from it.) *What do drones use to fly?* (batteries)

 **MIXED ABILITY**

For weaker Ss, write the additional comprehension questions on the board, and read them together. Then play the audio for Ss to listen for the answers. While you are writing the questions on the board, stronger Ss write two or three of their own comprehension questions about the podcast. They exchange their questions with a partner and answer them without listening to the audio again.

 **EXTRA ACTIVITY**

On the board, write a two-column chart with the headings *Pro* and *Con*. Have a class discussion about the pros and cons of drones in general. Write Ss' ideas in the chart on the board. Leave the chart on the board for Ss to refer to later in the lesson.

2 PRONUNCIATION: Listening for weak words

A  1.59 Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

1 of
 2 to
 3 than

B  1.60 Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

1 a lot of
 2 than
 3 to

C Ss complete the statement individually.

- Check answers as a class.

Answer

reduced

3 WRITING

- **Introduce the task** Ask *Have you ever written a comment on a blog post or podcast? Do people usually write positive or negative opinions in comments? Do you often read the comments on blogs or podcasts?* Explain that Ss will write their own comments responding to Doug's podcast.

A **Do the task** Read the instructions and question aloud.

- Ss read the comment silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the question in pairs.
- Ss share their answers with the class.

Answers

He writes about three problems that Doug and Elsa don't mention. 1) If a drone arrives, and you're not at home, it will drop the package into your backyard, and someone will steal it. 2) Drones can't deliver packages to people in apartment buildings. 3) People don't want drones outside of their windows.

B **WRITING SKILLS** Read the instructions aloud.

- Ss read the information and then underline all the questions in the comment in exercise 1A individually.
- In pairs, Ss identify the answers to SensibleGuy's questions.
- Check answers as a class.

Answers

He asks five questions and gives four answers.
1 Have you ever heard a drone? They're really loud.
2 What happens if a drone arrives and you're not home? Will it just drop the package into your backyard? Maybe.
3 What about delivering packages to apartment buildings? They can't fly in through people's windows.
4 And who wants drones outside of your window anyway? Not me.

C **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss the questions in pairs.
- Ss share their partner's opinions with the class.

WRITE IT

- **D** Ss read the information in the Register check silently to themselves. Ask *Is a comment on a podcast formal or informal? (informal) Where might you read formal opinions that include facts? (in a newspaper, in magazine articles)*
 - Read the instructions aloud. If you did the extra activity on the previous page, remind Ss that they can also use any appropriate ideas that they wrote in the pro/con chart on the board.
 - Ss write their comments.

- **E** **PAIR WORK** Ss exchange comments and answer the questions.

HOMEWORK IDEAS

Assign the writing of the comments for homework. Ss bring their comments to the next class and discuss them with a partner.

EXTRA ACTIVITY

After Ss have read their partner's comment, have a class vote on whether drones are good or not. Ss decide on the top three reasons that are positive and the top three that are negative.

HOMEWORK IDEAS

Ss read an opinion piece in a local or national newspaper and write a comment expressing their opinion. (They don't have to publish it online if they don't want to.) They take turns briefly summarizing the opinion piece and then reading their comment. For larger classes, this can be done in small groups or pairs.

- **Workbook Unit 6.4**

TIME TO SPEAK

If everyone plants something ...

LESSON OBJECTIVE

- decide if a "green" plan will work



Time on each stage

- **Introduce the task** Aim: Introduce the concept of a "green" plan.
- Ask *Do you think your city is "green"? What is the "greenest" city or large town you have ever visited? Do you think it's important to have green spaces in a city? Do you use green spaces?* Explain that many cities have a "green" plan, meaning that they try to make more green spaces or to improve the ones they already have.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A **DISCUSS** Do the task Aim: Ss discuss a specific green plan.

- Read the instructions aloud. Ss look at the picture.
- **PAIR WORK** Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.



B **RESEARCH** Aim: Ss research and discuss the benefits of a green plan.

- Read the instructions aloud.
- **GROUP WORK** Ss work in small groups. They discuss how trees and plants might benefit each of the seven elements listed in the box. Ask them to make lists of ideas and details.
- **OPTIONAL ACTIVITY** Ss use their phones to research information about the possible benefits trees and plants could have for a city.

C **ROLE PLAY** Aim: Groups discuss the problems they might have when implementing a green plan as well as possible solutions to those problems.

- Read the instructions aloud.
- Volunteers read the sample dialogue aloud.
- **GROUP WORK** Ss discuss the problems and possible solutions in groups.
- Explain that groups will present their ideas in the next activity. Encourage groups to practice their presentations. Tell them that each person in the group must be a part of the presentation.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

D **PRESENT** Aim: Groups present their ideas to the class.

- **WHOLE CLASS** Groups present their ideas to the class.
- Suggest that Ss take notes on any good ideas from the presentations. They will be able to use these in the next activity.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, such as good use of unit vocabulary, interesting questions, and natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

E **DECIDE** Aim: Groups decide if they should use a "green" plan like this.

- Read the instructions aloud.
- **WHOLE CLASS** As a class Ss discuss the ideas in the presentations and decide if they should make their city green. Encourage Ss to give reasons for their decisions.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 What were students' responses to the model you gave in Lesson 6.1?
- 2 How do you think it helped them do the task?
- 3 Do you think there are any drawbacks to giving a model? If so, what are they? If not, what do you think are the main advantages?
- 4 How comfortable are you giving your personal opinion on topics? Are there any topics you would prefer not to talk about? Why?
- 5 When you invited some students to help you in Lesson 6.3, how did they react?
- 6 Apart from showing an example, what does a model dialogue show students?

REVIEW 2 (UNITS 4–6)

- **Introduce the review** Before beginning the review, write *Grammar, Vocabulary, and Functional Language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language they have learned in Units 4–6. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss work individually to cross out the word that doesn't belong and add it to the correct category.

- Ss check answers in pairs.
- Check answers as a class.
- Talk about any words that Ss think might go in more than one category. Encourage Ss to give their reasons for why they put words in each category.

Answers

- 1 loudly (adverbs of manner)
- 2 be grateful (opinions and reactions)
- 3 graffiti (urban problems)
- 4 amusing (adverbs of manner)
- 5 forget (losing and finding things)
- 6 locate (losing and finding things)

B Ss work individually to add two more words or phrases to each category.

- Write the six categories from exercise 1A on the board.
- Invite Ss to come to the board and write their answers.
- Check the Language summaries for Units 4–6 on pages T-164–166.

2 GRAMMAR

A Ss work individually to choose the correct words to complete the conversation.

- Ss compare answers with a partner.
- Check answers as a class.

Answers

- 1 are you doing 2 are going camping 3 was camping
4 started 5 completely 6 happened 7 got
8 we stay 9 we'll spend 10 so many 11 a few
12 we'll find

- Ss practice the conversation in pairs.
- If time allows, challenge Ss to explain why each answer is correct.

B PAIR WORK Give Ss time to think of their own answers. Encourage them to write their answers and pay close attention to correct grammar.

- Ss take turns telling their partner about their plans.
- Ss share their partner's plans with the class.

3 SPEAKING

A PAIR WORK A volunteer reads the sample response aloud.

- Give Ss time to write their responses individually.
- In pairs, Ss talk about their lost items.

B GROUP WORK Ss share their partner's story with their group.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- To check answers, pairs read the conversations aloud.

Answers

- 1 anything wrong 2 really worried
3 You're not going to 4 Are you serious? 5 You dropped
6 It'll be fine 7 I hope so 8 though 9 At least
10 so relieved

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the Functional language lessons from Units 4–6.

- Pairs act out their conversations.

B Pairs change roles and repeat their conversations.

- Choose a pair to perform their conversation for the class. If possible, choose a pair for each of the three situations.

ENTERTAIN US

7



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom Management – Checking understanding of grammar

In this unit, we focus on checking understanding of grammar. Most teachers use concept-checking questions to find out whether students have truly understood the meaning and usage of a grammatical structure. By getting students to ask checking questions, teachers can ensure all class members have an active role. Encouraging self and peer correction is another way teachers can motivate their students. When students are given the chance to correct themselves, it is less likely that they will produce similar errors again.

Getting students to ask checking questions (Activity 1): Ss check the meaning and positive/negative/question form of *used to*. Try this in Lesson 7.1.

Encouraging self and peer correction (Activity 2): Ss evaluate how well they can produce *used to* in a semi-controlled speaking task. Try this in Lesson 7.5.

To find out more, read *Checking Learning and Understanding from Classroom Management Techniques*, pp. 152–153. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *entertainment*. As a class, brainstorm different kinds of entertainment, such as movies, TV, concerts, plays, and dance. Write Ss ideas on the board. Then ask *What kind of entertainment do you enjoy the most?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Ss look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their partner's answers with the class.

B Read the questions aloud.

- Explain that a *performance* can be any kind of event where someone is entertaining other people, for example, with singing, dancing, acting, storytelling, or telling jokes. Ask Ss to share what performances they have seen. Tell Ss they will discuss them in the next activity.

- In pairs, Ss discuss the questions. Explain that they should talk about performances in general and not about specific performances they have seen.
- Ss share their answers with the class.

C Read the instructions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if their experiences are similar to Brenda's.

REAL STUDENT

I went to the instrument concert two years ago. I was in high school. I love the instrument music. But in the leaving, it was terrible because the place it was crowding, it was difficult of which exit to take.

HOMEWORK IDEAS

Ss think of a performance that they would like to see and why they think it would be enjoyable. Ss share their thoughts in the next class.

LESSON OBJECTIVE

- discuss your changing tastes in music

1 VOCABULARY: Music

- **Introduce the task** Make sure that Ss understand the word *playlist*. Say *You are having a party. You're planning the playlist for the party. What are some songs you want to play?* Elicit the names of the songs and the performers. Tell Ss that they will learn words to talk about music.

A  2.02 **GROUP WORK** Do the task Read the instructions aloud.

- Play the audio. In groups Ss listen and repeat the words.
- Ss name a musician, band, or song for each type of music.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a computer to find examples of musicians, bands, or songs for each kind of music.
- Ask Ss if they can add any other types of music and examples and write these on the board.

B **GROUP WORK** Read the questions aloud.

- Ss discuss the questions in groups.
- One member of each group gives the class a summary of their discussion.

C Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *You can't tell a book by its cover*. Ask Ss to say what they think this saying means. (What someone looks like doesn't always tell you what *their personality is like*.) Ask *Do you think you can tell what kind of music someone likes by looking at their clothes or hair?*

A Ss discuss the question in pairs.

- Pairs share their partner's ideas with the class.

B  2.03 Do the task Read the instructions aloud.

- Read the information in the **Insider English** box aloud.
- Play the audio. Ss read along.
- Check answers as a class.
- Ask *Hugo listens to more music now thanks to what?* (downloading and streaming) Ask a volunteer to answer the question using *because of* or *thanks to*. (Possible answer: *Hugo listens to more music now because of/thanks to downloading and streaming.*)

Answer

They mention pop, rock, heavy metal, folk, and country.

C  2.03 Read the instructions and the two questions aloud.

- Play the audio again.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 Hugo is going to choose music from different stages of his life.
- 2 His digital music collection is bigger.

 **EXTRA ACTIVITY**

Ss reread the information in the **Insider English** box. They write three sentences using *thanks to*. If necessary, provide sentence stems, such as *Thanks to my mother, ___; I know how to ___ thanks to ___; We can ___ thanks to ___.*

D **PAIR WORK** Read the instructions aloud.

- Ss do the task in pairs.
- Ss share their partner's answers with the class.

 **EXTRA ACTIVITY**

Tell Ss to think of one or two songs that they love but which not many people may know. Ss share their answers with the class and create a class playlist on the board. Ask Ss to listen to as many of the songs on the playlist as they can in their spare time. In a future class, Ss share what they liked about their classmates' songs.

3 GRAMMAR: *used to*

- **Introduce the task** On the board, write *When I was younger, I went to the movies often. Now I don't have time to go to the movies.* (Or write sentences that are true for you using the same pattern.) Ask *What is something you often did when you were younger but don't do very often now?* Write Ss' responses on the board. Keep them on the board for Ss to refer to later in the lesson. Explain that they will learn how to talk about something that was true over a period of time in the past but may or may not be true now.

A Do the task Read the instructions aloud.

- Give Ss time to read the information in the grammar box silently to themselves.
- Ss do the task individually.
- Check answers as a class.

Answers

1 *used to* 2 *use to* 3 *use to*



TEACHER DEVELOPMENT ACTIVITY 1

Getting students to ask checking questions

When students are involved in checking, they are more likely to remember meaning and form. Try this activity before exercise 3A.

- On the board, write *Hugo: I used to listen to a lot of heavy metal.*
- Put Ss into six groups.
- Give each group *one* question below, on a piece of paper.
 - Do we use *used to* for the past or present?
 - Did Hugo listen to heavy metal once in the past or many times?
 - Does Hugo listen to a lot of heavy metal music now?
 - Do these sentences mean the same thing or different?
 - *I used to listen to heavy metal.*
 - *I usually listen to heavy metal.*
 - How do you make Hugo's sentence negative?
 - How do you change Hugo's sentence into a question?
- Groups discuss their question. Confirm answers with them.
- Groups separate and mingle, asking and answering questions. Set a two-minute time limit.
- In feedback, ask the same questions. Nominate Ss who need more support.

B Ss do the task individually.

- Check answers as a class.

Answers

1 *used to* 2 *didn't use to* 3 *used to* 4 *used to*

C Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D Read the instructions aloud.

- Ss complete the sentences individually. Circulate and monitor.
- Read the information in the **Accuracy check** aloud.
- Ss exchange sentences with a partner and check them for accuracy. They then take turns asking and answering the questions.
- Check answers as a class.

Answers

1 *did you use to listen* 2 *did you use to go*
3 *did you use to like* 4 *use to buy* 5 *use to play*

EXTRA ACTIVITY

Refer Ss to the activities on the board that they mentioned at the beginning of exercise 3A. Tell them to write questions using *used to* and then take turns asking and answering them with a partner.

4 SPEAKING

A Read the instructions aloud.

- Ss make notes of their answers individually.

B **GROUP WORK** Read the instructions aloud. A volunteer reads the example sentence aloud.

- Groups discuss how their musical tastes have changed.
- Ss share one of their classmate's responses with the class.

EXTRA ACTIVITY

Play a sentence chain game. Put Ss in lines of at least four. The first student (S1) says a sentence about how their musical tastes have changed over time. (*I used to listen to country music. Now I prefer hip-hop.*) S2 makes a similar statement that is true for them and then reports what S1 said. (*I used to listen to Celine Dion. Now I prefer Adele. (S1's name) used to listen to country music. Now he/she prefers hip-hop.*) S3 talks about their musical taste, then S2's, then S1's, and so on. Play until all Ss have had a chance to remember and say all the plans of the Ss in their group.

- **Workbook Unit 7.1**
- **Worksheets: Grammar 7.1; Vocabulary 7.1**

1 VOCABULARY: TV shows and movies

- **Introduce the task** Books closed. Ask Ss to name different kinds of movies and TV shows, such as a comedy or a soap opera. Allow them to use their first language, if necessary. Write their responses on the board. Ask Ss to name their current favorite TV show and/or movie. Write their responses on the board. Point to each one and ask if any of the words on the board can describe their show.
- Explain to Ss that they will learn more words to talk about TV shows and movies in this lesson.
- Read the instructions aloud. Volunteers read the words in the box aloud. Ss check which of the words are already on the board and which ones they already know. If possible, allow them to look up any unfamiliar words in a dictionary or on the internet.

A  **2.04 PAIR WORK** Do the task Read the instructions aloud.

- Ss do the task in pairs.
- Check answers as a class.

Answers

Movies: animated movie, comedy, documentary, drama, horror, musical, romantic comedy, science fiction, thriller
TV shows: comedy, documentary, drama, game show, reality show, science fiction, soap opera, talk show, thriller
Both: comedy, documentary, drama, science fiction, thriller

B **PAIR WORK** Give Ss time to think of their answers.

- Ss do the task in pairs.
- Ss share their partner's answers with the class.

C Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.**2** LANGUAGE IN CONTEXT**A** Direct Ss' attention to the picture. Ask volunteers to talk about what they see.

- Read the instructions aloud.
- Ss read the article individually. Answer any questions about unfamiliar vocabulary.
- Check the answer as a class. Ask a volunteer to read which specific parts of the article show the answer.

Answers

The small screen means the screen on a personal device – a phone, a laptop, or a tablet. *The big screen* means the screen on a TV or in a movie theater.

B Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answer

Watching some kinds of movies and TV shows on a personal device might be less exciting, frightening or fun than watching them on TV or in a movie theater.

C Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class. Ask a volunteer to read the specific part(s) of the article that gave them the answer.

Answers

1 d 2 a 3 e 4 c 5 b

 **EXTRA ACTIVITY**

On the board, write these sentences with blanks:

- 1 I love to watch all of the _____ of a TV show in one or two days.
- 2 My favorite _____ of movies is comedy because I love to laugh.
- 3 I don't have time to _____ TV shows. I have too much homework!
- 4 _____ of that TV show love to talk about it the next day.
- 5 There's a new _____ that's about a group of young doctors in WWII.

Ss fill in the blanks individually. Check answers by asking volunteers to write the correct answers on the board. (Answers: 1 episodes 2 genre 3 binge-watch 4 Viewers 5 series)

D **PAIR WORK** Read the questions aloud.

- Pairs discuss the questions.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and listen to Angie. They see if they agree with how Angie watches TV shows and movies.

REAL STUDENT

I prefer to watch television and watch movies in a large screen because it allows me to be more concentrated and to have a good posture.

3 GRAMMAR: Comparisons with (not)

as ... as

- **Introduce the task** On the board, write *I like The Avenger movies. I don't like the Star Wars movies as much.* Ask *Do I like one better than the other?* (yes) Write *I like Adele. I like Rihanna, too.* Ask *Do I like these two singers the same amount?* (yes)
- Explain that Ss will learn about how to make comparisons using *as ... as*.

A Do the task Read the instructions aloud.

- Give Ss time to read the information in the grammar box.
- Ss do the task individually.
- Check answers as a class.

Answers

1 the same as 2 less than

B Read the instructions aloud.

- Ss complete the sentences individually. Circulate and monitor.
- Ss exchange sentences with a partner and check them for accuracy. Then they discuss specific examples for one or more of the sentences.
- Check answers as a class.
- Ss share their partner's responses with the class.

Answers

2 is as good as
3 doesn't have as many special effects as
4 didn't like (watching); as much as

C Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

EXTRA ACTIVITY

As a class, brainstorm two real examples of different forms of entertainment, such as two TV shows, two bands, or two books. Write at least ten pairs of examples on the board. Set a time limit and tell Ss to write as many sentences as possible comparing the examples using (*not*) *as ... as*. The sentences should reflect their own opinions. Encourage Ss to use the chart in grammar exercise 7.2 on page 135 to help them. Ss then exchange sentences with a partner and discuss their ideas.

D **PAIR WORK** Read the instructions aloud. Elicit an example of two movies that have similar characters. Does the class agree?

- Ss discuss the question in pairs.
- Ss share their partner's responses with the class.

4 SPEAKING

A Read the instructions aloud.

- Ss do the task individually.

B **PAIR WORK** Choose two strong Ss to read the example conversation aloud. Encourage them to finish the sentences.

- Ss do the task in pairs. Encourage them to ask follow-up questions.
- Ss share their partner's response with the class.



TEACHER DEVELOPMENT ACTIVITY 2

Encouraging self- and peer-correction

Alternative instructions for exercise 4B

Ss take a more active role in their learning when they have the opportunity to recognize errors and correct these themselves.

- Give instructions for exercise 4B.
- Put Ss into groups of three.
- Tell Ss that one person in the group is the note-taker.
- Copy chart on the board.

Sentences about likes and dislikes	I like the thrillers.
Sentences with <i>as ... as</i>	Reality shows aren't [^] interesting as documentaries.

- Explain that the note-taker must listen and record their partners' errors.
- Give examples – as shown in the grid.
- Ss do exercise 4B. Note-takers record errors.
- On the board, write these questions:
What's wrong with this sentence?
What is the missing word?
What's the extra word?
- Note-takers read the errors to their group and use the questions to invite correction. The other two Ss work together to form correct sentences.
- Change roles in the group and repeat the activity.
- Groups report back to the class.

- **Workbook Unit 7.2**

- **Worksheets: Grammar 7.2; Vocabulary 7.2; Speaking 7**

- refuse invitations and respond to refusals

- **Introduce the task** Ask *When someone asks you to go to a restaurant or a movie and you don't want to go, is it difficult for you to say no? Do you give a reason why you can't go?* On the board, write *white lie*. Explain that a *white lie* is a small, unimportant lie that you tell when you don't want to hurt someone's feelings. Ask Ss if they have ever told a white lie to refuse an invitation. Brainstorm white lies with the class. (*I can't go because I have too much homework / don't feel well / I already have plans.*)
- In pairs, Ss write words and phrases that can be used to refuse an invitation. Allow Ss to write down words and phrases in their first language if they don't know the words in English.

1 FUNCTIONAL LANGUAGE

- A  2.05 **Do the task** Read the instructions and the first question aloud.

- Pairs look at the picture and discuss what is happening.
- Read the last two questions in the directions aloud.
- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they included any of these words and phrases in their lists during the introduction to the lesson.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.

Answers

Cody invites Mari to go to his concert on Friday. She says she has other plans on Friday. He then asks if she is free on Saturday. She says she's going to be busy all weekend.

- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

MIXED ABILITY

Stronger Ss cover the conversation in their books and answer the questions by just listening to the conversation, not by reading it. Play the audio twice, if necessary.

- B Ss look at the headings in the chart. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class.

Answers

1 after that 2 love to 3 for asking 4 sorry
5 Unfortunately 6 too bad 7 understand
8 your plans change

- At this point, Ss can look at any of the expressions they wrote down in their first language during the introduction to the lesson and determine if there are direct equivalents in English.

- C **PAIR WORK** Ss choose the correct responses individually.

- In pairs, Ss check their answers.

Answers

1 b 2 a 3 b 4 a

- Pairs practice the conversation.

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that, among native English speakers, it is important to refuse a friendly invitation gently. Because you do not want to hurt the person's feelings, you use soft words and a softer tone of voice. Tell Ss that they will learn how to soften comments to refuse an invitation.

A **Do the task** Read the Real-world strategy box aloud, emphasizing a gentle, kind intonation in the refusal.

- Ask two volunteers to model the example conversation in the Real-world strategy box for the class. Correct intonation if necessary.
- Read the directions aloud. Elicit responses.

Answer

She uses *kind of*.

B **2.06 Audio script p. T-174** Read the questions aloud.

- Play the audio.
- Check answers as a class.

Answers

Victor wants to go to a concert with Nate. Nate says "no" for Friday because he has other plans. He says "no" for Saturday because he doesn't like heavy metal music.

C **2.06 Audio script p. T-174** Read the questions aloud.

- Play the audio. Ss write their answers as they listen to the conversation.
- Check answers as a class.

Answers

He uses "crazy." He says "sort of" to soften his comment.

D **PAIR WORK** Give Ss time to read the conversation silently and to think of what phrases they will add to the conversation.

- Ss practice the conversation in pairs, changing roles at least once.
- Pairs perform one of their conversations for the class.

E **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions and situations and to think of details they can add to their stories.
- Check understanding of the task. Ask *Student A, what is a phrase you can use to invite someone to do something? (Are you free ... ?)* *Student B, what is a phrase you can use to refuse an invitation? (Unfortunately, ...)*
- Ss do the task in pairs.

3 PRONUNCIATION: Saying /m/ in /m

A **2.07** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.

B **2.08** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 A
- 2 A
- 3 B
- 4 B

C Ss practice saying the sentences in exercise 3B in pairs.

4 SPEAKING

A Read the instructions aloud.

- Give Ss time to think of their own ideas for events to invite someone to.

B **PAIR WORK** Read the instructions aloud.

- Volunteers read the example conversation aloud.
- Ss do the task in pairs.
- Pairs perform their conversations for the class.

EXTRA ACTIVITY

Write several events on separate pieces of paper and put them in a box or bag. S1 chooses one of the papers, points to S2, and invites S2 to the event on the paper. S2 refuses the invitation politely. Continue until all Ss have had a chance to express both an invitation and a refusal.

- **Workbook Unit 7.3**

1 READING

- **Introduce the task** On the board, write *genre*. Ask a volunteer if they remember what *genre* means (*a kind or style of a movie or TV show*). As a class, brainstorm genres of movies, such as comedy, romance, sci-fi, and documentary. Write Ss' responses on the board. Ask *Do you watch different genres of movies with different people?*
- Explain that Ss will read about what makes a movie good for all kinds of people.

A **Do the task** Ss look at the picture and answer the question.

- Ss discuss their ideas in pairs. Remind them to look at the genres that you wrote on the board in the introduction to the lesson.
- Ss share their partner's ideas with the class.

B **READ FOR GIST** Ask a volunteer to read the directions and the three choices aloud.

- Tell Ss to read the article quickly to understand the main idea, not the details.
- Ss read the article and choose the main idea.
- Check the answer as a class.

Answer

- b Adults and kids like animated movies for many reasons.

C **IDENTIFY SUPPORTING DETAILS** Read the instructions and the topics aloud.

- Ss read the article again and look for the supporting ideas for each topic.
- Check answers as a class.

Possible answers

- 1 Today's characters look realistic, and their actions are realistic. People feel their emotions are real and important because the characters can better show their feelings through their facial expressions.
- 2 The movies deal with topics adults can enjoy, like moving to a new place, failure and success, friendship, growing up, and growing old.
- 3 Writers include humor for both children and adults. Some of the jokes are ones that only adults find amusing.
- 4 Adults enjoy hearing their favorite actors as the voices of the characters.
- 5 Animated movies usually have happy endings that people like.

HOMESCHOOL IDEAS

Ss think about an animated movie they like or that is popular. They write a brief review of how well the movie satisfies the five standards listed in exercise 1C. Ask them to present their ideas in the next class.

D **GROUP WORK** **THINK CRITICALLY** Read the questions aloud.

- As a class, brainstorm examples of adult humor in animated movies.
- Groups discuss the questions and then share their responses with the class.

2 WRITING

- **Introduce the task** Ask *Do you read movie reviews? Do movie reviews help you make a decision about whether to see a movie or not?* Explain that Ss will write a review of a movie they have seen.

A **Do the task** Ask Ss whether they have ever seen any of the *Toy Story* movies. Ask whether they liked them or not.

- Read the questions aloud.
- Ss read the review silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class. Ask Ss to read aloud the part of the review where they found the answers.

Possible answers

Not everything is positive (although it's very positive in general). Mateo complains that the animation looks a little old now, and that animation technology has improved a lot since 1995.

B **WRITING SKILLS** Read the instructions and the organizing ideas aloud.

- Ss read the information in the **Register check** silently to themselves.
- Ss match the sections with parts 1–4 of the review individually.
- Check answers as a class.

Answers

2, 4, 1, 3

WRITE IT

C **Read the instructions aloud.**

- Ss write their review.

D **PAIR WORK** Ss exchange reviews and answer the questions.

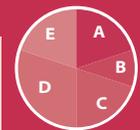
HOMEWORK IDEAS

Assign the writing of the review for homework. Ss bring their reviews to the next class and discuss them with a partner.

EXTRA ACTIVITY

Ask Ss, as a class or in groups, to write a “top ten” movie list, and include a brief review of each movie that tells why people should see it. Post the lists in the class and give Ss time to read them. Ask Ss to try to watch as many of the movies as they can before the last class or the end of the semester. When they see one of the movies, they can share whether they agreed with the review or not, and why.

- **Workbook Unit 7.4**



- **Introduce the task** Aim: Introduce the concept of *taste*.
- Ask *What do you taste with?* (your mouth/tongue) Explain that *The word taste is a verb – something we do. But the word taste can also be a noun. The noun taste refers to things we like or think are good.* On the board, write *He has good taste in music. My mother and I have different tastes in movies.* Underline *taste* and say that Ss are going to talk about tastes and how they can change.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.



A DISCUSS Do the task Aim: Ss discuss how their tastes have changed in five years.

- Read the instructions aloud.
- **OPTIONAL ACTIVITY** If necessary, allow Ss time to use their phones to research or remind themselves of music, movies, and TV shows that they liked five years ago.
- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.

B DECIDE Aim: Ss decide which profile describes them and which describes their partner.

- Read the instructions and the profile descriptions aloud. Have a brief discussion about the name given to each profile. (A rock never moves. An onion has many different layers. A tree grows and gets new parts but also loses parts over time. A chameleon is a small animal that is always changing colors to match its environment.)
- **PAIR WORK** Ss discuss their ideas in pairs.

C PREPARE Aim: Pairs talk about how common the profiles are in their class.

- Read the instructions aloud.
- **PAIR WORK** Ss discuss and rank the profiles according to how well they describe their classmates. Encourage them to take notes as they discuss each S. They will need these notes to do their rankings.
- Tell Ss that they will present their rankings to the class, and each person in the pair must present half of the information.
- **Preparation for speaking*** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.

D PRESENT Aim: Pairs present their rankings to the class.

- Suggest that Ss take notes about each presentation to help them remember their ideas later in the lesson.

- **WHOLE CLASS** After all pairs have presented their rankings, have the class reveal their profiles. Tally these and identify the most common and least common profile. Ask pairs if their predictions were correct or not.
- **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.

E AGREE Aim: Groups compare their opinions.

- Read the instructions and the opinions aloud.
- **WHOLE CLASS** Ss discuss the opinions and compare them with their own opinions.
- Groups share their discussion with the class.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 Teacher Development Activity 1 involved students in asking the checking questions for *used to*. How did your students respond to this more active role? To what extent did their active role help them understand and produce the target language more effectively?
- 2 Why might it be easier to ask concept-checking questions for sentence A rather than B? (Try coming up with some questions you might ask your students.)
A Hugo: *I used to listen to a lot of heavy metal.*
B *I used to listen to a lot of heavy metal.*
- 3 Did you set the two-minute time limit in Teacher Development Activity 1? Was this the right amount of time? Why or why not?
- 4 Teacher Development Activity 2 suggests a way that correction can be done in small groups. Teachers can also encourage self- and peer-correction when standing in front of a whole class. What are the possible pros and cons of each approach?

GETTING THERE

8



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Focusing on form

Form is an essential counterpart to meaning. Students need to know not only what grammar structures mean but also how they're made up. In this unit, we explore techniques that aim to actively involve students in manipulating, analyzing, and describing grammatical forms.

Order and notice (Activity 1): Ss put words in order to make well-formed sentences. Then the teacher guides Ss to notice significant features of form. You will have the opportunity to try this in Lesson 8.1.

Elicit and label (Activity 2): The teacher works with Ss to make negative and question forms from a positive sentence and to label the parts of the structures. You can try this in Lesson 8.2.

To find out about common learner problems with the present perfect, including problems with form, see chapter 16 of Martin Parrott's *Grammar for English Language Teachers* (Second Edition), pp. 242–245. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *time management*. Ask volunteers what they think it means (*the way you organize your schedule and how you use your time*). Ask *Are you good at time management? Is your schedule the same every day? Do you use a calendar or journal to help you remember all the things you have to do?* Tell Ss that in this unit they will think about how people use their time.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

- A Ss look at the picture. Read the instructions aloud. Volunteers say all of the things the people are doing. Write their responses on the board for Ss' reference.**
- As a class, brainstorm other daily/weekly activities that Ss do. Write them on the board for Ss' reference.
 - In pairs, Ss discuss the question.
 - Ss share their partner's answers with the class.

- B Read the instructions and bullet points aloud. Model the task by saying answers that are true for you.**
- In pairs, Ss discuss the topics.
 - Ss share their ideas with the class.
- C Read the instructions aloud. Allow Ss time to think about their answers.**
- Ss share their answers with a partner.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss if they would do the same things as Andres.

REAL STUDENT

Hi. I'm Andres. With two extra hours, I would spend them at home. I'm always busy at school, and sometimes I don't have time for me. I think going to the movies or playing video games is never too much.

EXTRA ACTIVITY

Conduct a class survey. On the board, write a three-column chart with the bullet points from exercise B as the headings. First ask Ss to predict in which column MOST Ss will put each activity. Point to each of the activities that you wrote on the board during exercise A. Ask Ss which column they would put each in and write their responses on the board. Tally their responses for each column. Discuss whether Ss' predictions were correct.

- talk about what you've been doing

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask Ss what is the best advice they have ever received about how to live life. On the board, write *Stop and smell the roses*. Ask Ss to say what they think it means. (Don't always hurry; slow down and appreciate what is nice in life.) Ask Ss if they agree with this.



A **GROUP WORK** Do the task Read the instructions and the sayings aloud.

- Ss discuss the sayings in groups.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to help them figure out the meanings of each saying.
- Groups share their answers with the class.

Possible answers

- 1 Work hard, play hard. = It's a good idea to work a lot and also enjoy life and have fun.
- 2 No pain, no gain. = You often have to experience pain or difficulty to get rewards.
- 3 You only live once. = You only have one life, so you should make the most of it.
- 4 Variety is the spice of life. = Doing a lot of different things makes life interesting.
- 5 Actions speak louder than words. = What you actually do is more important than what you say you'll do.

HOMEWORK IDEAS

Ss research more sayings. Suggest that they use the search words *popular sayings*. Ask them to choose two that they agree with and two they don't. Discuss their findings and ideas in the next class. Alternatively, Ss can ask family members or friends for popular sayings from their home country/culture. Ss share their findings with the class.

B 2.09 Read the instructions and the Insider English box aloud.

- Play the audio as Ss read along. Answer any questions about unfamiliar vocabulary.
- Check answers as a class.

Answers

Vanessa is studying Spanish. Rodney is designing a new app for work. He's going to soccer practice after work. Min-hee is painting pictures of nature, learning to make sushi, and doing chores.

C 2.09 Read the instructions aloud.

- Play the audio again.
- Check answers as a class.

Answers

b Vanessa (No pain, no gain.)
a Rodney (Work hard, play hard.)
d Min-hee (Variety is the spice of life.)

- Ask *Which person is the most like you?*

EXTRA ACTIVITY

On the board, write several difficult situations or challenges, e.g., *climbing Mt. Everest; exercising every day; studying English for one hour every day; giving up coffee / sugar / social media*. Ss write sentences for each challenge using *worth it* or *not worth it*. Ss share their sentences with a partner and discuss if they agree with each other's ideas.

2 VOCABULARY: Describing experiences

- **Review** Ss close their books. On the board, write the words in the box in exercise 2A. Ask volunteers to give a definition for each word.

A 2.10 Do the task Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

B **PAIR WORK** A volunteer reads the questions aloud.

- Pairs discuss the questions.
- Ss share their partner's responses with the class.

C Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- D** **PAIR WORK** Read the questions aloud and model a sample response or two using your own information.
- Pairs discuss the questions.
 - Ss share their partner's answers with the class.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and find out what saying Brenda talks about.

REAL STUDENT

I agree with "you only live once." I think it's important try to learn, to travel, to meet new people. I think that it will be amazing for you.

3 GRAMMAR: Present perfect continuous

- **Introduce the task** On board, write *I am learning to speak English now. I have learned to speak English.* Ask Ss to identify the tense of each sentence. (present continuous, present perfect) Ask them to say when each action is happening (in the present, in the past)
 - Explain that Ss will now learn the present perfect continuous.
- A Do the task** Give Ss time to read the information in the grammar box and the Notice box silently to themselves.
- Ss do the task individually.
 - Check answers as a class.

Answer

been

- B Read the instructions aloud.**
- Ss complete the sentences individually. Circulate and monitor.
 - Read the information in the **Accuracy check** aloud.
 - Ss exchange sentences with a partner and check them for accuracy.
 - Check answers as a class.

Answers

- A have you been reading
B I've been reading
- A Have you been eating out
B I haven't; I've been cooking
- A have you been getting
B My sister has been driving
- A have you been studying
B I've been studying

- C** **PAIR WORK** Ask volunteers to read the sample conversation aloud.
- Pairs practice the conversation.
 - Ss share their partner's true answers with the class.
- D** Direct Ss to page 136 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.



TEACHER DEVELOPMENT ACTIVITY 1

Order and notice

Simple ordering activities followed by teacher-guided noticing can be used to review and check students' knowledge of the form of a grammatical structure.

- Ss close their books. On the board, write four examples of the present perfect continuous from the script in exercise 1B but with the words scrambled:
 - [?] been doing have lately What you?
 - [+] been doing have I lately one only thing.
 - [+] also been have I learning make sushi to.
 - [-] all at been going have I not out.
 - Ss work to unscramble the words and write the original sentences. To check their answers, they open their books and look at the script on p. 76.
 - On the board, write the original sentences and underline the adverbs: *lately, only, also, at all.*
- Use questions to help students notice the positioning of the adverbs. Ask *Where do we use lately?* (at the end of a sentence) *What other word or words go at the end?* (at all) *What about only and also?* (before *been*)

4 SPEAKING

- A Read the instructions aloud. As a class, brainstorm other topics that Ss can use to do the task.**
- Give Ss time to think of their answers.
- B** **PAIR WORK** Ask a volunteer to read the example response aloud.
- Ss share their responses with a partner. Encourage Ss to ask follow-up questions of each other.
- C** **GROUP WORK** Read the instructions aloud.
- Pairs discuss their responses. As an extra challenge, ask each S to tell the other pair about their partner's responses, not their own.
 - Ss share their responses with the class.

EXTRA ACTIVITY

Extend the discussion in exercise 4C. Ss say which activities are the most/least necessary, the most/least fun, and the most/least fulfilling.

- **Workbook Unit 8.1**
- **Worksheets: Grammar 8.**

- **Introduce the task** On the board, write *progress*. Ask volunteers to say what it means and/or use it in a sentence. If Ss don't know, give some examples and see if they can guess the meaning from context: *If you study hard, you can make progress in learning English. I am not making progress in learning how to play tennis – I still can't hit the ball!*
- Ask *Are you making progress with your English? Is there something else that you are learning or doing that you are getting better at?*
- Explain to Ss that *progress* can be used as a noun or a verb. When it is used as a verb, it is usually a collocation with *make*: *make progress*.

1 LANGUAGE IN CONTEXT

A Do the task Read the instructions aloud.

- Give Ss time to think of their answers.
- Ss compare answers with a partner.

Possible answers

He's sightseeing. He's taking a picture. He's making a video.

- Ss share their partner's answers with the class.

B Read the questions aloud.

- Ss read Monroe's social media post silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss check answers in pairs.
- Check answers as a class.

Answers

Monroe has been working on a personal project involving daily videos. He's asking friends for advice because he wants to have his own show, but he needs a real video camera and people to work with him.

C Read the question aloud.

- Ss do the task individually.
- Ss check answers in pairs.
- Check answers as a class. Ask Ss to read where in the conversation they found the answer.

Answer

He needs people to write scripts, go places with him, and edit the videos.

2 VOCABULARY: Describing progress



A **2.11 PAIR WORK** Read the instructions aloud. Ask volunteers to read the pairs of sentences.

- Play the audio.
- Pairs do the task.
- Check answers as a class.

Answers

1 opposite 2 similar 3 similar 4 opposite 5 similar
6 opposite

MIXED ABILITY

Challenge stronger Ss to do the exercise without looking back at Monroe's social media post.

EXTRA ACTIVITY

Ss use the phrases in bold in the post to write true sentences about themselves or someone they know. To make this into a game, ask Ss to write their sentences on separate pieces of paper. Collect the papers and put them into a box or bag. One S takes one of the papers, reads it aloud, and guesses who wrote it. (If they pick their own paper, they choose another one.)

B Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the instructions aloud.

- Pairs discuss their answers to the question and talk about similar times in their lives.
- Ss share their partner's responses with the class.

EXTRA ACTIVITY

As a class, talk about times when Ss have felt like they were wasting time, as Monroe feels. The class brainstorms possible solutions for each person's situation.

3 GRAMMAR: Present perfect vs. present perfect continuous

- **Introduce the task** Review the present perfect continuous. On the board, write *I've been learning to make videos on my phone*. Ask *Is this happening now, in the past, or both?* (Both: It started in the past but continues into the present.)
- Volunteers say sentences using the present perfect continuous.
- Explain that Ss will learn when to use the present perfect and when to use the present perfect continuous.

A **Do the task** Give Ss time to read the information in the grammar box.

- Ss do the task individually.
- Check answers as a class.

Answers

- 1 present perfect 2 present perfect continuous

EXTRA ACTIVITY

Ss reread the information in the grammar box and then rewrite the present perfect sentences so that they are in the present perfect continuous, and the present perfect continuous sentences so that they are in the present perfect. Make sure Ss understand how to make any changes to time phrases, if necessary.

B **Read the instructions aloud.**

- Ss do the task individually. Circulate and monitor.
- Check answers as a class.

Answers

- 2 've/have been looking 3 've/have visited
4 've/have been thinking 5 haven't/have not decided
6 've/have been living

MIXED ABILITY

Weaker Ss work together to complete the sentences. Suggest that for each blank they ask themselves *Is the action finished or unfinished?* This will help them complete each sentence.

C **PAIR WORK** Read the instructions aloud.

- Ss discuss their answers with a partner.
- Ss share their partner's answers with the class.

D **Direct Ss to page 136 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**

4 SPEAKING

A **Read the instructions aloud.**

- Ss think about what to say. Suggest that they take notes and quietly practice what they can say.

B **PAIR WORK** Read the instructions aloud. A volunteer reads the sample response aloud.

- Pairs discuss the questions.
- Ss share their responses with the class.

EXTRA ACTIVITY

Tell Ss to listen carefully, as their classmates share their responses, to see what tense they use. After each S speaks, ask volunteers to repeat sentences that used present perfect or present perfect continuous.

- **Workbook Unit 8.2**
- **Worksheets: Grammar 8.**



TEACHER DEVELOPMENT ACTIVITY 2

Elicit and label

This activity, which can be used to focus on a wide variety of grammatical structures, involves students in manipulating and labeling forms for themselves. It develops students' ability to notice, analyze, and describe forms independently.

- On the board, write an affirmative present perfect sentence and underline the present perfect structure, e.g., *[+] I've shot about 60 videos so far.*
- Ask Ss for the negative and question versions of the same sentence and write them on the board, too.
- Add grammatical labels to the underlined forms, again eliciting from the learners and accepting or correcting their suggestions. Use a different color to write the forms:

SUBJECT + HAVE + PAST PARTICIPLE

[+] I've shot ...

S + HAVE NOT + PP

[-] I haven't shot ...

HAVE + S + PP

[?] Have you shot ... ?

- Repeat the activity with a sentence in the present perfect continuous, e.g., *I've been thinking about making a movie.*

- catch up with people's news

- **Introduce the topic** On the board, write *catch up*. Ask volunteers if they already know what *to catch up with someone* means. (to tell each other about what's going on in your life after not seeing each other for a period of time)
- In pairs, Ss write words and phrases that can be used when seeing someone after a long time. Allow Ss to write down words and phrases in their first language if they don't know the words in English.

1 FUNCTIONAL LANGUAGE

A 2.12 Read the instructions and the first question aloud.

- Ss discuss the question in pairs.
- Read the second question aloud. Play the audio. Ss read along.
- Answer any questions about unfamiliar vocabulary.
- Ss share their answers with the class.

Answer

The women mention Mexicali, things they do (working, going to the gym, seeing friends), a new job, getting up early, a brother, and Chinese food/restaurants in Mexicali.

- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

MIXED ABILITY

Tell stronger Ss to cover the conversation in their books and answer the questions by just listening to the conversation, not by reading it. Play the audio twice, if necessary.

B Ss look at the headings in the chart. Check Ss' understanding.

- Ss complete the task individually.
- Check answers as a class.

Answers

1 It's been 2 haven't seen you since 3 have you been
4 been doing 5 What's going on with 6 as usual
7 I've been 8 much

- At this point, Ss can look at any of the expressions that they wrote down in their first language during the introduction to the lesson and determine if there are direct equivalents in English.

C 2.13 Ss choose the correct responses individually.

- Play the audio for Ss to check their answers.
- Pairs practice the conversations.

Answers

1 a 2 b 3 a 4 a

EXTRA ACTIVITY

On the board, write *last spring, Mexicali, working, going to the gym, seeing friends, I got a new job in January*. Ss look at the conversation from exercise 1A. In pairs, Ss work together to substitute the parts of the conversation on the board to make a new conversation and then practice it. Encourage Ss to add to the conversation. Pairs practice their conversations and then role play them for the class.

2 REAL-WORLD STRATEGY

- **Introduce the task** On the board, write this exchange:
A *Let's go to the beach tomorrow!*
B *OK! That would be fun!*
Ask if the phrase *that would be fun* sounds definite or indefinite. Explain that sometimes the phrase *that would be* can be used to talk about something definite in the future.

A  **2.14 Audio script p. T-174 Do the task** Read the questions aloud.

- Play the audio.
- Check answers as a class.

Answer

Rosa suggests going out for lunch on Friday and inviting some of her friends. Juliet asks, "Do they speak English?"

B  **2.14 Audio script p. T-174 Ss read the information in the Real-world strategy box silently to themselves.**

- Model the sentences with a volunteer.
- Read the question aloud. Play the audio.
- Ask a volunteer to answer the question.

Answer

Juliet's comment is "That would be wonderful!"

C  **2.15 Read the instructions aloud.**

- Play the audio.
- Check answers as a class.

Answer

awful

EXTRA ACTIVITY

As a class, brainstorm sentences that another student could respond to, such as *Let's compete together in a triathlon! I'll help you find your missing keys; Let's go see the new Avengers movie; I'll cook the food for the party; Do you want to take flying lessons?* Write them on separate pieces of paper. Put the papers in a box or bag. A S picks a paper, reads the situation, and points to another S for their reaction. Continue until all Ss have read and reacted to a situation.

D **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions and situations and to think of how they will talk about each situation to their partner.
- Check understanding of the task. Model one of the conversations with a volunteer.
- Ss do the task in pairs.

3 PRONUNCIATION: Saying /ɑː/ and /æ/ vowel sounds

A  **2.16 Give Ss time to read the instructions.**

- Play the audio.
- Ss listen and repeat the vowel sounds.

B  **2.17 Read the instructions aloud.**

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 B
- 2 B
- 3 A
- 4 A
- 5 A
- 6 B

C **PAIR WORK** Pairs practice saying the words in exercise 3B.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud.

- Give Ss time to think of their own ideas for why they haven't seen each other in a long time.
- Ss do the task in pairs.

B **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Ss do the task in pairs.
- Pairs perform their conversations for the class.
- **Workbook Unit 8.3**
- **Worksheets: Grammar 8.**

LESSON OBJECTIVE

- write a post about managing your time

1 LISTENING

- **Introduce the task** Books closed. Have a brief class discussion about time management. Ask *What do you spend a lot of time doing? Do you wish that you could spend less time doing it? What is one activity that you would like to spend more time doing?*

A Do the task Books open. Read the instructions aloud. Ss discuss the question in pairs.

- Ss share their ideas with the class.

B  **2.18 Audio script p. T-174** **LISTEN FOR EXAMPLES**
Read the instructions aloud.

- Play the audio. Ss do the task individually.
- Check answers as a class.

Answer

Naomi talks about opening and responding to emails, and paying bills online.

C  **2.18 Audio script p. T-174**
GUESS MEANING FROM CONTEXT Review how to guess the meaning of a word or words from their context. On the board, write *Beth has a bubbly personality; she's always so friendly and fun! Underline bubbly. Ask Ss how they could guess the meaning of the word bubbly. (by looking at the other words around it)*

- Give Ss time to read the choices for each word.
- Play the audio again. Ss do the task individually.
- Check answers as a class.

Answer

1 b 2 c 3 a 4 b 5 a

- Ask additional comprehension/context questions *What is Travis' job?* (life coach) *What is Naomi's job?* (time-management expert) *What do you think a life coach does?* (helps you live your life better) *What does to waste time mean?* (to not use your time well)

 **MIXED ABILITY**

For weaker Ss, on the board, write the additional comprehension questions and read them together. Then play the audio for Ss to listen for the answers. While you are writing the questions on the board, stronger Ss write two or three of their own comprehension questions about the podcast. They exchange their questions with a partner and answer them without listening to the audio again.

2 PRONUNCIATION: Listening for weak forms of *didn't*

- **Introduce the task** To explain that the /t/ of the negative *n't* is often elided before a following consonant, write on the board: *mustn't go* and *wouldn't try*. Say the phrases aloud. Do Ss hear the *t* clearly – or not? Tell Ss that the *t* in *n't* is often dropped or said very softly.

A  **2.19 Give Ss time to read the instructions.**

- Play the audio.

B  **2.20 Read the instructions aloud.**

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

1 B 2 A 3 A 4 B

C Ss do the task individually.

- Check answer as a class.

Answer

The second statement: In fast speech, English speakers often drop the /t/ sound at the end of *didn't*.

3 WRITING

- **Introduce the task** Ask *Do you follow any specific time-management techniques? Is managing your time difficult or easy for you? Do you know someone who is very good at managing their time? What is their technique?* Explain that Ss will write a post about their own time-management techniques.

A **Do the task** Read the instructions and questions aloud.

- Ss read the post silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the question in pairs.
- Ss share their answers with the class.

Answers

He did a few short chores/jobs (cleaned his desk, put away papers, a few things like that) and one long task (wrote an outline for a research paper).

He didn't do these things in the past because he felt tired or was busy or had something better to do.

B **PAIR WORK** **THINK CRITICALLY** Read the questions aloud.

- Ss discuss the questions in pairs.
- Ss share their partner's responses with the class.

Answers

The technique has changed his life because he has started to make progress and has gotten a few things done. Yes, he will continue because he is feeling very positive and likes feeling this way.

C **WRITING SKILLS** Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

1 c 2 a 3 d 4 b

WRITE IT

D Ss read the information in the Register check silently to themselves.

- Read the instructions aloud.
- Ss write their post.
- Circulate and monitor.

- E **PAIR WORK** Ss exchange posts with a partner and discuss if they would use their techniques or not.

HOMEWORK IDEAS

Assign the writing of the post for homework. Ss bring their posts to the next class and discuss them with a partner.

EXTRA ACTIVITY

Ss display their posts in the classroom. Ask Ss to walk around and read each post. Have a class vote on which time-management techniques they think work the best. Alternatively, have the class come to a consensus about which activity seems to be the most common time waster and discuss the best way to manage the amount of time doing it.

- **Workbook Unit 8.4**
- **Worksheets: Grammar 8.**

LESSON OBJECTIVE

- decide on better ways to use your time



Time on each stage

- **Introduce the task** Aim: Introduce the concept of “building a better life.”
- Ask *Do you think you can improve how you live your life day to day? What percentage of your life needs improvement?* Explain that *building a better life* means to look at different parts of your life and see if you can improve the separate parts so that your whole life is better.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these at the relevant stages of the lesson.

A **PREPARE** **Do the task** Aim: Ss rank the parts of their life in terms of what makes them happy or what they like, or not.

- Read the instructions aloud and the words in the box aloud.
- **INDIVIDUALLY** Ss do the ranking activity. Encourage them to make notes on why they like or don't like each thing and why they ranked it as they did.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

B **DECIDE** Aim: Ss decide how to better spend their time.

- Read the instructions aloud.
- **PAIR WORK** Ss share their pyramids with a partner.
- Ss decide on the two things they want to spend more time doing and the two things they would like to spend less time doing.

C **DISCUSS** Aim: Groups discuss the plan.

- Read the instructions aloud.
- **GROUP WORK** Ss take turns sharing the things they want to spend more and less time on.
- Ss give each other advice on how to make changes to build a better life.

D **PRESENT** Aim: Ss present the advice they received.

- **WHOLE CLASS** Ss present the advice they received to the class.
- Suggest that Ss take notes on any good ideas from the presentations to use in the next activity.
- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.

E **AGREE** Aim: The class chooses the best ideas.

- **WHOLE CLASS** Ask Ss to nominate their favorite ideas that were presented in part D. Write ten of these on the board.
- Ss go to the board and put a check mark next to the three ideas they like the best.
- Count the check marks and see which are the top three ideas.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions in a reflection journal or discuss them with your peers.

- 1 Did you feel that the level of challenge of Teacher Development Activity 1 was appropriate? How could you adapt it to make it more or less challenging?
- 2 When used after exercise 3E, Teacher Development Activity 1 practices forms that are taught earlier in the lesson. However, the activity could also be used as an alternative to exercise 3B, to present the form. What might be the possible advantages and disadvantages of this approach?
- 3 Teacher Development Activity 2 uses grammatical terminology, such as *negative*, *subject*, *past participle*, etc. Do you think this kind of terminology is useful to students? How can it benefit them?
- 4 How did the board look by the end of this activity? (If possible, use your phone to take a photo of the finished board.) How could the information have been presented more clearly or attractively?

MAKE IT WORK

9



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Building dialogues

Developing students' range of spoken language doesn't only mean that students can produce spoken language freely. It also means they can interact with another speaker easily, which is something students find difficult. When they do role plays, the conversation sometimes sounds like two people saying monologues to each other because there isn't much natural interaction. Another problem is that students don't use enough language and their exchanges are too short. You can help your students become more confident with interactive language by giving them examples of dialogues and conversations. The ideas below also show a way of getting the example dialogues off the page.

Dialogue ordering (Activity 1): Ss order a mixed-up dialogue in groups. You can try this in Lesson 9.2.

Dialogue building (Activity 2): Elicit and build a dialogue with the whole class. You can try this in Lesson 9.3.

You can read more about building dialogues in Nick Bilrough's *Dialogue Activities*, pp. 62–63. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Have a class discussion about Ss' work habits. Ask *Do you study at home or at another place? What are possible distractions if you study at home? When you think about your dream job, are you working at home? Outside? In a nice office? Why?* Write the unit title on the board: **MAKE IT WORK**. Explain that to make it work is an expression that means to do everything you can to make something succeed, even if there are many obstacles. Ask *When was the last time you had a project or situation at home, school, or work that was difficult and you just had to "make it work"?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Ss look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their partner's answers with the class.

B Read the questions aloud.

- In pairs, Ss discuss the questions.
- Ss share their answers with the class.

C Ss discuss the questions in pairs or small groups.

- On the board, write the two column headings *Pro* and *Con*. Ss share their responses. Write them in the correct category and see if the class thinks there are more pros or more cons to this kind of work situation.

D Read the questions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, then discuss if they had similar ideas as Angie.

REAL STUDENT

Many people don't have the possibility to work as they would like to. That is a reason why they are not really happy and they don't have the proper resource. I recommend to make better decisions, otherwise they are not going to be able to be really successful.

1 VOCABULARY: College subjects

- **Introduce the task** Books closed. Ask *Which subjects did you learn in elementary school? Middle school? High school? College?* Write Ss' answers on the board.
- In pairs, Ss brainstorm and make a list of more subjects that people learn at any stage of school. Allow them to use their phones or a dictionary, if necessary.
- Have a brief class discussion about which subjects are taught at each level of schooling. Ask Ss if they all agree about which subjects are taught when. Ask Ss if any of them studied something unusual during any stage of their education.

A  **2.21** **PAIR WORK** **Do the task** Read the instructions aloud. Volunteers read the subjects aloud. Correct pronunciation, if necessary.

- Ss do the task in pairs.
- Ss share their answers with the class.
- Ask Ss to say if any of the words from their brainstorm lists are the same as the ones in the box. Then they share any subjects that are not included in the box.

Possible answers

architecture: how to design a building
 biology: how the human body works
 business: how to run a business
 chemistry: how to analyze and develop chemicals
 computer science: how to program a computer
 economics: the concept of supply and demand
 education: how to teach English
 engineering: how to solve problems using math
 law: the basic laws governing a nation
 medicine: the types of illnesses and their treatments
 physics: how matter and energy interact
 political science: how to compare electoral systems

B **PAIR WORK** Read the instructions aloud.

- Ss discuss the questions in pairs.
- Ss share their partner's responses with the class.

C Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- **Introduce the task** Ask Ss to share what kinds of things they had to study in order to do their current job or what they will have to study in order to do a job they want in the future.

A **PAIR WORK** **Do the task** Ss discuss the questions in pairs.

- Ss share their answers with the class.

 **HOMEWORK IDEAS**

Assign each S a job that requires specialized training, such as a surgeon, anthropologist, graphic designer, or nutritionist. Ss research the subjects and training that the job requires. Ss share their findings in the next class.

B  **2.22** Read the instructions aloud.

- Ss read the information in the **Insider English** box silently to themselves.
- Play the audio as Ss read along. Answer any questions about unfamiliar vocabulary.
- Check answers as a class.

Answers

Luca has thought about his future job, but Ian hasn't. Luca is going to work in his dad's garage as a mechanic; Ian is going to choose a job later.

C  **2.22** Ss complete the task individually.

- Compare answers with the class.

Answer

Ian is going to create his own program, mixing several different subjects/majors/areas.

D **PAIR WORK** Read the questions aloud and model a sentence or two with your own answers.

- Ss discuss the questions in pairs.
- Ss share their partner's answers with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and find out what kind of program of study Andrea talks about.

REAL STUDENT

I don't think I can like to create my own major because I want to be an architect, so I think a degree with set courses is the best for me.

3 GRAMMAR: Modals of necessity: *have to, need to, must*

- **Introduce the task** Books closed. On the board, write *I would like to learn computer programming. I have to learn computer programming.* Ask *How are these sentences different in meaning?* (One talks about a wish and one talks about a necessity.) *Which sentence talks about a wish?* (the first one) *Which words tell you that?* (would like to) Underline *have to*. Ask Ss if they can think of any words to substitute for *have to* (must, need to). Explain or remind Ss that a *modal* is an extra word used with a verb that adds more information to the sentence. Explain that Ss will now learn more about *modals of necessity*.

A Do the task Volunteers read the information in the grammar box aloud. Emphasize to Ss that, especially in American English, *must* is not used often in everyday speech. In most cases, *have to* is used: *I have to be on time for class today.* *Must*, when used at all, is used in formal written rules, or only for strong emphasis: *Students must pay their fees by June 25. When you go to New York City, you absolutely must go to the Metropolitan Museum of Art!*

- Ss do the task individually.
- Check answers as a class.

Answers

1 necessary 2 not necessary 3 base form

B Read the instructions aloud.

- Ss complete the sentences individually. Circulate and monitor.
- Ss exchange sentences with a partner and discuss if they agree with each other's answers.
- Check answers as a class.

Answers

1 don't / do not have to work 2 need to shop
3 need to think 4 have to do

C Direct Ss to page 137 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

D Ss complete the sentences individually.

- Ss share their sentences with a partner.
- Ss share their partner's answers with the class.

4 SPEAKING

A Read the instructions aloud. Refer Ss to their lists of subjects from the introduction to the lesson.

- Give Ss time to think of their answers.

B PAIR WORK Volunteers read the sample conversation aloud.

- Ss share their responses with a partner. Encourage Ss to ask follow-up questions to each other.

C GROUP WORK Read the instructions aloud.

- Put pairs together to discuss their responses. As an extra challenge, ask each S to tell the other pair about their partner's responses, not their own.
- Ss share their responses with the class.

EXTRA ACTIVITY

Groups discuss their predictions about studies and jobs in the future. On the board, write *What subjects will be the most important to learn in the next five/ten/twenty years? What jobs will become more popular or necessary within the next twenty years?* You may also want to frame the discussion by asking Ss to imagine that they have a ten-year-old child and they are deciding what subjects their child should study to best prepare them for the future. Ss discuss the topic in small groups. A reporter for each group shares their group's ideas with the class.

- discuss rules for working and studying at home

1 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *self-employed*. Ask volunteers to say what it means and/or to give some examples. Ask if they, or someone they know, is self-employed, and if so, what their job is.

A Do the task Read the instructions aloud.

- Give Ss time to think of their own answers.
- Ss compare answers with a partner.
- Ss share their partner's answers with the class.

B Read the instructions aloud.

- Ss read the posts silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss check answers in pairs.
- Check answers as a class.

Answer

She wants suggestions about setting up rules for working at home and wants help with managing her files.

C Read the instructions aloud.

- Ss do the task individually.
- Ss check answers in pairs.
- Check answers as a class.

Possible answers

Theo says you have to imagine you're going to an office. You have to work the same hours every day, not waste time, and not to miss deadlines.

Lynn says you have to make time for yourself and not work all of the time.

Kosuke says there are great computer programs to help you manage your files.

EXTRA ACTIVITY

Challenge Ss to write a role play between someone just starting to work at home and a friend who is giving advice. If necessary, provide a situation for the self-employed person. (I started writing a regular column for a local newspaper. I have a deadline every Friday. I have one small child and an elderly parent living at home with me.) Ss take turns talking about their situation and giving advice.

2 VOCABULARY: Employment



A 2.23 Read the instructions aloud.

- Ss do the task individually.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or dictionaries to help with words they don't know.
- Ss check their answers with a partner.
- Check answers as a class.

Answers

Nouns: career, contract, employer, profession, retirement, salary, wage, working hours

Verbs: apply, fire, hire, manage

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **GROUP WORK** Read the instructions aloud.

- Ss discuss the questions in small groups.
- Ss share their responses with the class.

3 GRAMMAR: Modals of prohibition and permission

- **Introduce the task** On the board, write *People are prohibited from bringing wild animals into the United States. I need permission to leave work early.* Underline *prohibited* and *permission*. Ask volunteers to say the meaning of the words.
- Explain that now Ss will learn about modals of prohibition and permission. Remind Ss that modals are always used with another verb.

A **Do the task** Give Ss time to read the information in the grammar box and the Notice box.

- Ss do the task individually.
- Check answers as a class.

Answers

1 aren't 2 are

- Remind Ss that *must* is not used often in everyday American English, and the same is true for *must not*. Reread the information in the **Notice** box. Give further examples: *Employees must not smoke inside the building. Students must not eat in the library. I don't have to cook tonight because we are going to a restaurant. I don't have to study anymore tonight – I remember all the vocabulary!*

EXTRA ACTIVITY

Set a one-minute time limit. Ss write five sentences using each of the modals that would be rules for studying for a final exam. Ss share their sentences with the class.

B **Read the instructions aloud.**

- Ss circle the answers individually.
- Check answers as a class.

Answers

1 Can 2 can't 3 can 4 can't 5 must not 6 can

- Ss practice the conversation with a partner.
- Pairs discuss if they agree with Mario or Sarah about working at home on Fridays.
- Ss share their responses with the class. Have a class vote on whether working from home is easier or more difficult than working in an office.

C **Direct Ss to page 137 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**

D **Read the instructions aloud.**

- Ss do the task individually. Circulate and monitor.
- Ss share their answers with the class.

4 SPEAKING

A **Read the instructions aloud.**

- Ss write down as many rules as they can individually.

B **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Ss share their ideas with a partner and then decide on the three best ideas.



TEACHER DEVELOPMENT ACTIVITY 1

Dialogue ordering

Alternative instructions for exercises 4A and 4B

This provides an example dialogue and encourages group cooperation.

- As Ss make their lists of rules, write the following dialogue on the board, but mix up the order:
 - *You can't have a lot of snacks in the house when you work from home.*
 - *Why not?*
 - *You'll eat all day and not get anything done.*
 - *True, but you can take breaks for meals.*
 - *I guess so.*
 - *And you sometimes need to be away from your desk.*
- Put Ss in groups of six. Each S copies down one line of the dialogue. For smaller groups, some Ss can write down two lines.
- Wipe the dialogue off the board.
- Ask Ss to memorize their line and turn over their notebooks.
- Ss say their line to each other and together decide the correct order of the dialogue
- Do feedback and ask one group to perform their dialogue. This gives a model for everyone in the class.

C **GROUP WORK** Pairs share their ideas with another pair and decide which ideas are the most helpful.

- A representative from each group shares which ideas their group chose.

HOMEWORK IDEAS

Ss research articles about working from home. They choose one article and summarize the advice using the modal auxiliaries from this lesson and Lesson 2.

LESSON OBJECTIVE

- express confidence and lack of confidence

1 FUNCTIONAL LANGUAGE

- **Introduce the task** On the board, write *lack of* and *confidence*. Ask volunteers if they already know what *lack of* means. (to have none or not enough of something)
- Ask a volunteer to say what *confidence* means (*the feeling that you can do something successfully*). Ask Ss to share what kinds of skills they are confident in and what kinds of skills they have a lack of confidence in. Offer some examples: *I know I can walk a mile. I'm not sure that I can run ten miles.* Write their responses on the board to refer to later in the lesson.

A  2.24 **PAIR WORK** **Do the task** Read the first two sentences of the instructions aloud.

- Ask Ss to discuss in pairs why someone might be worried about starting jujitsu.
- Read the rest of the instructions aloud. Play the audio. Ss read along.
- Answer any questions about unfamiliar vocabulary.
- Ss share their answers with the class.

Answers

The woman is worried about not being strong enough and about falling.
The man says it is not about being strong, but about technique. And that falling won't be a problem because she will learn to fall safely.

- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

 **MIXED ABILITY**

Tell stronger Ss to cover the conversation in their books and answer the questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Read the instructions aloud. Ask a volunteer to read the headings in the chart aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

1 be a problem 2 bother me 3 I can handle
4 I can handle 5 enough 6 concerns me

C **PAIR WORK** Read the instructions aloud. Volunteers read the sentences aloud.

- Give Ss time to think of their responses.
- Ss choose the correct responses individually.
- Pairs practice the conversations.

 **EXTRA ACTIVITY**

Refer Ss to the skills you listed on the board in the introduction to the lesson. Using the sentences in exercise 1C as a guide, Ss write two or three of their own sentences, based on the skills on the board. In pairs, Ss take turns reading their sentences to a partner and responding.

2 REAL-WORLD STRATEGY

- **Introduce the task** Tell Ss that they will learn a very common phrase to use when giving a reason for why they can or can't do something. Explain that this phrase is used in casual, spoken conversation but not in formal conversation or in writing.

A  **2.25 Audio script p. T-174 Do the task** Read the instructions aloud.

- Play the audio.
- Check answers as a class.

Answers

Robin invites Tim to go mountain biking. He does not accept.

B  **2.25 Audio script p. T-174** Read the instructions aloud.

- Ss read the information in the **Real-world strategy** box silently to themselves.
- Ask a volunteer to read the example sentence aloud.
- Play the audio. Ss listen for the reason why Tim doesn't like mountain biking.
- Ask a volunteer to answer the question.

Answer

Tim doesn't like mountain biking because he fell off his bike and broke his arm once.

C **Read the instructions aloud.**

- Ss complete the sentence individually.
- Ss practice the conversation in pairs.
- Pairs perform their conversations for the class. The class votes on the best reason.

D **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions and situations.
- Check understanding of the task. Model one of the conversations with a volunteer.
- Ss do the task in pairs.
- Circulate and monitor, helping as needed.

3 PRONUNCIATION: Grouping words

A  **2.26** Give Ss time to read the instructions.

- Play the audio. Ss listen and repeat.

B  **2.27** Read the instructions aloud.

- Ss do the task individually.
- Play the audio. Ss check their answers.
- Check answers with the class.

Answers

- A Would you like / to go swimming / with me / on Sunday morning?
B Thanks for the offer, / but I can't. / I'm taking / my sister / to breakfast / for her birthday.
A OK. / Well, / I go every Sunday morning. / What about / the next Sunday?

C **PAIR WORK** Ss practice saying the sentences in exercise 3B in pairs.

4 SPEAKING

A **Individually, Ss think of challenging sports or outdoor activities that people can do in or around their city. Alternatively, brainstorm activities as a class and write Ss' responses on the board for their reference.**

B **PAIR WORK** Read the instructions aloud.

- Ss do the task in pairs.

C **GROUP WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Put pairs of Ss together to make groups of four or six.
- Groups do the task.
- Ss tell the class whether they can or can't handle the activities and why or why not.



TEACHER DEVELOPMENT ACTIVITY 2

Dialogue building

Before doing exercise 4C, build the dialogue below with the whole class to give them a model of the activity. Put the prompts on the board to elicit the examples in parentheses. Drill one exchange at a time and gradually build up the whole dialogue. Students practice in groups of four.

A: *morning / go skateboarding / skate park (In the morning, we're going to go skateboarding at the skate park.)*

B: *not / problem (That won't be a problem.)*

C: *OK / great / used to / when / kid (OK, that's great. I used to skateboard when I was a kid.)*

D: *not sure / handle (I'm not sure I can handle that.)*

A: *why? (Why not?)*

D: *thing / legs / not very strong (The thing is, my legs aren't very strong.)*

B: *maybe / watch (Well, maybe you can just watch.)*

C: *you / fine (You'll be fine.)*

EXTRA ACTIVITY

On separate slips of paper, write reasons why someone can't do something, such as *The thing is, I have too much work to do / I don't like scary movies / I don't have the right clothes for that*. Put the slips of paper in a box or bag. A S chooses one of the papers and reads it aloud. They then have ten seconds to think of a sentence that might come before that one in the conversation.

- write the main part of a résumé

1 READING

- **Introduce the task** On the board, write *résumé*. Ask Ss if they know what a résumé is and if they have ever written one. If not, explain that a *résumé* is a short, usually one-page, list and brief description of your education, work experience, and skills, and it is used to apply for a job.
- Explain that Ss will write part of a résumé.



- A** **RECOGNIZE TEXT TYPES** **Do the task** Read the types of texts listed in the box aloud. Have a class discussion about what kinds of information would be included in each type of text.

- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a dictionary to look up any unfamiliar words in the box.
- Read the instructions aloud.
- Explain that at this point Ss do not have to read the whole texts; rather, they can just scan them to see what kind of information is included in each one.
- Check answers as a class.

Answers

The first text is from a job ad. The second text is from a résumé.

- B** **READ FOR DETAILS** Read the instructions aloud.

- Ss read the two texts silently to themselves.
- Check understanding of new vocabulary. Ask Ss to give a definition or use these words in a sentence: *quest*, *reliable*, *intelligent*, *perfect*, *based on*, *to deal with*, *basic*, *accomplishment*. Ask a volunteer to give an example of the behavior of a “difficult customer.”
- Ss compare answers with a partner.
- Check answers as a class.

Answers

- 1 They want to hire someone who is reliable, intelligent, and calm; who likes challenges and to work with people; who has a college degree in education, business, or similar; at least two years of work experience; strong communication skills, basic computer skills, and a good writer.
- 2 The person will have to work from 9:00 a.m. to 5:00 p.m. and two evenings a week.
- 3 *Answers will vary.*

- C** **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss the question in pairs.
- Ss share their answers with the class.

HOMEWORK IDEAS

Ask Ss to look online for jobs in their city. Ss choose one or two ads and think about the kinds of skills and experience needed for the job. Ss share their ideas in the next class.

2 WRITING

- **Introduce the writing task** Books closed. On the board, write *English teacher, bookstore manager, cook, car mechanic*. Ask *Imagine you are hiring someone to do one of these jobs. What kind of work experience should each one have? What kind of non-work activities would be good for each one to put on their résumé?*

A **Do the task** Read the instructions aloud.

- Ss read the rest of the résumé silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class.

Answers

Main sections: Experience, Education, Skills, Activities
He has been a teacher's assistant and a barista. He still has his job as a teacher's assistant.

B **WRITING SKILLS** Read the instructions aloud.

- A volunteer reads the checklist aloud.
- Ss do the task individually.
- Check answers as a class.

Answers

He has done everything except include dates for his past jobs and his degree.

EXTRA ACTIVITY

Ss close their books. Write parts of Jacob's résumé on the board in mixed-up order. Ss say which section each part belongs in. Write them on the board and ask Ss which part of a résumé each bullet point belongs in.

- D **PAIR WORK** Brainstorm follow-up questions, e.g., *Did you enjoy that activity? What did you learn from that experience? Would you recommend that activity to someone else? How does that experience help you in your job?*

- Ss read their partner's résumé and discuss their activities and experiences.
- Ask *What kind of job is your partner's résumé a good fit for? Think of another related job. How can you change your partner's résumé to fit that job?*

EXTRA ACTIVITY

Display Ss' résumés around the classroom. Ss walk around the class and read them, taking notes on what job(s) each résumé is a good match for. Ss share their ideas with the class.

WRITE IT

C **Read the information in the Register check** aloud.

- Read the instructions aloud.
- Ss do the writing task individually.
- Make sure Ss check their writing for accuracy. Alternatively, they can exchange papers with a partner and check.

HOMEWORK IDEAS

Assign the planning of the résumé, or even the writing of it, for homework and ask Ss to bring it to the next class.

LESSON OBJECTIVE

- decide how to use your skills



Time on each stage

- **Introduce the task** Aim: Introduce the concept of a “perfect job.”
 - On the board, write *Do what you love and you'll never work a day in your life*. Ask a volunteer to explain what it means. (If you love what you do in your job, your job will not feel like “work.”) Ask Ss if there is a similar saying in their own language. Ask *Do you think it's important for someone to use all their skills in their job? Do you think that there is one perfect job for everyone?* Ask Ss if they know anyone who has the perfect job and, if so, to explain why it is the perfect job for that person.
 - Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these at the relevant stages of the lesson.
- A** **DISCUSS** **Do the task** Aim: Ss discuss their skills and interests.
- **WHOLE CLASS** Volunteers read the example conversation aloud.
 - **PAIR WORK** Pairs discuss their answers.
- B** **RESEARCH** Aim: Ss research jobs that relate to their skills.
- Read the instructions aloud. Volunteers read the example conversation aloud.
 - **PAIR WORK** Ss list the skills they have that they don't need for the job they chose in part A.
 - **OPTIONAL ACTIVITY** Allow Ss to use their phones to research different jobs.
- C** **PREPARE** Aim: Pairs design jobs that use their skills.
- **PAIR WORK** Read the instructions aloud.
 - Ss discuss their lists of skills with their partner and design jobs for each other.
 - **OPTIONAL ACTIVITY** Allow Ss to use their phones to see if such a job actually exists and where it exists.
 - Suggest that Ss take notes about their discussion to use in the next presentation task.
- D** **PRESENT** Aim: Pairs present their partner's job.
- Read the instructions aloud.
 - **Preparation for speaking*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.
 - **WHOLE CLASS** Ss present their partner's job to the class. If they did additional research about the job in the previous activity, encourage them to present that information to the class as well.
- If necessary, to minimize anxiety while giving a presentation, you can have Ss sit in a circle and give their presentation while seated.
 - Tell Ss that they should take notes during each presentation to help them discuss it with the class in the next activity.
- E** **AGREE** Aim: Ss choose jobs for different categories.
- **WHOLE CLASS** On the board, write the categories *most useful job, most amusing job, and coolest job*. If appropriate, include other categories such as *the best paying job, the most difficult job, the most dangerous job, the job that affects the most people*.
 - Point to each category and have a class discussion on which job fits that category the best. Ask volunteers to explain their reasons.
 - **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.
- *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 How easy was it for students to order the dialogue in Teacher Development Activity 1? How well did they listen to each other and cooperate in their groups?
- 2 How could you adapt the idea of this activity? For example, could you give students sentences from a reading text to memorize and put in order?
- 3 How interactive was the pair work after the ordering activity?
- 4 How accurate were students' contributions when you elicited the dialogue in Teacher Development Activity 2?
- 5 How natural was their pronunciation when you drilled them?
- 6 How interactive was the group work in exercise C after you had built the dialogue?

REVIEW 3 (UNITS 7–9)

- **Introduce the review** Before beginning the review, write *Grammar, Vocabulary, and Functional Language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language they have learned in Units 7–9. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Do the task Ss work individually to fill in the chart and write a category for each group of words.

- Ss check answers in pairs.
- Check answers as a class.

Answers

Music: classical, EDM, hip-hop, jazz
TV shows: game show, drama, reality show, soap opera
Experiences: achievement, challenge, opportunity, success,
College subjects: chemistry, education, physics, political science
Employment: profession, career, retirement, wage

- Encourage Ss to give a definition or an example of each word.

B Ss work individually to add two more words or phrases to each category.

- Write the five categories from exercise 1A on the board.
- Invite Ss to come to the board and write their two answers.
- Check the language summaries for Units 7–9 on pages T-167–169.

2 GRAMMAR

A Ss work individually to choose the correct words to complete the conversation.

- Ss compare answers with a partner.
- Check answers as a class.

Answers

1 Can 2 used to like 3 as good as 4 seen
5 haven't been 6 I've been working 7 I've been visiting
8 I've visited 9 need to 10 as important as
11 didn't use 12 didn't have to

- Ss practice the conversation in pairs.
- If time allows, challenge Ss to explain why each answer is correct.

B PAIR WORK Give Ss time to think of their own answers. Encourage them to write their answers and pay close attention to correct grammar.

- Ss take turns telling their partner about their taste in movies.
- Ss share their partner's response with the class.

3 SPEAKING

PAIR WORK A volunteer reads the sample response aloud.

- Give Ss time to write their responses individually.
- Ss talk about one of the topics in pairs.
- Ss share their partner's response with the class.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- To check answers, pairs read the conversations aloud.

Answers

1 I haven't seen you 2 a long time 3 been up to
4 Not much 5 have you been 6 I've been
7 I'm not sure 8 be a problem 9 The thing is
10 thanks for asking 11 I understand 12 I'd love to
13 kind of 14 too bad 15 if you change

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the Functional language lessons from Units 7–9.

- Pairs have their conversations.

B Pairs change roles and repeat their conversations.

- Choose a pair to perform their conversation for the class. If possible, choose a pair for each of the three situations.

WHY WE BUY

10



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom management – Checking understanding of texts

In this unit, we focus on checking understanding of texts. In the Student's Book, a text is something the students either read or listen to. Involving more students in the checking stage will ensure that less confident students are not left behind and that more students are engaged. We'll look at how teachers can check answers in a learner-centered way and encourage students to listen to one another. Helping students access a topic they are unfamiliar with will prepare them better for the comprehension and/or language tasks that go with the text.

Involving more students in the checking stage (Activity 1): Encourage greater student participation during feedback on a text. Try this in Lesson 10.2.

Helping students access a topic (Activity 2): Set up a fill-in-the-blank task by focusing on the content first. Try this in Lesson 10.2.

To find out more about checking answers, read *Withholding Validation of Student Answers* from *Classroom Management Techniques*, pp. 196–198. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Have a class discussion about buying habits. Ask *How often do you shop for food/clothes? Do you bring a list of things to buy? Do you only shop when you need something? Do you stick to a budget?* On the board, write *impulse buy*. Explain that an *impulse buy* is something you don't really need and that you purchase without thinking about it. Ask *Do you do a lot of impulse buying?* Ask Ss how often, for example, they buy any candy, magazines, and small items that are next to the checkout at a supermarket or other large store.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Ss look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their partner's answers with the class.

B Read the questions aloud.

- In pairs, Ss discuss the questions.
- Ss share their answers with the class.

C Read the instructions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they had similar reasons as Andrea.

REAL STUDENT

I bought new shoes last week because I started running every day for exercise, and my old sneakers were in really bad condition. So I had to get new running shoes and I really love them. They were expensive, but they are super comfortable and they look good, too.

HOMEWORK IDEAS

If appropriate for your class, suggest that Ss keep a detailed list of things they buy during one week. They can put the items into the categories *Need* and *Want*. Since some items may be personal, explain that this list does not have to be comprehensive, but it should include some common purchases. Ask volunteers to share their lists in the next class and to talk about why they bought some of the items in both categories.

- say what things are made of

1 VOCABULARY: Describing materials

- **Introduce the task** Ask Ss if they can name any materials that clothes, furniture, or other household items are made of. Point to items in the room and ask what they are made of.
- Tell Ss that they will learn words to talk about what things are made of.

A 2.28 **PAIR WORK** Do the task Read the instructions aloud.

- Ss do the task in pairs.
- Pairs share their responses with the class.

Answers

In the picture, we see: cotton (T-shirt), leather (jacket), metal (eyeglasses, zippers), and plastic (eyeglasses).

B 2.29 Read the instructions aloud.

- Check understanding of the words in the box. Ask *Are these words adverbs, adjectives, nouns, or verbs?* (adjectives) Then ask volunteers to name something that can be described with each word.
- Ss do the task individually.
- Ss share their answers with the class.

Answers

Opposites: artificial/natural, fragile/strong, hard/soft, heavy/light
All of these words describe things the man is wearing.

EXTRA ACTIVITY/HOMEWORK

Ask Ss to choose three words and write a sentence for each. On the board, write the words from exercise 1B. Divide the class into teams. A S from Team A says one of their sentences, and Team B must say which word on the board is its synonym or antonym. More than one answer will be possible. Teams take turns saying a sentence and matching the words on the board.

- C Direct Ss to page 150 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write *green clothes*. Ask Ss to say what they think this means. (clothes that are made from materials that are safe for the environment and/or are made in factories that use methods that are safe for the environment) Then ask *Do you shop for green clothes?*

A Do the task Read the instructions aloud.

- Read the information in the **Insider English** box aloud.
- Ss read the text silently to themselves. Answer any questions about unfamiliar vocabulary.
- Check answers as a class.

Answers

Are your clothes green? (*title*)

The names of the materials are written on the labels, but have you ever looked at them?

Even if you know what materials you're wearing, do you know how eco-friendly they are?

EXTRA ACTIVITY

Ss reread the information in the **Insider English** box. As a class, brainstorm other possible expressions (*user-friendly, pet-friendly, child-friendly, senior-friendly*). In pairs, Ss think of examples of things for each of the expressions in the box. While they are thinking of examples, write the expressions on the board in columns. Pairs share their examples with the class. Write them on the board under the matching expression.

B Read the questions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

Polyester is more environmentally friendly because cotton farmers use a lot of chemicals and large amounts of water. Polyester uses recycled plastic bottles. It's also warmer and lighter than cotton, so it uses less material.

C **PAIR WORK** Read the questions aloud. Allow Ss time to think about their answers.

- Ss discuss the questions with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they wear similar things as Angie.

REAL STUDENT

To tell you the truth, I don't really know the material of my clothes, but if you ask me, I really feel comfortable with my plastic shoes. They really make me feel so comfortable.

3 GRAMMAR: Simple present passive

- **Introduce the task** On the board, write *I drink coffee every day. Coffee is often drunk at breakfast. Coffee is drunk by 157 million Americans.* Ask *Do we know who is drinking coffee in all the sentences? (no) What is the subject in each sentence? (I, Coffee, Coffee)* On the board, write *active* and *passive*. Explain that a person can do an action, like walk, run, talk. A thing, like coffee, can't do an action but something can be done to it. When we talk about something that has an action done to it, we use the passive. Underline the verbs in each sentence. Ask *Is the action in each sentence happening in the past, present, or future? (the present)* Explain that Ss will learn how to talk about something that is generally true in the present using the passive.

A Do the task Give Ss time to read the information in the grammar box and the Notice box silently to themselves.

- Ss do the task individually.
- Check answers as a class.

Answers

1 sometimes 2 a past participle

EXTRA ACTIVITY

Ss reread the information in the **Notice** box. In pairs, they write four or five sentences using *by* to show who does an action. Make sure they understand that they should use the simple present passive in their sentences.

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions aloud.

- Ss complete the sentences individually. Tell Ss they can check the irregular verb chart at the back of their books, as needed. Circulate and monitor.
- Check answers as a class.

Answers

1 are needed 2 are sold 3 are bought 4 are worn
5 are made 6 are written

- In pairs, Ss discuss if the sentences are true for their country.

EXTRA ACTIVITY

Make a game out of reviewing the past participle of verbs. Make a list of 20–30 common verbs in their base form. Set a time limit for Ss to write the past tense and the past participle forms of each verb. Whoever gets all the forms correct wins. Alternatively, play in pairs or teams.

4 SPEAKING



A **PAIR WORK** Read the instructions and the words in the box aloud.

- Ss make notes of their answers individually.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to do research on the material of their choice.

B **PAIR WORK** Read the instructions aloud. Volunteers read the example dialogue aloud.

- Pairs discuss the materials in exercise 4A.
- Pairs share their answers with the class.

C **CLASS ACTIVITY** As a class, Ss compare their ideas and discuss what they've learned about the materials.

LESSON OBJECTIVE

- talk about where things come from

1 LANGUAGE IN CONTEXT

A **PAIR WORK** Read the instructions aloud.

- Give Ss time to think of their own answers.
- Ss compare answers with a partner.
- As a class, Ss share their reasons for why they think some items came from certain countries.

B **2.30** Read the instructions aloud.

- Play the audio. Remind Ss that they are listening for Monty's ideas.
- Check answers as a class.

Answers

Monty thinks his computer was manufactured in China but designed in the US. He thinks his coffee beans came from Brazil. And he thinks the tomatoes on his sandwich were locally grown.

TEACHER DEVELOPMENT
ACTIVITY 1

Involving more students in the checking stage

Alternative instructions for exercise 1A

Teachers usually check comprehension of a text by nominating individual Ss to give each answer. Often, for correct answers, the teacher says *Yes* or *Good*, and moves on to the next question. However, this doesn't tell teachers whether other Ss have the same answer, or give them a chance to contribute. Here's another approach to doing feedback:

- Set up exercise 1B, but ask Ss to close their books and listen only.
- Ss compare answers.
- Do feedback like this:
 - Nominate S1 to answer the first question.
 - If the answer is correct (or incorrect), nod or say "Interesting," but don't comment further.
 - Nominate S2 e.g., "What do you think?"
 - Give S2 time to respond.
 - Nod. Nominate a S3 e.g., "Do you agree with what they said?"
 - Give S3 time to respond.
 - Briefly summarize their comments, and confirm the correct answer(s).
- Repeat procedure with *coffee* and *sandwich*.

C **2.30** Read the instructions aloud.

- Play the audio.
- Pairs compare answers.

Answers

He bought his laptop because he wanted a good one for a good price.
What he knows for sure about his sandwich is that it is fresh (because it was made right in front of him).

2 VOCABULARY: Production and distribution

Introduce the vocabulary

- On the board, write *product / produce / production* and *distribute / distribution*. Explain that *to distribute* means *to give something to a number of people*. Elicit and discuss the meaning of *product*, *produce*, and *production*.
- Volunteers read the vocabulary in the box.

A **2.31** Do the task Ss underline the words individually and decide which of the four categories each belongs in.

- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to help with words they don't know.
- Ss discuss their answers with a partner.
- Check answers as a class.

Answers

Eight underlined words: designed, manufactured, imported, grown (x2), shipped, caught, frozen, produced
1 deliver; export; import; ship; transport
2 design; grow; manufacture; produce
3 caught; pick
4 freeze; store

B Direct Ss to page 150 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the topics aloud.

- Pairs discuss the topics.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a computer to search for information about each of the topics.
- Ss share their partner's responses with the class.

3 GRAMMAR: Simple past passive

- **Introduce the grammar** Write on the board *Coffee is drunk by 157 million Americans. Coffee was drunk by 157 million Americans.* Ask *What is the subject in each sentence? (Coffee, Coffee) What is the only difference in the sentences? (the tense – present and past)* Write on the board *active* and *passive*. Remind Ss that they learned the simple present passive in Lesson 1. Ask a volunteer for a definition of *passive*. (*When we talk about something that has an action done to it, we use the passive.*)
- Explain that Ss will learn how to talk about something that was generally true in the past using the passive.

A **Do the task** Give Ss time to read the information in the grammar box silently to themselves.

- Ss do the task individually.
- Check answers as a class.

Answers

1 a past participle 2 do not use

B **Read the instructions aloud. Make sure Ss understand that they must complete the sentences with the simple past passive.**

- Ss do the task individually. Circulate and monitor.
- Read the information in the **Accuracy check** aloud.
- Ss exchange paragraphs with a partner and check them for accuracy.
- Check answers as a class.

Answers

1 were grown 2 were cut 3 were stored
4 were taken 5 were transported 6 was made
7 wasn't / was not imported 8 was produced
9 wasn't / was not shipped 10 were saved

EXTRA ACTIVITY

Ss reread the sentences in the grammar box and then rewrite them so that they are in the simple present passive. They can also look back at Lesson 1, exercise 3C and rewrite those sentences in the simple past passive.



TEACHER DEVELOPMENT ACTIVITY 2

Helping students access a topic

When students do fill-in-the-blank tasks, they rarely think about the overall context, often just completing them mechanically. However, the context is extremely important as it shows students when or why they might want to use a grammatical form in the future. Here is a way to get students interested in the topic and task in exercise 3C, and encourage them to think about the context.

- Ask Ss to close their books.
- On the board, write key words from exercise 3C, e.g.:
1 roses Ecuador truck airport Miami
2 coat this city local companies ship gas
- Tell Ss that the words are from two paragraphs.
- In pairs, Ss decide how these words fit together to make a paragraph.
- Invite different pairs to tell the class their version of each paragraph.
- Ss read the paragraphs in exercise 3C to see how similar their versions are.
- Ss move on to the simple past passive task.

C **Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**



D **Read the instructions aloud.**

- Ss do the task individually. Circulate and monitor.
- Check answers as a class.

MIXED ABILITY

Ask weaker Ss to complete the sentences. Then work with them as a group to correct any mistakes in grammar or spelling. Give the other Ss in the group a chance to say whether their groupmates' sentences are correct or not before you make any corrections yourself.

4 SPEAKING



A **GROUP WORK** Read the instructions aloud. Ask volunteers to read the example conversation aloud.

- Ss do the activity in small groups.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or a computer to research where their items come from.
- Circulate and monitor.

B **CLASS ACTIVITY** Read the instructions aloud.

- Ss discuss the questions in small groups.

LESSON OBJECTIVE

- question or approve of someone's choices

1 FUNCTIONAL LANGUAGE

- Introduce the task** Explain that *to question someone's choice* means to ask them if they are making the right decision, and usually the question is followed by the reason why they are questioning that decision. Point out that when you question someone's choice it is a good idea to use a gentle, calm tone of voice so as not to sound like you are judging someone. Explain that *to approve of* something means that you think that it is good or right.
- Tell Ss that in this lesson they will learn phrases to question and to approve of someone's choices.

A  **2.32 Do the task** Before you play the audio, discuss with the class which of the three beds looks the most and the least comfortable. Ask Ss if they have ever slept on each of the beds and if they liked it or not.

- Read the instructions aloud. Play the audio. Ss read along.
- Point out the expressions in bold.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.

Answers

Ryan and Andrea talk about a sofa bed and an air mattress. Ryan will get the air mattress.

- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

 **MIXED ABILITY**

Tell stronger Ss to cover the conversation in their books and answer the questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Ss look at the headings in the chart. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class.

Answers

1 Why would you want 2 Do you really need 3 a good idea 4 I would do

- At this point, ask Ss if there are any equivalents to the phrases in their own language. Have a brief class discussion about questioning and agreeing in their own country/culture. Ask *Do you question the choices of friends? Older family members? Is it an easy conversation to have?*

C  **2.33** Ss do the task individually.

- Play the audio for the class to check their answers.
- Pairs practice the conversation.

Answers

3, 4, 2, 1

 **EXTRA ACTIVITY**

For the conversation in exercise 1A, Ss replace *sofa bed* with one of these items: *big dining room table, new expensive camera, a new smartphone, a bigger TV*. Ss work in pairs to make any appropriate changes to the conversation. Pairs practice their conversations and then role play them for the class.

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that sometimes in conversation we “think out loud” about a decision we are making. As we talk to someone about this decision, we often change our minds in the moment. Ask Ss to share a time recently when they changed their minds about something. Ask if they find it helpful to think out loud when they are making decisions.
- Tell Ss that in this lesson they will learn ways to say that they have changed their mind.

A 2.34 **Audio script page T-174 Do the task** Read the instructions aloud.

- Play the audio.
- Check answers as class.

Answers

Tara wants to buy a purple scarf for her sister. Darcy thinks the blue scarf is better because it's her sister's favorite color.

B 2.34 **Audio script p. T-174** Ss read the information in the Real-world strategy box silently to themselves. Ask two volunteers to model the example conversation for the class.

- Ss write their answers as they listen to the conversation. Play the audio.
- Check answers as a class.

Answers

Tara changes her mind about the color of the scarf she's going to buy. She changes her mind because Darcy said she thinks that the blue scarf will look nice with her sister's new coat.

C Give Ss time to read the conversation silently to themselves and complete the conversation individually.

- Ss exchange conversations and practice their conversations.

MIXED ABILITY

For weaker Ss, on the board, write the conversation from exercise 2C. Underline the parts that can be substituted: *black bean chili*, *spicy*, and *I think you made the right choice*. Work with them to write a new conversation with different foods and a new final reaction. As you work with weaker Ss, stronger Ss write their own new conversation, but challenge them to extend the conversation with two or three more lines.

3 PRONUNCIATION: Saying /u/, /ʊ/, and /aʊ/ vowel sounds

A 2.35 Give Ss time to read the instructions.

- Play the audio.
- Ss listen and repeat the words.

B 2.36 Read the instructions aloud.

- Play the audio.
- Ss put the words in the correct categories.
- Ss check answers in pairs.

Answers

/u/	/ʊ/	/aʊ/
Faruk	could	now
too	good	
true		

C Read the instructions aloud.

- In pairs, Ss practice the words from exercises 3A and 3B.

4 SPEAKING

A Give Ss time to think of something they want to buy. Encourage them to make notes about their choices.

B **PAIR WORK** Read the instructions aloud. Volunteers read the example conversation aloud.

- Ss do the task in pairs.

C **CLASS ACTIVITY** Read the instructions aloud.

- Ss take turns telling the class about what their partner wanted to buy and their reaction.

- write feedback about company products

1 LISTENING

A **PAIR WORK** On the board, write *feedback*. Define the word: *information or opinions about something, such as a new product, that provide an idea of whether it is successful or liked*. Ask Ss to give examples of feedback, perhaps from a website. Ask *Do you think it is important for customers to give feedback to a company about their products? Do you think companies listen to feedback?*

- Elicit definitions of *fan* (someone who admires and supports something or someone, such as a famous person, type of music, sport, etc.)
- Pairs look at the pictures and discuss the questions.
- Ss share their ideas with the class.

B **2.37 Audio script p. T-000 LISTEN FOR GIST** Remind Ss that when you listen for gist, you are listening to understand the main idea, not to hear and understand all of the details.

- Play the audio. Ss do the task individually.
- Check answers as a class.

Answers

They say they want their customers to be fans, and they explain how that helps the company.

C **2.37 Audio script p. T-000 IDENTIFY SPEAKERS** Give Ss time to read the information so they know what information to listen for.

- Explain that you will play the audio once for Ss to write the initial of who gives the information. Play the audio again. Ss do the task individually.
- Check answers as class.
- Ask comprehension questions: *What is the name of the program?* (Business Matters) *Does the company make one kind of chocolate product?* (no) *How do you know?* *What word does Rachel use?* (variety) *What word does Rachel use to describe the products?* (delicious) *What do Tianyu and Erica want to talk about?* (customers) *What does Tianyu say about true fans?* (They are honest.)

Answers

- 1 R – The beans are from Peru.
- 2 R – The products are produced locally.
- 3 E and T – Erica says they want customers to love their products. Tianyu says he wants customers to be fans.
- 4 E and T – Tianyu says that fans buy their products, tell their friends to buy the products, and advertise for the company on social media. Erica says that fans give feedback about products.
- 5 E and T – Erica says fans say when they're not happy. Tianyu says fans give honest feedback.

MIXED ABILITY

For weaker Ss, on the board, write the additional comprehension questions and read them together. Then play the audio for Ss to listen for the answers. While you are writing the questions on the board, stronger Ss write two or three of their own comprehension questions about the podcast. They exchange their questions with a partner and answer them without listening to the audio again.

D **PAIR WORK THINK CRITICALLY** Read the questions aloud.

- Ss discuss the questions in pairs.
- Ss share their partner's responses with the class.
- If time allows, determine if there is one company that all the Ss are a fan of and why.

2 PRONUNCIATION: Listening for contrastive stress

A **2.38** Give Ss time to read the instructions.

- Play the audio.
- Ss underline the stressed words.
- Check answers as a class. Check that Ss can hear the rise-fall pattern of intonation.

Answer

more

B **2.39** Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 Some; every
- 2 hobby; business
- 3 expensive; quality

C Read the instructions aloud.

- Ss do the task individually.
- Check the answer with the class.

Answer

We often place additional stress on words with different ideas.

3 WRITING

- **Introduce the task** Ask *Have you ever given feedback to a company about their product? How did you do it? Was it positive or negative feedback?* Explain that Ss will write a post giving their feedback to a company about a product.

A **Do the task** Read the instructions and questions aloud.

- Ss read the feedback silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class.

Answers

Jon's feedback is about Cocosations chocolate bars. His feedback is positive.

Adriana's feedback is about the SUPERSPORT P2 sports watch. Her feedback is a little bit of both – positive and negative.

B **WRITING SKILLS** Read the instructions aloud.

- Ss read the information in the **Register check** silently to themselves.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 Although I usually buy Cocomax bars, I'll probably buy Cocosations from now on.
- 2 It's true that the old plastic screen looked a little cheap. However, it was stronger than the glass screen.

EXTRA ACTIVITY

On the board, write sentence stems, such as *Although I like the beach ... / I used to go to that restaurant a lot, however ... / Although we used to shop at that store, ... / I love chocolate, however ...*. Ss complete the sentences in any way that makes sense to them. Ss share their completed sentences with the class.

WRITE IT

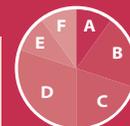
C Read the instructions aloud.

- Ss write their feedback.

D **PAIR WORK** Ss exchange feedback and answer the questions.

HOMEWORK IDEAS

Assign the writing of the feedback for homework. Ss bring their feedback to the next class and discuss it with a partner.



- **Introduce the task** Aim: Introduce the concept of shopping psychology.
- Books closed. Ask *Do you enjoy watching TV commercials or do you ignore them? Do you ever buy something because of what you saw in a commercial?* Briefly discuss how commercials get people to buy products. Write ideas on the board.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these at the relevant stages of the lesson.

A **DISCUSS** **Do the task** Aim: Ss discuss why people buy products.

- Read the instructions aloud. Ss look at the picture and the seven reasons. Determine if any of the reasons are the same as the ones on the board. Elicit some examples of commercials that use the reasons.
- **GROUP WORK** Ss think of examples.

B **DISCUSS** Aim: Ss think of specific reasons for buying products.

- Read the instructions aloud.
- **PAIR WORK** In pairs, Ss discuss specific reasons for buying the products in the box.



C **RESEARCH** Aim: Ss research commercials.

- Read the instructions aloud.
- **GROUP WORK** Put two pairs of Ss together. Groups share their ideas about the products they discussed in part B.
- **OPTIONAL ACTIVITY** Ss use their phones to find and watch commercials for the products in part B. Suggest that they research commercials from several years ago – or even many years ago – to see if and how the commercials for those products have changed.
- Groups discuss the questions.

D **PREPARE** Aim: Groups create a commercial.

- Read the instructions aloud.
- **GROUP WORK** Ss choose a product to advertise.
- Ss use their ideas from parts B and C and think of reasons people would want to buy their product.
- Suggest that Ss can sketch out a few scenes and make some simple notes of their ideas to help them in their presentations in the next task.
- **OPTIONAL ACTIVITY** Ss can perform and make a video of their commercials using their phones and present it to the class.
- **Preparation for speaking*** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.

E **PRESENT** Aim: Groups present their commercials to the class.

- **WHOLE CLASS** Suggest that Ss take notes of what they liked about each commercial to use in the next activity.
- **Feedback for speaking activities*** When Ss speak, focus on their performance rather than their accuracy. Give them feedback based on how well they completed the task.

F **AGREE** Aim: Groups choose the best commercial.

- **WHOLE CLASS** Ss say what they liked about each commercial. Discuss if the reason for buying the product was clear in the commercial.
- Ss vote on the best commercial.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 It's often teachers that eventually confirm the answers to a listening or reading text. How could students be given more responsibility for this stage?
- 2 In daily life, people often look at headings and scan a text to see what an article is about. Do you ever ask your students to do the same thing in class? Why or why not?
- 3 Your class will read an article called "K-POP and its influence on fashion." You suspect this isn't a familiar topic to some of your students. Which of these ideas would you use to help them access the topic?
 - In groups, Ss brainstorm and write down everything they know about K-POP.
 - Ss brainstorm and write their own questions before they read the text, e.g., *Who is the most successful K-POP band? When did K-POP start?*
 - Ss use their phones to research K-POP. They exchange information with other groups.

PUSHING YOURSELF

11



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Personalized practice

Personalization – using language to express real, personally meaningful messages about our own lives – is one of the most effective and enjoyable ways of practicing grammar. In this unit, we try out two activities that begin with personalized sentence writing, and then use this as a springboard for conversation.

Sentence stems (Activity 1): Ss work with a range of sentence stems, choosing those that are most relevant to them and writing personalized sentences. You will have the opportunity to try this in Lesson 11.1.

Read, look up, and say (Activity 2): Ss are challenged to hold personalized sentences in short-term memory, listen, and respond. You can try this in Lesson 11.2.

For more ideas about grammar practice, read Penny Ur's article, *Providing effective grammar practice for learners*, at <http://www.cambridge.org/elt/blog/2017/10/11/providing-effective-grammar-practice-for-learners/>. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *challenge* and *push yourself*. Have a class discussion on challenges. Ask *Is studying English a challenge? Do you have to push yourself to study and do your homework? Do you have any tricks, methods, or special ways to push yourself to do something you don't want to do? Do you think it's important to have challenges in your life?*

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Read the instructions aloud.

- Ss look at the picture.
- In pairs, Ss discuss the questions.
- Ss share their partner's answers with the class.

B Read the instructions aloud.

- Brainstorm adjectives that Ss can use to answer the questions. Write them on the board for Ss' reference. For example, write *scared, terrified, excited, happy, enthusiastic, calm, interested, worried, anxious, confident, strong*.

- **OPTIONAL ACTIVITY** Allow Ss to look up definitions of any words on the board and/or look up other words they can use to discuss the questions.
- In pairs, Ss discuss the questions.
- Ss share their answers with the class.

C Read the question aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Andrea.

REAL STUDENT

People push themselves to do difficult things because they want to feel successful. For example, I have a friend who decided to go to school in a country where he doesn't speak the language very well. It's really difficult for him because he can't communicate very easily, but he wants to stay there because he knows he will get a good education.

- talk about how to succeed

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a brief class discussion about success. Ask *Have you ever received good advice about how to succeed in a job? What do you think is the most important thing a person can do to succeed?*

A Do the task Read the questions and the information in the Insider English box aloud.

- Ss read the article silently to themselves.
- Go over any other unfamiliar vocabulary.
- Check understanding. Ask *What is a technology writer? (a person who writes articles about technology) Who does "people in the industry" refer to? (people who work for tech companies) What did Evan Williams and Noah Glass do before Twitter? (They started a podcasting company.) What will Ross Rivera try next? (writing music reviews)*
- Ss do the task individually.
- Check answers as a class.

Possible answer

A *failure* is something that is not successful. It can be a good thing because it may lead to future success.

- **Review** Tell Ss to close their books. Call out one of the phrasal verbs in bold and ask Ss to use it in a sentence or give a definition.

EXTRA ACTIVITY

Tell Ss to write three to five comprehension questions about the article and exchange them with a partner to answer.

B Read the instructions aloud.

- Ss read the article again silently to themselves.
- Check answers as a class.

Possible answer

Getting over failure, working at success, keeping up the hard work, not giving up

C PAIR WORK Ss discuss the questions in pairs.

- Ss share their partner's responses with the class.

2 VOCABULARY: Succeeding

- **Introduce the task** Books closed. Ask Ss to try to remember the phrasal verbs that Ross used in his article. Tell them to write the verbs in their notebooks.

A 2.40 Do the task Read the instructions aloud.

- Ss do the task individually.
- Play the audio. Ss listen and check.
- Ask Ss how many of the words they were able to remember and write down from the introduction task.
- Check answers as a class.

Answers

1 up 2 out 3 over 4 at 5 up 6 up 7 out
8 out 9 up

MIXED ABILITY

Pair a weaker S with a stronger one and ask them to write a definition for each phrasal verb, e.g., *set up* = to plan how to do something and then begin it. Pairs share their definitions with the class.

B Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C PAIR WORK Read the instructions and the statements aloud. A volunteer reads the example response aloud.

- Ss discuss the questions in pairs. Set a time limit of two to three minutes for each statement.
- Ss share their partner's answers with the class.

EXTRA ACTIVITY

On the board, write the following pieces of advice for success: *Believe in yourself. Have a dream. Take many risks. Only do work you care about. Build a great team. Use your time wisely.* In pairs, Ss rank the advice from most important (1) to least important (6). Ss present their rankings to the class.

3 GRAMMAR: Phrasal verbs

- **Introduce the task** Books closed. Review the phrasal verbs from earlier in this lesson. Ss call out the phrasal verbs. Write them on the board. Ask volunteers to use each one in a sentence. On the board, write *I set up a new company. My brother helped me set it up.* Ask *What is the phrasal verb in both sentences? (set up) Where is the word "it" in the second sentence? (between set and up.) Does the meaning of the verb change? (no) Review object as a part of speech. Ask What is the subject of the second sentence? (brother) What does it refer to in the second sentence? (a new company) What is the action? (set up) What does the action? (brother) What receives the action? (it / the new company) Explain that sometimes phrasal verbs can be separated by an object and that will learn more about that in this section.*

A **Do the task** Give Ss time to read the information in the grammar box and the Notice box silently to themselves.

- Ss do the task individually.
- Check answers as a class.

Answers

1 Some 2 sometimes 3 sometimes

B **Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**

C **PAIR WORK** Read the instructions and the example aloud.

- Ss rewrite the sentences individually.
- Ss compare their answers in pairs. Provide Ss with options of who might say each sentence: a friend, your boss, your teacher, your parent.

Answers

2 You can figure it out. 3 We're working at it.
4 Don't give it up. 5 You'll get over it. 6 Keep it up.

D **Model the task with one or two examples of your own.**

- Ss complete the sentences with their own ideas.
- Ss share their answers with a partner.



TEACHER DEVELOPMENT ACTIVITY 1

Sentence stems

This activity helps Ss to personalize language and encourages meaningful conversations.

- Use exercise 3D but offer more sentence stems using phrasal verbs from the lesson, e.g.:
 - *At the moment, I'm working at ... I'd like to give up ...*
 - *I can't figure out ... I think it would be interesting to set up ...*
- Ss choose three or four stems and use them to write sentences. They should choose (or create) stems that are relevant to their own life experiences.
- Nominate a S to read aloud one of their sentences and ask follow-up questions. Then give a sentence of your own and invite the class to ask you questions about it. Emphasize how each sentence can be used as a starting point for an interesting conversation.
- Ss converse in small groups. Set a minimum time limit for the conversations. Find out which group can keep going the longest!

4 SPEAKING

A **Read the instructions aloud.**

- Give Ss time to think and write notes about a time that they failed at something. Emphasize that Ss don't have to use an event that is true for them; they can talk about someone they know or make something up. On the board, write *Oh, that's not so bad.* Explain that this is a good response to use when someone tells you about a failure because it lets them know that the failure only seems very bad to the speaker, not the listener.
- Alternatively, assign this for homework and ask Ss to bring their notes to class to do exercise 4B.

B **GROUP WORK** Three volunteers read the sample conversation aloud.

- Put Ss in small groups to discuss.
- A S from each group reports their group's discussion to the class.

EXTRA ACTIVITY/HOMEWORK

Ss research people who failed at something at first but then had success. Suggest that they go online and search the term "famous failures." Ss share their findings in the next class. To ensure that Ss don't all research the same person, you can assign a specific "famous failure" to each S, e.g., *J. K. Rowling, Steve Jobs, Bill Gates, Albert Einstein, Abraham Lincoln, Steven Spielberg, Walt Disney, Michael Jordan.*

- talk about imaginary situations

1 LANGUAGE IN CONTEXT

- **Introduce the task** Have a class discussion on decision making. Ask *Do you think you are a risk-taker, or do you prefer to always be safe? Do you think a lot before making a decision? Do you think about pros and cons?*

A Do the task Read the instructions aloud.

- Give Ss time to think of their own answers.
- Ss compare answers with a partner.
- Ss share their partner's answers with the class.

B 2.41 Read the instructions aloud.

- Play the audio.
- Ss check answers in pairs.
- Check answers as a class.

Answers

Miles asks, "Would you swim across a river full of crocodiles if I offered you a million dollars?"

C 2.41 **PAIR WORK** Read the instructions aloud.

- Play the audio.
- Ss check answers in pairs.
- Check answers as a class. Ask Ss to read aloud the part of the conversation where they found the answer.

Answers

She thinks about it seriously. She considers all the risks and all the benefits, and then decides if the risk is worth it. This is like what she would do in business.

EXTRA ACTIVITY

In pairs, Ss think of another imaginary situation that involves a choice, similar to the one in exercise 1B. Pairs get together with another pair and take turns discussing each question.

2 VOCABULARY: Opportunities and risks

- **Introduce the task** If necessary, review the definitions of *noun* and *verb*. Ask volunteers to give definitions and examples of each term.



A 2.42 Do the task Read the directions aloud.

- Ask volunteers to read the vocabulary in the box. Ask Ss to say which words they already know. Ask them to say if they included any of the words in their conversation from the introduction to Lesson 11.2. Ask them to give a short definition or example of each word, if possible.
- Play the audio.
- Ss do the task individually.
- **OPTIONAL ACTIVITY** Allow Ss to use dictionaries or their phones to help with words they don't know.
- Check answers as a class.

Answers

Nouns: advantage, disadvantage, effect, goal, option, purpose, result, situation
Verbs: consider
Both: reward, research, risk

HOMEWORK IDEAS

Ss use the internet to look up any of the new vocabulary words that they don't know and to find examples of the words being used in English-language articles or blogs. Ss share their findings in the next class.

- B Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- C **GROUP WORK** Read the instructions aloud.
 - Give Ss time to think about their answers individually.
 - Ss discuss the questions in small groups.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if Angie is a risk-taker or not.

REAL STUDENT

I'm not really good at taking risks. But as an example, I remember once when I was in high school and I decided to skip because I didn't want to be in class. There were so bad consequences that I wouldn't repeat it again.

3 GRAMMAR: Present and future unreal conditionals

- **Introduce the task** Review conditional sentences. On the board, write *If it rains, we won't go to the beach.* Ask *When will the actions happen?* (the future) *Is the situation real or unreal?* (real)
- Explain that this sentence is an example of something that can or will really happen in the future; now Ss will learn how to talk about unreal, or imagined, situations in the future.

A **Do the task** Give Ss time to read the information in the grammar box.

- Ss do the task individually.
- Check answers as a class.

Answers

1 the simple past 2 *would* + verb

B Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud. Make sure Ss understand that they must complete the sentences with something that has not yet happened in real life.

- Ss do the task individually. Circulate and monitor.
- Read the information in the **Accuracy check** aloud.
- Ss exchange sentences with a partner and check them for accuracy.
- Check answers as a class. Volunteers write their sentences on the board.

Answers

1 *would/wouldn't* + verb 2 the simple past
3 *would/wouldn't* + verb 4 simple past
5 *would/wouldn't* + verb 6 subject + simple past

FAST FINISHERS

Ss write additional unreal conditional sentences with the following prompts: *If I lived in another country, ... / If I were the leader of my country, ... / ... I would move to a private island. / ... , I would be famous.*

D **PAIR WORK** Read the questions aloud.

- Ss discuss the questions in pairs.
- Ss share their partner's responses with the class.



TEACHER DEVELOPMENT ACTIVITY 2

Read, look up, and say

Here we show Ss a simple technique to help them memorize grammar structures, be attentive to one another's ideas, and take opportunities to practice conversation.

- Write on the board:

1 read	who	when
2 look up	why	
3 say	what	how
	where	

When Ss have completed the sentences in exercise 3C, demonstrate the "read, look up, and say" technique: read (silently) and memorize sentence 1, close the Student's Book, look up at the Ss, and say the sentence. Point out the steps on the board. Ss ask follow-up questions using the words on the board, e.g., *Where would you run? When would you train?* They answer using unreal conditionals. Then nominate a confident S to use the same technique and invite other Ss to ask questions.

- Ss converse in small groups, taking turns to listen and respond to one another's sentences. Encourage them to memorize and say their sentences rather than reading them off the page, and to use a variety of question words to develop conversations.

4 SPEAKING

A Read the instructions aloud. Model the task by completing the sentence with your own answer.

- Ss do the task individually.

B **PAIR WORK** Ss compare their questions from exercise 4A and choose their two best questions.

C **GROUP WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Work with another pair. Ask and answer your two favorite questions from exercise 4B.
- Circulate and monitor.
- Ss share their group's most interesting ideas with the class.

LESSON OBJECTIVE

- give opinions and ask for agreement

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Explain that Ss will learn words and phrases they can use to agree with someone or to ask someone to agree with them.

A  2.43 **Do the task** Read the instructions aloud as Ss look at the picture. As a class, discuss how the man feels and why he might feel that way.

- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they are familiar with any of these phrases.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.

Answers

Milo's problems: He's unhappy with work. He has to work long hours, he's stressed, and he can't stop thinking about work, even on the weekends. He thinks he's getting nowhere.
Milo's friends think that maybe he needs a new career – something he likes.

- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

 MIXED ABILITY

Tell stronger Ss to cover the conversation in their books and answer the questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Ss look at the headings in the chart. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class.

Answers

1 think 2 right 3 Yeah, especially when
4 agree with 5 point

C  2.44 **Audio script p. T-174** Read the sentences aloud.

- Ss do the task individually.
- Play the audio for Ss to check their answers.
- Pairs practice the conversation.

Answers

3, 1, 4, 2

 EXTRA ACTIVITY

Tell Ss to look at the conversation in exercise 1C. Ask pairs to write a similar conversation using some of the expressions in the chart in exercise 1B. They can use one of these situations: *X e-mailed someone to ask them on a date but hasn't heard back; X has very friendly neighbors, but they always have loud parties; X was invited to a close friend's wedding, but it is the week before final exams.* Pairs practice their conversations and then role play them for the class.

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that it is often important to use gentle words, or to soften your comments, when you offer an opinion. Tell Ss that the words they use are important but so is their intonation, or the way they say those words. Tell Ss that they will learn how to soften comments when giving an opinion.

A  **2.45 Audio script p. T-175 Do the task** Read the instructions aloud.

- Play the audio.
- Check answers as a class.

Answer

They both noticed that Milo doesn't seem very happy at work these days.

B  **2.45 Audio script p. T-175 Ss read the information in the Real-world strategy box silently to themselves.**

- Model the sentences, emphasizing a gentle, kind intonation.
- Play the audio again.
- Check answers as a class.

Answers

The opinions they soften:
Callie thinks the job is not right for Milo.
Noah thinks Milo should quit and look for another job.

EXTRA ACTIVITY

On the board, write *She bought an expensive watch. He quit his job. They moved to a new city.* In pairs, Ss work to make short conversations that include a phrase asking for agreement and one for agreeing. Tell them they should use expressions to soften their opinions about each situation. They use the conversation they listened to in exercise 2B as a guide. Volunteers perform one of their conversations for the class.

C **Give Ss time to read the conversation silently and think of what phrases they will add to the conversation.**

- Ss practice the conversation in pairs, changing roles at least once.
- Pairs perform one of their conversations for the class.

3 PRONUNCIATION: Saying /ʃ/ and /dʒ/ sounds

A  **2.46 Give Ss time to read the instructions.**

- Play the audio.
- Ss listen and repeat the words and sentences.

B  **2.47 Read the instructions aloud.**

- Ss do the task individually.
- Play the audio. Ss listen and check
- Check answers as a class.

Answers

/ʃ/	/dʒ/
especially	job
should	eject
fashion	

C **PAIR WORK** In pairs, Ss practice saying the words in exercises 3A and 3B.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud.

- Ss decide which topic they will discuss and which side of the argument they will take.

B **Individually, Ss think and write notes about opinions and points that support their part of the argument.**

- If necessary, as a class, brainstorm different points that can be used for each side of the argument.

MIXED ABILITY

Work with weaker Ss and choose one of the topics. Provide Ss with one or two points they can make for either side of the argument. Ask them how they can add expressions to soften the opinions.

C **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Ss do the task in pairs.
- Pairs report on their topic and opinions to the class.

- write a personal story

1 READING

- **Introduce the task** On the board, write *comfort zone*. Ask Ss if they are familiar with the term. Ask a volunteer to define it. Give an example of something that is in your comfort zone and something that is outside of it (e.g., *teaching English / skydiving*).
- On the board, write *point of view*. Remind Ss that it means *the position from which a text is written*.
- Explain that Ss will read a personal story about someone's comfort zone and then write their own personal story.

A IDENTIFY POINT OF VIEW **Do the task** Read the instructions and the information about a point of view aloud.

- Ss do the task individually.
- Volunteers share their answers and discuss their reasons for choosing them.

Answers

The writer uses second person. By using *you* and *your*, the writer makes a strong connection between her readers and herself. It's more personal and has a stronger effect on the reader. It can make readers start thinking about themselves and their own situations.

EXTRA ACTIVITY

Check Ss' understanding of the different points of view listed in exercise 1A. Ask volunteers to give examples of books, articles, or readings in this book that are told from the different points of view.

B NOTE TAKING **Read the instructions aloud.**

- Ss read the article again, take notes, and answer the questions for themselves.
- Ss compare notes with a partner.
- Check answers as a class.

Possible answers

Your *comfort zone* are the things that make you feel comfortable and that you usually do frequently or for a long time.

It can be good because it makes you feel safe, successful, and comfortable. But it can also be bad because it doesn't challenge you and can make life feel boring.

C PAIR WORK **Read the questions aloud.**

- Ss discuss the questions in pairs.
- Ss share their partner's responses as a class.

HOMEWORK IDEAS

Ss think about their comfort zone when it comes to learning English. On the board, write *What ways to study or practice are you comfortable using? What other things can you do to improve your English that are out of your comfort zone?* Ss take notes of their answers and bring them to the next class to share with their classmates.

D THINK CRITICALLY **Read the questions aloud.**

- Give Ss time to think of their answers.
- Ss discuss their ideas in pairs.
- Discuss the questions with the class.

2 WRITING

- **Introduce the task** On the board, write *memoir* and *autobiography*. Explain that a memoir or autobiography is a type of text in which a writer tells true stories about their own personal experiences. The writer uses the first person. Often, these stories include descriptions of how the writer overcame a fear or met a challenge.
- Ask *Do you like to read memoirs or autobiographies?* Ask Ss to share any that they have read and give an example of a fear the writer had to overcome.
- Explain that Ss will write a personal story about a time they pushed themselves out of their comfort zone.

A Do the task Read the instructions aloud.

- Ss read the story silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class. Ask Ss to read aloud the part of the story where they found the answers.

Answers

Marty's fear was riding escalators. He overcame his fear by slowly practicing to go on escalators. He first went on a short escalator and then tried longer ones, until he felt confident about them.

B WRITING SKILLS Read the instructions and the information about comparing facts and ideas aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

On the one hand, I was afraid to ride escalators. On the other hand, I was tired of being afraid.

WRITE IT

C Read the instructions aloud.

- Ss read the information in the **Register check** silently to themselves.
- Ss write their review.

D PAIR WORK Ss exchange stories and answer the question.

HOMEWORK IDEAS

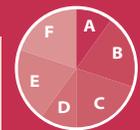
Assign the writing of the story for homework. Ss bring their stories to the next class and discuss them with a partner.

EXTRA ACTIVITY

Post Ss' stories in the classroom. Ss walk around and read the stories and take notes on other advice they would give the writer. Then they share their advice with the class. The writer says if the advice would have worked for them. If you have a large class, assign two or three different stories to each S.

LESSON OBJECTIVE

- talk about a person you admire



Time on each stage

- **Introduce the task** Aim: Introduce the concept of admiration.
 - Explain that *to admire* someone doesn't only mean that you like them personally, but also that you respect the kind of person they are. In fact, we can admire people that we have never met. Give an example of a person you admire and explain why you admire them.
 - Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use these at the relevant stages of the lesson.
- A** **DISCUSS** **Do the task** Aim: Ss discuss famous people and their success.
- Read the instructions aloud.
 - **PAIR WORK** In pairs, Ss share what they know about the people.
 - Ss share their partner's answers with the class.
- B** **RESEARCH** Aim: Ss make a list and find out more information about the successful people from different categories.
- Read the instructions and the questions aloud.
 - **OPTIONAL ACTIVITY** Allow Ss time to use their phones to research more information about the challenges each person faced and how they succeeded. They can also take notes on any other biographical information to use later in their presentations.
 - **GROUP WORK** Ss discuss their ideas in groups.
- C** **DISCUSS** Aim: Ss discuss how the people they chose could help them.
- Read the instructions aloud.
 - **GROUP WORK** Ss discuss how each person can help them. Make sure they give reasons for their answers and take notes that they can use in their presentations later in the lesson.
- D** **DECIDE** Aim: Groups decide on who to put on the magazine's cover.
- **GROUP WORK** Groups discuss which of the people they have discussed should go on the cover of the magazine. Suggest they also discuss how the photo might illustrate the person's success (e.g., what they should be doing, what they should be wearing, etc.).
 - Encourage Ss to practice what they will say about the person they chose. Make sure they know that both of them will have to present part of their information.
 - **Preparation for speaking*** Give Ss time to make notes about what they are going to say. They can do the task twice: once with notes and once without.
- E** **PRESENT** Aim: Groups present their person to the class.
- **WHOLE CLASS** Suggest that Ss take notes during each presentation to help them make their decision in the next step.
 - If necessary, to minimize anxiety while giving a presentation, you can have Ss sit in a circle and give their presentation while seated.
 - **Feedback for speaking activities*** Give positive feedback when Ss produce accurate and appropriate language.
- F** **AGREE** Aim: The whole class decides on who should be on the cover of the magazine.
- Write each person's name on the board.
 - Tell Ss that they will choose one of the people to be on the cover, but they can't vote for the person that they presented.
 - Go around the class and ask each S to vote for one person and explain the reasons for their choice.
 - Tally the votes.
- *These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.



PROGRESS CHECK

- Direct Ss to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 How many stems did you offer students in Teacher Development Activity 1? How easy did students find it to personalize these? Did all students write the same number of sentences, or were there differences? If there were differences, why was this?
- 2 The activity also aims to encourage conversation by demonstrating, giving a minimum time limit, and introducing a competitive element. Were these methods effective? Why or why not? What else could you do to encourage students to develop conversations from sentences?
- 3 Teacher Development Activity 2 introduced students to the "read, look up, and say" technique. Did you find it easy to demonstrate this technique? Were all the students happy to use it? Why or why not?
- 4 If students asked you, what would you say are the benefits of this technique, rather than simply reading sentences aloud from the page?

LIFE'S LITTLE LESSONS

12



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Giving feedback

A good way for a teacher to help students develop their range of language is by giving them feedback on the language they produce in speaking activities. When students do oral practice of new language, they usually like to know how well they are using this language. For more open speaking activities, the teacher or students can choose what they receive feedback on. It helps to remember that developing a student's range doesn't only mean focusing on grammar. It can also include a focus on vocabulary, functional language, or pronunciation.

Different ways of giving feedback (Activity 1): You ask how Ss would like to get feedback from you. You can try this in Lesson 12.2.

Feedback on different kinds of language (Activity 2): You ask Ss what language they would like feedback on. You can try this in Lesson 12.3.

You can read more about teachers' feedback on language in William Littlewood's *Communicative Language Teaching*, pp. 90–91. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *life lesson*. Ask *Is a life lesson something you learn in school or in books?* (no) Give an example of one of your own life lessons. Ask Ss to give examples of one of their life lessons.

UNIT OBJECTIVES

Read the unit objectives aloud. Ss listen and read along. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

START SPEAKING

A Read the instructions aloud.

- Ss look at the picture.
- In pairs, Ss discuss the question.
- Ss share their partner's answers with the class.

B Read the instructions aloud.

- Give Ss time to think of what might have happened in the five minutes before the accident in the picture.
- Ss share their stories with the class.
- Ask if Ss have had a similar experience as the one in the picture, and if they learned anything from it.

C Read the questions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Andrea.

REAL STUDENT

Hmm, I think the woman learning a lesson. Maybe she notice her kitchen sink was broken and asked her husband to fix it. It doesn't look like he knows how to fix sinks, so maybe she learned a lesson and decided to call a professional.

1 LANGUAGE IN CONTEXT

- **Introduce the task** Explain that *harmless* means *not hurting anyone in a serious way*. Have a brief class discussion about harmless accidents. Ask *Have you seen someone have a harmless accident in public recently? Was it embarrassing for them? What do you feel when you see someone have a harmless accident in public?*

A 2.48 **Do the task** Read the first two sentences of the instructions aloud.

- Give Ss time to look at the picture and think of their answers.
- Ss share their answers with the class.
- Read the last two sentences of the instructions as well as the information in the **Insider English** box aloud.
- Play the audio as Ss read along. Answer any questions about unfamiliar vocabulary.
- Check understanding. Ask *What is another word for "kid"?* (a young child) *Where did Lorena's accident happen?* (in her house at the dinner table) *Who was embarrassed?* (Talya's father) *Who learned a lesson in Mark's story?* (the lady at the next table)
- Ss do the task individually.
- Check answers as a class.

Answer

The stories are all about funny accidents that happened during a meal.

EXTRA ACTIVITY

Ss reread the **Insider English** box. They work individually to write a brief description of an event and use *You've never seen anything like it!* Tell Ss they can use a real event or use their imagination to think of a funny event. Ss share their description with the class.

B 2.48 **Read the instructions aloud.**

- Play the audio again.
- Check answers as a class.

Answers

- 1 Lorena felt bad but also thought it was funny.
- 2 Talya learned, "It's not what happens. It's how you deal with it."
- 3 Mark's chicken leg fell into a woman's open purse.

2 VOCABULARY: Describing accidents

- **Introduce the task** Books closed. In order to check understanding, write the verbs in the box in exercise 2A on the board. Set a time limit of two minutes. Ss write sentences using as many of the words as they can within the time limit. Call time. Ss read their sentences to the class. If necessary, correct any mistakes.

A 2.49 **PAIR WORK** **Do the task** Read the instructions aloud.

- Ss do the task in pairs.
- Check answers as a class.
- Ask Ss how many of the words they were able to use in the sentences they wrote during the introduction.

Answers

Actions: blame, damage, destroy, fall out, knock off, leave on, leave open, pick up, pull out, shake, slip, spill
Feelings: be mad at, blame, feel bad (about)

MIXED ABILITY

Weaker Ss can make flash cards of the vocabulary with the words on one side and the definition and an example sentence on the other side. Stronger Ss can choose a few verbs and write sentences about an accident they have had (or can imagine).

- B Direct Ss to page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the instructions aloud. Allow Ss time to think about their answers.

- Ss share their answers with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss the accident that Celeste saw.

REAL STUDENT

A week ago, my family and I went to a restaurant. We really love the pizza. So, that day, the waitress spill the drink on the table. Immediately she tried to clean, but was late. The drink spill on the woman's dress, but she say "don't worry, it's okay" and then she'll smile.

3 GRAMMAR: Indefinite pronouns

- **Introduce the task** Books closed. Review pronouns. Ss call out any pronouns they can think of and use them in a sentence. Ask *What do we use pronouns for?* (to stand in the place of a person, place, or thing) On the board, write *indefinite pronoun*. Explain that sometimes we use a pronoun when the specific person, place, or thing is not important or we don't know it or can't remember it.

A **Do the task** Give Ss time to read the information in the grammar box silently to themselves.

- Ss do the task individually.
- Check answers as a class.

Answers

1 all 2 any- 3 "none"

B Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions and the information in the Accuracy check box aloud.

- Ss complete the sentences individually.
- Ss discuss their sentences in pairs.
- Ss share their partner's responses with the class.

Answers

1 anything 2 Someone 3 No one 4 something
5 Everyone 6 somewhere

D **Model the task with one or two examples of your own.**

- Ss complete the sentences with their own ideas.
- Ss share their answers with a partner.

4 SPEAKING

A **Read the instructions aloud.**

- Give Ss time to think and take notes about a small or amusing accident that they have had. Alternatively, assign this for homework and have Ss bring their notes to class to do exercise 4B.

B **GROUP WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Put Ss in small groups to describe their accident and ask each other questions about it. Make sure they say what lesson they learned from the accident.
- Ask a S from each group to report their group's discussion to the class.

EXTRA ACTIVITY/HOMEWORK

Ss research life lessons. Suggest that they search online using the term "life lessons." They will find quotes from famous people. Ss choose one or two that they feel they have already learned because of an experience that they have had in their own lives. Ss take notes on their experience and how the life lesson relates to it. Ss share their life lesson and experience in the next class.

- talk about extreme experiences

1 LANGUAGE IN CONTEXT

- **Introduce the task** Books closed. On the board, write *I climbed Mt. Everest. It was nice.* Explain that the second sentence is grammatically correct, but there is still something strange about it. Ask volunteers for their ideas. (Climbing Mt. Everest is an extreme experience and the adjective *nice* isn't an accurate way to describe it.) Ask Ss to say what adjectives can be substituted for *nice*, such as *amazing*, *terrifying*, *thrilling*, *fantastic*, or *exhausting*. Allow them to use their phones or a dictionary, if available.

A Do the task Read the instructions aloud.

- Give Ss time to think of their own answers.
- Ss compare answers with a partner.
- Ss share their partner's answer with the class.

B Read the instructions aloud.

- Ss read the social media post silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss check answers in pairs.
- Check answers as a class.

Answers

He's been taking the course for two days. He's learned to deal with air problems and to concentrate, stay calm, work as a team, practice, and enjoy it.

C Read the instructions aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

His instructor thinks he did well. And hundreds of tiny fish swam past him.

EXTRA ACTIVITY

Challenge Ss to write three to five comprehension questions and exchange them with a partner to answer.

2 VOCABULARY: Describing extremes

A 2.50 Read the instructions aloud.

- Ss do the task individually.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones or dictionaries to help with words they don't know.
- Play the audio. Ss listen and check.
- Ss check their answers with a partner.
- Check answers as a class.

Answers

1 magnificent 2 enormous; huge 3 freezing 4 terrific
5 thrilled 6 boiling 7 starving 8 miserable
9 terrified 10 tiny 11 exhausted

HOMEWORK IDEAS

Ss use a thesaurus to find at least two other words that are synonyms or antonyms for each word in the box in exercise 2A. Then they think of an extreme experience and write a short description of it using the appropriate words they have found in the thesaurus. They bring their vocabulary lists and experiences and share these in the next class.

B Direct Ss to page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.



FIND IT

C **PAIR WORK** Read the instructions aloud.

- Volunteers read the example conversation aloud.
- Give Ss time to think of a surprising situation and take notes on what to say about it.
- **OPTIONAL ACTIVITY** If appropriate, allow Ss to use their phones to research a surprising situation that happened in the news recently.
- In pairs, Ss tell each other about the experiences.

3 GRAMMAR: Reported speech

- **Introduce the task** On the board, write *Joe said, "I am a student."* Say *This is direct speech. The exact words that Joe said are in quotes.*
- Elicit that we often use a different tone of voice when we repeat the exact words someone has said – we imitate their voice. Give the example *My sister told me, "You can't do that!"* Explain that in written English we use quotes to indicate the exact words someone has said. Explain that now Ss will learn about reporting what someone else has said in spoken and written English. Tell Ss that, as they look at the example sentences in this lesson, they should pay special attention to the change in tense of the verbs in the reported speech.

A **Do the task** Give Ss time to read the information in the grammar box.

- Ss do the task individually.
- Check answers as a class.

Answers

is / are → was / were
can → could
will → would
did → had done
have done → had done

EXTRA ACTIVITY

Write the direct speech and the reported speech in the grammar box in exercise 3A on separate strips of paper and put them in a bag or box. A S chooses one of the papers, says if it is direct or reported speech, and then changes it to its opposite. If the sentence is reported speech, they change it to direct speech, and vice versa. Continue until all Ss have had a turn. Pay special attention to the correct use of tenses in Ss' sentences.

B **PAIR WORK** Read the instructions aloud.

- Ss complete the sentences individually.
- Check answers as a class.

Answers

- 1 She said that we couldn't have a break.
- 2 She told us we were going to start early.
- 3 She said it would be a long day.
- 4 She told me that I had taken too many risks.
- 5 She said it was an important rule.
- 6 She told us that we had worked hard.

- In pairs, Ss take turns saying a sentence on the left and changing it to reported speech.

C Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud.

- In pairs, Ss talk about one of their extreme experiences.



TEACHER DEVELOPMENT ACTIVITY 1

Different ways of giving feedback

Alternative instructions for exercise 4B

This activity helps Ss understand different ways you can give feedback.

- Before Ss do exercise 4B, say you will give feedback on their use of reported speech.
- Tell Ss you can either give feedback by correcting them immediately or you can write down errors and correct them later.
- Give an example of immediate feedback. On the board, write the error *He said that he has never try rock climbing before.*
- Ask a S to say this and correct it *He said that he had never tried rock climbing before.*
- Remind Ss that you also can write down the error and correct it later.
- Ss do the exercise. Monitor, listen for errors, and either correct immediately or note them down to correct after Ss finish the exercise.
- Ask Ss if they thought their way of getting feedback worked well.

B **PAIR WORK** Read the instructions aloud. A volunteer reads the sample report aloud.

- Ss share their partner's experience with another partner.

C **PAIR WORK** Read the instructions aloud.

- Ss find the person they heard about and report what they heard. Ss say if the reports about their experience were correctly reported.

HOMEWORK IDEAS

Ss research articles about extreme experiences that contain some direct quotes from the person who experienced it. (Interviews will work well for this.) Ss summarize what the person said about the experience using reported speech. Ss share their article in the next class.

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Books closed. Review the adjectives that Ss learned in Lesson 12.2 that can be used to describe extreme experiences.
- Say different types of extreme experiences and ask Ss to call out adjectives that can describe the experiences. Write the words on the board. Ask Ss if they can think of any other words that can describe a feeling and write these on the board.
- Tell Ss that in this lesson they will learn phrases to describe how they feel about something that happened to them. They will also learn phrases to use when asking about someone else's feelings.

A  **2.51 Do the task** Before you play the audio, discuss the picture with the class. Ask Ss if they have ever had a problem staying at a hotel. Discuss how the man in the picture feels and why.

- Read the instructions aloud.
- Play the audio. Ss read along.
- Point out the expressions in bold. Ask Ss if they thought of any of these words during the introduction to the lesson.
- If necessary, play the audio again for Ss to answer the questions.
- Check answers as a class.
- Pairs practice the conversation several times.
- Ask pairs to perform the conversation for the class.

Answers

Problem: The hotel didn't have the man's reservation, and there were no available rooms.

Solution: He called the booking company and they found him a room in a better hotel, and he didn't have to pay anything more.

 **MIXED ABILITY**

Tell stronger Ss to cover the conversation in their books and answer the questions by just listening to the conversation, not reading it. Play the audio twice, if necessary.

B Ss look at the headings in the chart. Check Ss' understanding.

- Ss do the task individually.
- Check answers as a class.
- At this point, ask Ss if there are any equivalents to the phrases in their own language. Have a brief class discussion about talking about feelings in their own country/culture. Ask *Do you ever tell people how you honestly feel? Is complaining, or talking about negative feelings, OK?*

Answers

- 1 Actually, I was shocked. 2 What a nightmare!
3 I couldn't stop smiling. 4 You must have been furious.
5 I bet that made you feel good.

C **PAIR WORK** Ss do the task individually.

- Check answers as a class.

Answers

- 1 a 2 b 3 b 4 b

- Pairs practice the conversation.

 **EXTRA ACTIVITY**

In pairs, Ss use the phrases in the conversations in exercise 1C to write a new conversation. If necessary, brainstorm a situation with the class that can be the basis for the conversation, such as *You lost your passport in the airport, but then a good-looking person found it and returned it to you; You planned a beach party but a tropical storm came on suddenly. Everyone went to your house and had a great time anyway.*

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that in conversation it is helpful to the listener to sum up your story and give it a definite ending. This allows the listener to move on to another topic and participate in the conversation with their own story.
- Tell Ss that in this lesson they will learn ways to end a story in conversation.

A 2.52 **Audio script p. T-175 Do the task** Read the instructions aloud.

- Play the audio.
- Check answers as a class

Answers

Jimmy's presentation started late because his coworker left her laptop at home, and it had their presentation on it. It made him feel mad at first, but then he felt bad for his coworker (because her daughter was sick).

B 2.52 **Audio script p. T-175** Ss read the information in the Real-world strategy box silently to themselves.

- Tell Ss to write their answers as they listen to the conversation. Play the audio.
- Check answers as a class.

Answers

He uses the phrase *in the end* to finish his story. Their boss was happy.

C **PAIR WORK** Give Ss time to think of a situation to talk about and take notes on what to say.

- Ss practice their conversations.
- Circulate and offer help, as needed.

D **PAIR WORK** Put Ss in pairs and assign who will be A and who will be B.

- Give Ss time to read the instructions, look at the pictures, and to think of how they will talk about their experience to their partner.
- Check understanding of the task. Model one of the conversations with a volunteer.
- Ss do the task in pairs.

3 PRONUNCIATION: Saying *-ed* at the end of a word

- **Introduce the task** Write on the board: *wanted, talked, lived*. Remind Ss that *-ed* at the end of words can be pronounced three different ways: as an /id/ sound: *wanted*; as a /t/ sound: *talked*, or as a /d/ sound: *lived*. Elicit a few more examples of each sound and write these on the board.

A 2.53 Give Ss time to read the instructions.

- Play the audio.
- Ss listen for the *-ed* sound at the end of words.

B 2.54 Read the instructions aloud.

- Ss do the task individually.
- Play the audio. Ss listen and check.
- Check answers with the class.

Answers

/id/: decided; exhausted
/t/: checked; knocked; looked; passed
/d/: called; reserved

C **PAIR WORK** In pairs, Ss practice saying the conversation.

- Checks pronunciation of the *-ed* endings with the class.

Answers

/id/: exhausted, decided, needed, waited
/d/: happened, apologized

4 SPEAKING

- A Give Ss time to read the expressions and think of and take notes about a situation that goes with it. Make sure they understand that they can use their imagination to make up a funny story.



TEACHER DEVELOPMENT ACTIVITY 2

Feedback on different kinds of language

Alternative instructions for exercise 4B

This activity lets Ss choose what language features you give feedback on.

- Before Ss do exercise 4B, remind them that the speaking activity is a chance for them to practice all the language from the lesson: the functional language (talking about feelings), the vocabulary (adjectives), and the pronunciation (correct *-ed* endings).
- Ask Ss which two language features you should give them feedback on. Put Ss in pairs to discuss this.
- Take a vote on the four language features and establish which two most of the class want feedback on. Check whether they want immediate or delayed feedback or both.
- Ss do the exercise. Circulate and give feedback.
- Ask Ss why it's sometimes useful to give feedback just on two language features. Point out to them that it is often more helpful to limit the focus rather than try to correct everything.

B **PAIR WORK** Read the instructions aloud. Volunteers read the sample conversation aloud.

- Ss do the task in pairs.

LESSON OBJECTIVE

- write an anecdote about a life lesson

1 LISTENING

A **PREDICT** Read the instructions aloud.

- Ss look at the pictures and discuss the question in pairs.
- Ss share their ideas with the class.

B  2.55 **Audio script p. T-175**

LISTEN FOR MAIN IDEAS Remind Ss that when you listen for main ideas, you are listening to understand the general topic, not to hear and understand all of the details.

- Play the audio. Ss do the task in pairs.
- Check answers as a class.

Answers

Tasha talks about spilling coffee on her computer. She also gives the example of telling a bad joke and no one laughing. The main point is that we make mistakes and learn lessons from them, but sometimes we make the same mistake again.

C  2.55 **Audio script p. T-175**

LISTEN FOR DEFINITIONS Give Ss time to read the sentences so they know what words to listen for.

- Explain that you will play the audio once for Ss to complete the sentences, and then play it a second time for Ss to confirm their answers.
- Check answers as a class.

Answers

- 1 all the time
- 2 for a short time
- 3 does the same things in the same way
- 4 want and plan to do

- Ask additional comprehension questions: *What two examples does Tasha give about learning a lesson?* (telling a bad joke and putting a coffee cup near your computer) *What does "ruin" mean?* (to destroy) *For how long did Tasha stop putting her coffee next to the computer?* (about a week)

 **MIXED ABILITY**

For weaker Ss, stop the audio at the point where the definition of each word is given and give them time to write their answers. Stronger Ss can write the definitions of three or four other words in Tasha's talk and share them with the class.

D **PAIR WORK** **THINK CRITICALLY** Read the questions and statements aloud.

- Ss discuss the questions in pairs.
- Ss share their partner's responses with the class.

2 PRONUNCIATION: Listening for //

A  2.56 Read the instructions aloud.

- Play the audio.
- Ss do the task individually.

B  2.57 Read the instructions aloud.

- Play the audio.
- Ss do the task individually.
- Check answers with the class.

Answers

- 1 /ʊ/
- 2 /ɪ/
- 3 /e/

C Ss do the task individually.

- Check answer as a class.

Answers

shortened

3 WRITING

- **Introduce the task** Ask *Do you learn important lessons from seeing what other people do or from things that you do yourself? Are you a quick learner, or do you need to learn the same lesson over and over again?*
- Explain that Ss will write an anecdote about an important life lesson that they have learned.

A Do the task Ask *What do you think a “wrong lesson” is? Have you ever learned a wrong lesson?* Read the instructions aloud.

- Ss read the anecdote silently to themselves.
- Answer any questions about unfamiliar vocabulary.
- Ss discuss the questions in pairs.
- Ss share their answers with the class.

Answers

The wrong lesson: He learned (at ten) that he could wait until the last minute and still do a magnificent job.
The lesson he learned in the end: He learned how to manage his time well. He also realized that it would have been better if his parents had let him fail when he was ten because he would have learned a valuable lesson (about time management) a lot earlier.

B WRITING SKILLS Read the instructions aloud.

- Ss read the information in the **Register check** silently to themselves.
- Ss do the task individually.
- Check answers as a class.

Answers

2 wait 3 until the last minute 4 magnificent 5 talk

WRITE IT

C Read the instructions aloud.

- Ss discuss the questions in pairs.
- Ss write their anecdotes.

D **PAIR WORK** Read the instructions aloud.

- Volunteers read the example conversation aloud.
- Ss exchange anecdotes and answer the questions.
- Ss underline the different expressions with similar meanings in their partner’s anecdote.
- Ss share what they learned from their partner’s anecdote with the class.

HOMEWORK IDEAS

Assign the writing of the anecdote for homework. Ss bring their anecdotes to the next class and discuss them with a partner.

LESSON OBJECTIVE

- plan a fun learning experience



Time on each stage

- **Introduce the task** Aim: Introduce the concept of learning new skills.
- Books closed. Ask *Do you enjoy learning new skills? What is one new skill that you have learned in the last year?* Have a brief class discussion about ways to learn new skills. Write Ss' ideas on the board.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.



A **RESEARCH** Do the task Aim: Ss research fun learning experiences.

- Read the instructions aloud. Ss look at the pictures. Determine if any of the activities are similar to the ones on the board from the introduction.
- **PAIR WORK** Ss discuss fun activities where they learned new skills.
- **OPTIONAL ACTIVITY** Ss use their phones to research examples of other activities they like.
- Ss choose which activity they enjoyed, or think they would enjoy, the most.

B **DISCUSS** Aim: Ss discuss their favorite learning experience with classmates.

- Read the instructions aloud.
- **WHOLE CLASS** Ss stand up and talk to their classmates about their favorite learning experience – what they did, what skills they learned. They try to persuade their classmates to try their activity. To keep Ss moving around the classroom, set a time limit for each conversation that is long enough for Ss to fully discuss their activities with each other. Say “time” when you think it is appropriate for Ss to move on to new classmates.

C **DECIDE** Aim: Ss decide on one fun learning activity.

- Read the instructions aloud.
- **GROUP WORK** Ss in each group talk about another Ss' activity that they thought would be fun.
- Groups choose the best activity.
- **Preparation for speaking*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.

D **PRESENT** Aim: Groups present their activity.

- Read the instructions aloud.
- **GROUP WORK** Ss practice their presentations. Remind them that they should talk about what the activity is, why it was fun, and what someone can learn from it.

- **WHOLE CLASS** Groups take turns presenting their activity to the class. Encourage Ss to ask follow-up questions after each presentation and to take notes to use in the next activity. If necessary, to minimize anxiety while giving a presentation, you can have Ss sit in a circle and give their presentation while seated.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, or natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

E **AGREE** Aim: Groups choose an activity for the whole class.

- **GROUP WORK** Ss discuss all the presentations and discuss which one would be the best activity for the whole class to try.
- **WHOLE CLASS** Groups share their choice and reasons with the class.

*These tips can help you to create a safe speaking environment. They can also be used with other speaking activities. For more information, see page xxii.

PROGRESS CHECK

- Direct students to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

Either answer these questions yourself in a reflection journal or discuss them together with your peers.

- 1 Were you surprised by students' choices in the two Teacher Development Activities? Why or why not?
- 2 From your point of view, which is easier: immediate or delayed feedback? Why?
- 3 What are arguments in favor of immediate feedback? What are arguments in favor of delayed feedback?
- 4 Was it easier to give feedback when you only had to focus on two language features? Why or why not?
- 5 Some students say, “I want you to correct all of my mistakes, all of the time.” Is this practical? What can you say to a student who says that?
- 6 How important is it to balance this kind of feedback with praise for what students are doing well?

REVIEW 4 (UNITS 10–12)

- **Introduce the review** Before beginning the review, write *Grammar, Vocabulary, and Functional Language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language they have learned in Units 10–12. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Ss work individually to circle the word that doesn't belong.

- Ss check answers in pairs.
- Check answers as a class.
- Encourage Ss to give their reasons for why the word doesn't belong.

Answers

1 ship 2 option 3 freezing 4 knock off 5 warm
6 leather 7 manufacture

B Ss work individually to put the circled words in the correct categories.

- Ss check answers in pairs.
- Check answers as a class.

Answers

1 leather 2 warm 3 manufacture 4 ship 5 option
6 knock off 7 freezing

• Encourage Ss to give their reasons for why the word belongs in that category.

C Ss work individually to add two more words or phrases to each category.

- Write the seven categories from exercise 1A on the board.
- Invite Ss to come to the board and write their two answers.
- Check the language summaries for Units 10–12 on pages T-170–172.

2 GRAMMAR

A Ss work individually to complete the paragraph.

- Ss compare answers with a partner.
- Check answers as a class.

Answers

1 would become 2 is 3 knows 4 are produced
5 are transported 6 bought 7 would be 8 were used
9 would consume 10 wasn't / weren't

- If time allows, challenge Ss to explain why each answer is correct.

B PAIR WORK Give Ss time to think of their own answers. Encourage them to write their answers and pay close attention to correct grammar.

- Ss take turns telling their partner about their breakfast.
- Ss share their partner's response with the class.

3 SPEAKING

• **PAIR WORK A volunteer reads the sample response aloud.**

- Give Ss time to write their responses individually.
- Ss talk about their lost items in pairs.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- To check answers, pairs read the conversations aloud together.

Answers

1 Are you sure 2 don't you agree 3 would agree
4 right 5 what you mean 6 What a 7 feel angry
8 Actually 9 That's what 10 think about it

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the Functional language lessons from Units 10–12.

- Pairs have their conversations.

B Pairs change roles and repeat their conversations.

- Choose a pair to perform their conversation for the class. If possible, choose a pair for each of the three situations.

GRAMMAR REFERENCE AND PRACTICE: TEACHER TIPS

The grammar practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new grammar with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new grammar in an engaging way.

- 1 • Ss work in groups to think of situations in their own lives where they can use the grammar pattern. Set a time limit of three minutes.
 - Groups share their ideas with the class. Write their ideas on the board.
 - As a class, vote on the three most common or useful situations.
 - In pairs or small groups (depending on the situations chosen), Ss write a role play for each situation. Allow them time to practice their role plays and encourage Ss to memorize them.
 - Pairs or groups do their role plays for the class.
- 2 • On the board, write ten sentences using the grammar pattern but include one grammar mistake in each one.
 - In pairs or small groups, Ss work together to write all the sentences correctly.
 - The first pair or group to write all the sentences correctly wins.
- 3 • Let a S volunteer “be the teacher.”
 - Give Ss time to read the information and sentences in the grammar box.
 - Ss close their books.
 - A volunteer comes to the board and explains the grammar pattern to the class, writing example sentences on the board. The “teacher” then asks other Ss to give example sentences to show that they understand the grammar pattern.
 - This activity can also be done in groups, with Ss taking turns being the teacher until all Ss have had a chance to “teach” the grammar pattern.
- 4 • Ss write three to five true sentences about themselves using the grammar pattern.
 - Each S stands up and says their sentences one time (e.g., *I can sing well.*). The other Ss in the class listen and try to write the sentences they hear.
 - After all Ss have read their sentences, point to a S (S1) and have them say a sentence about another S (S2) based on what S2 wrote (e.g., *Mari can sing well.*). If the sentence is incorrect, you or S2 can correct the fact or grammar.
 - S1 then points to another S (S3) to say one of the sentences about another S (S4). Then S3 points to another S (S5), etc. Continue until all Ss have said a sentence about another S in the class.
- 5 • Using the grammar pattern, Ss write two true sentences and one false sentence about themselves or about any topic that they know about.
 - Pairs exchange sentences and try to guess which sentence is the false one.
- 6 • Ss close their books. Set a time limit. Individually or in teams, Ss write as many sentences as they can using the grammar pattern.
 - The person or team with the most correct sentences wins.
- 7 • Play “Telephone.” Put Ss in rows of at least four students.
 - Whisper a sentence that uses the grammar pattern to the last S in each row.
 - When you say “Go!” the last S whispers the sentence to the next S in the row, who whispers it to the next S in the row, etc.
 - When the first S in each row hears the sentence, they write it on the board.
 - The first team to write the correct sentence wins.
- 8 • Divide the class into two teams. Write a sentence on the board with a blank using the grammar pattern and two spaces for each team’s answer. For example:
I want to meet a person who _____.
Team A: _____
Team B: _____
 - Ss discuss ideas in their groups. Set a time limit.
 - One S from each group writes the group’s answer on the board.
 - Once both groups have written an answer, discuss them as a class. If the teams have different answers, discuss whose answer is correct and encourage self-correction. Give a point for each correct sentence.
 - Write a new sentence with a blank and have a new S from each group write the group’s answer.
 - Continue as time allows. The team with the most points wins.

GRAMMAR REFERENCE AND PRACTICE

1.1 INFORMATION QUESTIONS (page 3)

Information questions		
Question words	To ask about ...	Examples
Where	places	Where do you live?
When	times	When's your birthday?
Why	reasons	Why did you try to call me earlier?
What	things	What's your email address? What color do you like the best?
Which	a specific group of things or people	Which floor is your apartment on?
Who	people	Who's your boss?
Whose	who things belong to	Whose phone is this?
How	ways to do things	How do you make chocolate cake?

A Complete the questions with the words in the box. Then match them with the answers.

How	What	When	Where	Which	Who	Whose	Why
1	Where	can we get some coffee?	d	a	Oh, they're mine. Thanks.		
2	When	does the movie start?	b	b	At 6:30, I think.		
3	Whose	keys are these?	a	c	Because it's too hot in here.		
4	What	would you like to drink?	e	d	There's a café on the corner.		
5	Why	are all the windows open?	c	e	Just some water, please.		

1.2 INDIRECT QUESTIONS (page 5)

Indirect questions			
Questions within questions		Questions within statements	
Do you have any idea	where he was born?	I'd like to know	where he was born.
Can you tell me	if she plays any sports?	I want to find out	if she plays any sports.
Do you know		I wonder	

A Put the words in the correct order to make indirect questions.

- have / Do / idea / where / born / you / your roommate / was / any / ?
Do you have any idea where your roommate was born?
- know about / my cousins / I wonder / if / anniversary party / my parents' / .
I wonder if my cousins know about my parents' anniversary party.
- and Eva / you / married / know / if / Ramiro / are / Do / ?
Do you know if Ramiro and Eva are married?
- to / retire / when / like / my boss / I'd / know / is going to / .
I'd like to know when my boss is going to retire.
- people / I / those / want / are / to / who / find out / .
I want to find out who those people are.

2.1 PRESENT PERFECT WITH *EVER*, *NEVER*, *FOR*, AND *SINCE* (page 13)

Present perfect with <i>ever</i> and <i>never</i> (for experience)	Present perfect with <i>for</i> and <i>since</i>
<p>Have you ever played video games?</p> <p>Yes, I have. I've played them many times.</p> <p>No, I haven't. I've never played them.</p> <p>Has he ever traveled to another country?</p> <p>Yes, he has. He's traveled to ten countries.</p> <p>No, he hasn't. He's never traveled anywhere.</p>	<p>How long has your car been outside?</p> <p>It's been outside for two years.</p> <p>How long have you had your comic books?</p> <p>I've had them since I was 12.</p> <p>Have you ridden your bikes lately?</p> <p>No. We haven't ridden them since college.</p>

A Make complete sentences or questions in the present perfect from these words. Add *for* or *since* when needed.

- | | |
|--|---|
| 1 you / ever / buy / car / ?
<u>Have you ever bought a car?</u> | 5 he / ever / visit / your family / ?
<u>Has he ever visited your family?</u> |
| 2 We / not see / Maria / a few years / .
<u>We haven't seen Maria for a few years.</u> | 6 Nadia / not play / computer games / she was 16 / .
<u>Nadia hasn't played computer games since she was 16.</u> |
| 3 They / never / clean / their garage / !
<u>They've never cleaned their garage!</u> | 7 Roberto / has / his car / a long time / .
<u>Robert has had his car for a long time.</u> |
| 4 You / live in / the same house / 11 years / .
<u>You've lived in the same house for 11 years.</u> | 8 I / not eat / meat / 2015 / .
<u>I haven't eaten meat since 2015.</u> |

2.2 PRESENT PERFECT WITH *ALREADY* AND *YET* (page 15)

Present perfect with <i>already</i> and <i>yet</i>	
<p>already</p> <p>I've already made folders.</p> <p>She's already tried the camera.</p>	<p>yet</p> <p>I haven't tried the camera yet.</p> <p>He hasn't made folders yet.</p> <p>Have you tried the camera yet?</p> <p>Yes, I have. / No, I haven't.</p> <p>Has he made folders yet?</p> <p>Yes, he has. / No, he hasn't.</p>

A Look at the sentences. Write sentences with opposite meanings. Use the words in parentheses ().

- I haven't used my new computer yet. (already / three times)
I've already used my new computer three times.
- Ken hasn't downloaded any apps yet. (already / ten new apps)
Ken has already downloaded ten new apps.
- My parents haven't seen my apartment yet. (already / twice)
My parents have already seen my apartment twice.
- I've already ridden my new bike. (not / yet)
I haven't ridden my new bike yet.
- Vicky has downloaded new apps. (not / any apps / yet)
Vicky hasn't downloaded any apps yet.
- I've already chosen my online profile photo. (not / yet)
I haven't chosen my online profile photo yet.

3.1 ARTICLES (page 23)

Articles

Use *a / an* ...

when something isn't definite: *Is there **a ferry** in your city?*

with jobs: *I'm studying to be **an engineer**.*

Use *the* ...

for something you've mentioned before: *How often does **the ferry** run?*

for something your listener knows: *He works in **the city**.*

with ordinals: *What time does **the first** ferry leave?*

with superlative adjectives: *Where can I find **the most unusual** sculptures?*

for only one thing: *Don't sit in **the sun** too long.*

Don't use an article ...

with noncount nouns or plural nouns: *Where can I play **music**? I like to draw **monuments**.*

when you talk about something in general: ***Hostels** are usually cheap.*

for the names of countries*, cities, and continents: *I'm from **Russia**. I live in **Moscow**.*

for the names of parks, streets, single mountains, and lakes: ***Central Park** is on **Fifth Avenue**.*

**but: the United States (the US), the United Kingdom (the UK), the Philippines*

A Complete the sentences with *a, an, the*, or – (no article).

- There's a Russian embassy in my city. I think the embassy is on – Fourth Avenue.
- I'm an engineer, and I design – bridges and – tunnels.
- There's a sculpture of a horse near the river. Have you seen it?
- You can get – information about the city at your hotel. Then you can email me the information.

3.2 MODALS FOR ADVICE (page 25)

Modals for advice

Affirmative statements	Negative statements	Yes/no questions	Information questions
You should take the subway.	You shouldn't take the bus.	Should I take a bus? Yes, you should . No, you shouldn't .	Which line should I take?
You could get the train to Terminal 3.	X	Could I take a train? Yes, you could . No. That's not possible.	How should I book my ticket?
I'd walk. It's not too far.	I wouldn't take that route.	Would you take the subway? Yes, I would . No, I wouldn't .	What would you do?
shouldn't = should not	wouldn't = would not	I'd = I would	

A Match the questions (1–5) with the responses (a–e). Then practice with a partner.

- | | |
|---|---|
| 1 Should I meet you at the airport? <u>c</u> | a You should go in the morning. |
| 2 How do I get to the library from here? <u>d</u> | b No. I'd check the schedule online. |
| 3 Do you know when the bus leaves? <u>b</u> | c Yes. Let's meet in the parking lot. |
| 4 Would you take a train to Chicago? <u>e</u> | d You could take the subway to Oak Street. |
| 5 What is the best time to take the ferry? <u>a</u> | e No, I wouldn't. It takes too long. I'd fly. |

4.1 BE GOING TO AND WILL FOR PREDICTIONS (page 35)

be going to and will for predictions

She'll be shocked. = She's **going to** be shocked.

She **won't** like it. = She's **not going to** like it.

I **think** they'll be late. = I **think** they're **going to** be late.

I **don't think** he'll retire soon. = I **don't think** he's **going to** retire soon.

NOTE: We don't use will to make a prediction about something when there is evidence. Instead, we use be going to.

The sky is dark. It's **going to** rain. NOT The sky is dark. It'll rain.

A Put the words in the correct order to make sentences.

- embarrassed / be / He'll / really / . He'll be really embarrassed.
- be / it / I / think / fascinating / will / . I think it will be fascinating.
- to / disappointed / going / They / are / be / . They are going to be disappointed.
- won't / surprised / She / be / probably / . She probably won't be surprised.
- will / don't / be / I / amusing / think / it / . I don't think it will be amusing.
- going / enjoy / He / to / it / not / is / . He is not going to enjoy it.

4.2 WILL FOR SUDDEN DECISIONS; PRESENT CONTINUOUS FOR FUTURE PLANS (page 37)

will for sudden decisions

I'll **deal** with renting tents, OK?
OK, and I'll **check** places to stay.
Just a minute. I'll **check** online.

Present continuous for future plans

Are we **staying** with your cousin?
They're **staying** with Leo's cousin.
They're **not staying** in a hotel.

A Circle the correct words to complete the sentences. Then check (✓) the correct column.

	Sudden decision	Future plan
1 Thanks for inviting me to the movies. <u>I'll pay</u> / I'm paying for the tickets.	✓	
2 He'll drive / <u>He's driving</u> to Miami next weekend to visit his parents.		✓
3 Do you want to come with us? OK, <u>I'll book</u> / I'm booking a room for you.	✓	
4 We'll meet up / <u>We're meeting up</u> at the Hilton Hotel at 6:30.		✓
5 I'll take / <u>I'm taking</u> my kids to the zoo tomorrow. They're very excited.		✓
6 The traffic isn't moving! What's going on? <u>I'll check</u> / I'm checking on my phone.	✓	

5.1 SIMPLE PAST (page 45)

Simple past	
Sentences, <i>yes/no</i> questions, short answers	Information questions
The ring disappeared in the sand. She didn't find it. Did she find the ring? Yes, she did . / Yes. She found it. No, she didn't . / No. She didn't find it.	Where did she search? How did she find it? Who helped her? What happened next?

A Choose the correct verb for each sentence. Use the simple past.

discover	drop	make	not ask	return	tell
----------	------	------	---------	--------	------

- 1 She dropped her new coffee cup on the floor.
- 2 Did you return Marina's books to her?
- 3 I discovered my favorite jacket in the back of my closet.
- 4 He made a wonderful dinner for us when he got home.
- 5 Did they tell you about their trip to Bolivia?
- 6 I didn't ask him for his email address.

5.2 PAST CONTINUOUS AND SIMPLE PAST (page 47)

Past continuous and simple past	
Event in progress	Action that interrupts
While/When I was looking at some art, The subway doors were closing	the subway came . when I looked up.
While/When you were talking to Joe, It was raining a lot	your earring fell off . when we left the restaurant.
NOTE: The order can change. The subway came when/while I was looking at some art. When I looked up, the subway doors were closing .	

A Write sentences. Use the simple past and past continuous of the verbs.

- 1 I / give my friend a ride to the airport / when / my car break down
I was giving my friend a ride to the airport when my car broke down.
- 2 When / I wash the dishes, / my ring fall off
When I was washing the dishes, my ring fell off.
- 3 When / I look up, / the train leave the station
When I looked up, the train was leaving the station.
- 4 Finn lose his phone / while / he walk in the park
Finn lost his phone while he was walking in the park.
- 5 While / they have a picnic, / it start to rain
While they were having a picnic, it started to rain.

6.1 QUANTIFIERS (page 55)

Quantifiers

With count nouns

Almost all of the walls have graffiti.
 There are **so many** walls with graffiti.
 There are **several** walls with graffiti.
 There are **a few / very few / so few** walls with graffiti.
 There are **almost no** walls covered with graffiti.
 There are **almost none**.

With noncount nouns

Almost all of the graffiti looks ugly.
 There's **so much** graffiti.
 There's **a little / very little / so little** graffiti.
 There's **almost no** graffiti.
 There's **almost none**.

A Complete the sentences with the correct words from the box.

few little many much no several

- This store isn't usually busy. I don't know why there are so many people here.
- I didn't bring much food. I just brought a few sandwiches.
- This bus is crowded. There are almost no seats left.
- I'm not sure exactly how long the trip is, but I think it takes several hours.
- It's been very dry recently. There's been very little rain.
- Be quiet! There's no need to make so much noise!

6.2 PRESENT AND FUTURE REAL CONDITIONALS (page 57)

Present real conditionals

The present real conditional shows the usual result of a present situation. It can describe something that is generally true, a fact, or a habit.

Condition (if/when clause)

If there **is** a lot of garbage in the street,
 When you **speak** angrily to noisy neighbors,

Result (main clause)

people often **leave** more trash there.
 they **don't stop** making noise.

Future real conditionals

The future real conditional shows the likely result of a possible future situation.

Condition (if clause)

If you **explain** your feelings clearly,
 If she **talks** to him calmly,
 If you **make** a special area for graffiti,

Result (main clause)

they **will understand**.
 he'll probably **listen**.
 people **won't paint** on other buildings.

'll = will won't = will not

A Complete the sentences with the correct form of the verbs in parentheses ().

Present situations:

- When crime isn't (not be) a problem, neighborhoods are (be) safe.
- If I drive (drive) to work, I listen (listen) to the traffic report before I leave.

Future situations:

- If my sister's neighbors play (play) music loudly this weekend, she will/'ll get (get) angry.
- There will/'ll be (be) less trash if people recycle (recycle).

7.1 USED TO (page 67)

used to

You can use **used to** for actions that happened regularly in the past but do not happen now, and for states that were true in the past but are not true anymore.

	Affirmative	Negative	Questions	Short answer
I / You / He / She / We / They	used to buy CDs.	didn't use to like pop music.	Did you use to listen to pop music? What did you use to like?	Yes, I did . No, I didn't .

A Complete the sentences with the verbs in parentheses () and the correct form of **used to**.

- Did you use to go to school with Terry Johnson? (go)
- That company used to be famous all around the world. (be)
- I used to listen to the radio, but I don't have a radio now. (listen)
- He didn't use to eat chocolate, but now he loves it. (not eat)
- Who did she use to be married to? (be)
- I used to meet my friends at the local coffee shop. (meet)

7.2 COMPARISONS WITH (NOT) AS ... AS (page 69)

Comparisons with (not) as ... as

We can use **as ... as** to say that two things are the same or similar; **not as ... as** means the first thing is less than the second thing.

Subject	Verb	as	Adjective	as	
The new series	is isn't	as	good funny	as	the first series.
Subject	Verb	as	Adverb	as	
I	train don't train	as	hard often much	as	my brother does.
Subject	Verb	as	Noun	as	
My old phone	had didn't have	as	many ringtones much memory	as	my new one.

A Are the sentences true (T) or false (F)? Change one or two words in each false sentence to make it true.

- F Tablet screens are as big as TV screens. Tablet screens aren't as big as TV screens.
- F Birds can fly as fast as planes. Birds can't fly as fast as planes.
- T Movies aren't as long as series.
- T Buses don't have as many seats as movie theaters.
- F Shoes aren't as expensive as socks. Socks aren't as expensive as shoes.
- F A lake has as much water as an ocean. A lake doesn't have as much water as an ocean.

8.1 PRESENT PERFECT CONTINUOUS (page 77)

Present perfect continuous

Use the present perfect continuous for an action or event that started in the past and continues into the present time.

What **have you been doing**?

I've **been painting** pictures recently.

I **haven't been going out** lately.

What **has she been doing**?

She's **been making** sushi lately.

She **hasn't been eating out** recently.

Have you been going out lately?

Yes, I have.

No, I haven't.

Has he been playing soccer recently?

Yes, he has.

No, he hasn't.

A Complete the conversation with the present perfect continuous of the verbs in parentheses ().

A What ¹ are you ² doing at work these days? (do)

B I ³ 've been designing software. (design)

A That's interesting. ⁴ Have you ⁵ been working with other people? (work)

B Yes, I ⁶ have. I ⁷ 've been working with a guy in our Japan office. (work)

A Will you have the opportunity to go to Japan?

B I think so. My boss ⁸ has been planning a trip for me, but it won't happen this month. (plan)

A So, ⁹ have you ¹⁰ been having any fun lately? (have)

B No, I ¹¹ haven't !! I ¹² haven't been going out at all, but I have some free time this weekend. (not go out) Let's meet up!

8.2 PRESENT PERFECT VS. PRESENT PERFECT CONTINUOUS (page 79)

Present perfect vs. present perfect continuous

Present perfect

I've **cleaned** the bathroom.

I've **made** some cookies.

She's **worked** for the company for 24 years.

So far, we've **watched** four episodes of the series.

We've **watched** that movie twice.

Present perfect continuous

I've **been cleaning** the bathroom.

I've **been making** cookies. That's why the kitchen is a mess.

She's **been working** for the company for three months.

I've **been going** to the gym three times a week.

A Complete the sentences with the verbs in parentheses (). Use the present perfect or the present perfect continuous.

1 I 've been riding my mountain bike a lot recently. (ride)

2 My essay is going well. I 've written six pages so far. (write)

3 We just got here. We haven't been waiting long. (not wait)

4 Sorry about my dirty clothes. I have been working on my car. (work)

5 I was born in this town. I 've been living here since 1998. (live)

6 She's getting better on the guitar. She 's been practicing every day. (practice)

7 You can't look at my painting. I haven't finished it. (not finish)

8 He knows how to make cookies. He 's made them before. (make)

9.1 MODALS OF NECESSITY: HAVE TO, NEED TO, MUST (page 87)

Modals of necessity: *have to, need to, must*

I **have to** / **need to** take enough courses to get a degree.

I **don't have to** / **don't need to** choose a job yet.

Why do you **have to** / **need to** get a degree?

Do you **have to** / **need to** choose a major?

Yes, I do. / No, I don't.

NOTE: We mainly use *must* in formal situations.

Students **must enroll** in four classes each semester.

A Complete the sentences with the correct form of the words in parentheses ().

- 1 He needs to call the office in San Francisco right away. (need to)
- 2 You didn't have to buy us a gift, but it was very nice of you. (not have to)
- 3 The college must reply within ten days. (must)
- 4 How much homework did you have to do last night? (have to)
- 5 She doesn't need to make a decision now. (not need to)
- 6 Do we have to have a degree to get a job at that company? (have to)

9.2 MODALS OF PROHIBITION AND PERMISSION (page 89)

Modals of prohibition and permission

Use *can't* and *must not* + the base form of a verb to say what is prohibited or what is not allowed. *Must not* is stronger than *can't*. When speaking, we often use *can't* instead of *must not*.

Prohibition: *can't, must not*

You **can't waste** time.

We **can't leave** work early.

You **must not do** chores around the house.

They **must not take** their laptops out of the building.

Permission: *can, may, could*

You **can** / **may** take short breaks.

They **can** / **may** work from home on Fridays.

Can / **Could** / **May** I email you?

Yes, you **can** / **may**.

No, you **can't** / **may not**.

A Cross out the word or phrase that does not work in each sentence.

- 1 The official company handbook says: "You ~~can~~ / *must not* / *can't* have drinks at your desk because they might spill."
- 2 We need to be in the office four days a week, but we *can* / *may* / ~~could~~ work from home on Fridays.
- 3 A *Can* / ~~Must~~ / *Could* I use your laptop?
B Sure. No problem.
- 4 A *May* I come to work a few minutes late tomorrow?
B Yes, you *can* / ~~could~~ / *may*.
- 5 Employers *can't* / *must not* / ~~couldn't~~ hire people without experience.
- 6 You *can* / ~~can't~~ / *may* have the meeting in my office tomorrow. There's enough room for everyone.



We often use *please* when asking for permission.

Can I please come to work late tomorrow?

Can I come to work late tomorrow, please?

Don't use *could* in statements. This shows a possibility, not permission.

10.1 SIMPLE PRESENT PASSIVE (page 99)

Simple present passive

We use the passive when we're more interested in the action, or in the person or thing receiving the action – and less interested in, or don't know, the person or thing doing the action. We can use *by* to say who or what is doing the action.

The furniture **is made** in this factory.
 The chairs **are used** in restaurants.
 The price **isn't written** on the label.
 The beds **aren't sold** in the US.
 The meals **are cooked** by a famous chef.

Where **are** the beds **sold**?
Are the beds **sold** in the US?
 Yes, they **are**. / No, they **aren't**.

A Write the sentences in the passive.

- 1 They make all the furniture from wood.
- 2 You cook the dish in the oven.
- 3 They sell the snacks at local supermarkets.
- 4 Where do you find these plants?
- 5 Do they play the sport in Mexico?
- 6 You don't eat the dish in summer.
- 7 They use this technology in hospitals.
- 8 You don't see the animals during the day.

All the furniture is made from wood.

The dish is cooked in the oven.

The snacks are sold at local supermarkets.

Where are these plants found?

Is the sport played in Mexico?

The dish isn't eaten in the summer.

This technology is used in hospitals.

The animals aren't seen during the day.

10.2 SIMPLE PAST PASSIVE (page 101)

Simple past passive

My laptop **was designed** in the US.
 This dress **was designed by** my friend.
 The coffee beans **were imported**.
 My laptop **wasn't made** in the US.
 The coffee beans **weren't grown** in Canada.

Was the fruit **picked and frozen** right away?
 Yes, it **was**. / No, it **wasn't**.
Were the computers **shipped** from China?
 Yes, they **were**. / No, they **weren't**.
 Where **were** the computers **shipped** from?
 Who **were** the computers **shipped by**?

A Circle the correct active or passive verb.

- 1 I **bought** / *was bought* a tablet online. It *shipped* / **was shipped** to me right away.
- 2 These pictures *painted* / **were painted** by my sister. She *trained* / **was trained** really well.
- 3 My house *built* / **was built** more than 100 years ago. I have no idea who **built** / *was built* it.
- 4 These shoes *made* / **were made** locally, but those *imported* / **were imported** from Italy.
- 5 She **sent** / *was sent* the birthday card on Tuesday, and it *delivered* / **was delivered** the next day.
- 6 I **caught** / *was caught* this fish last summer and **froze** / *was frozen* it right away.

11.1 PHRASAL VERBS (page 109)

Phrasal verbs		
No object	With object, separable	With object, inseparable
Things hardly ever work out the first time. You need to stand out . Don't give up when it gets tough.	They set up a company. (They set it up .) I figured out the answer. (I figured it out .) Keep up the hard work. (Keep it up .) Give up candy and you'll feel better. (Give it up .)	Get over the problem. (Get over it .) Work at something you're good at. (Work at it .)

A Complete the sentences. Put the second word of the verb and *it* in the correct order.

- When did you set it up ? up / it
- I just can't figure it out . out / it
- She's really working at it . at / it
- I've decided to give it up . up / it
- You'll get over it soon. over / it
- I hope you keep it up . up / it

11.2 PRESENT AND FUTURE UNREAL CONDITIONALS (page 111)

Present and future unreal conditionals	
The present and future unreal conditional describes the possible result of an imagined situation in the present or future.	
Condition (<i>if</i> clause)	Result (main clause)
If you had a million dollars,	what would you do ?
If I had a million dollars,	I'd start a business.
If I had a million dollars,	I wouldn't work.
If I offered you a million dollars,	would you swim across a river full of crocodiles?
	Yes, I would .
	No, I wouldn't .

A Complete the sentences with the correct form of the verbs in parentheses ().

- If Viggo had (have) a better job, he would be (be) happier.
- Lorenzo would walk (walk) to work if he lived (live) closer.
- I would consider (consider) moving to Japan if I didn't have (not have) a cat.
- If we started (start) a business, we wouldn't see (not see) our friends much.
- If I were (be) you, I 'd/would do (do) more research before making a decision.
- Mara wouldn't know (not know) what to do if her parents didn't help (not help) her.



'd = would wouldn't = would not

The condition (*if* clause) can also be in the second part of the sentence. Note there is no comma when the result (main clause) is first.

What would happen if I won the race?

You would be famous if you won the race.

12.1 INDEFINITE PRONOUNS (page 119)

Indefinite pronouns			
Indefinite pronouns are used when the noun is unknown or not important.			
with every-	with some-	with any-	with no-
Everyone was mad at me.	Can someone pass me the ketchup?	Anyone can make a mistake.	No one / Nobody blamed me for the accident.
The peas flew everywhere.	My wallet fell out of my bag somewhere.	I can't find the salt anywhere.	There's nowhere to eat in this area.
I ate everything on my plate.	Would you like something to eat?	Can I help you with anything?	Is there really nothing in the fridge?

A Circle the correct indefinite pronouns.

- I asked someone / anyone about the café, but he didn't know nothing / anything about it.
- The kids want to watch anything / something on TV. Is there anything / everything good on right now?
- Let's go anywhere / somewhere nice for lunch. Does anybody / nobody know a great restaurant?
- No one / Anyone can join the company gym, and it's free. It doesn't cost anybody / anything.
- I've made something / anything for dinner. It's nothing / something special, but I hope you like it.
- Everyone / Anyone loves this beach. They say there's nowhere / everywhere like it.



No one is two words. The other indefinite pronouns are one word.

12.2 REPORTED SPEECH (page 121)

Reported speech		
Reported speech tells us what someone says in another person's words. In reported speech, we use a reporting verb – for example, <i>say</i> or <i>tell</i> – which is often followed by a <i>that</i> clause.		
Tense/Verb	What someone said (direct speech)	How it's reported (reported speech)
Simple present	"I play baseball."	She said that she played baseball.
Present continuous	"I'm working all day."	He said he was working all day.
Simple past	"I spoke to Ken."	He told me that he had spoken to Ken.
Present perfect	"I've seen the report."	She told me she had seen the report.
Future with <i>going to</i>	"I'm going to quit my job."	He said he was going to quit his job.
Future with <i>will</i>	"I'll call you soon."	She said that she would call me soon.
<i>can</i>	"I can see you on Friday."	He told me he could see me on Friday.

A Write what the person said.

- He said that he was thrilled with the idea. "I'm thrilled with the idea."
- She said she couldn't come to the party. "I can't come to the party"
- He told me he was going to eat out. "I'm going to eat out"
- She told me that she wouldn't be home. "I won't be home"
- He said that he was going shopping. "I'm going shopping"

VOCABULARY PRACTICE: TEACHER TIPS

The vocabulary practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new vocabulary with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new vocabulary in an engaging way.

- 1 • Quickly come up with simple gestures for each of the vocabulary items.
 - Tell Ss to cover the vocabulary pictures and/or words. Do one of the gestures and ask a volunteer to say the word.
 - Alternatively, let a S do one of the gestures and then point to another S to say the word and do a different gesture, and so on.
- 2 • Provide Ss with index cards and let them make flashcards for each of the vocabulary words. On one side they should write the word, and on the other side they can write the definition or draw a picture of the word.
 - Encourage Ss to include more information on the card, for example, a synonym, an antonym, and a sample sentence.
 - Ss can use the cards to review new vocabulary in pairs. S1 can use their cards to quiz S2 in several ways: by showing the picture and asking for the word; by reading the example sentence, by leaving the vocabulary word blank for S2 to say; by saying a synonym and an antonym and having S2 say the vocabulary word, etc.
- 3 • Divide the class into teams and play “Hangman.”
 - Team A chooses a word, and one S from Team A (S1) writes on the board.
 - One S from Team B (S2) guesses a letter. If they are correct, S1 writes the letter on the board. If the letter is not in the word, S1 draws a head (a circle) on the board.
 - Ss from Team B take turns guessing letters that are in the word. If they are incorrect, S1 draws a body (another circle), arms, legs, eyes, and mouth for each incorrect letter.
 - The game continues until Team B correctly guesses the word or guess incorrectly enough times that a whole body is drawn.
 - Teams switch roles.
- 4 • Play “Telephone.” Put Ss in rows of at least four Ss.
 - Whisper a vocabulary word to the last S in each row.
 - When you say “Go!” the last S whispers the word to the next S in the row, who whispers it to the next S in the row, etc.
 - When the first S in each row hears the word, they write it on the board.
 - Give S one point if the word is correct but misspelled and two points if it is spelled correctly. The first team to write a correct word wins.
 - For more of a challenge, whisper three vocabulary words to the last S, or whisper a sentence that uses the vocabulary word.
- 5 • Write the vocabulary words on the board.
 - Challenge Ss to write one sentence using as many of the vocabulary words in that sentence as they can.
 - Ss read their sentences to the class. Ss can vote on the best sentence.
 - Alternatively, Ss can write a short paragraph of no more than five sentences using all of the vocabulary words in the paragraph.
- 6 • Write the vocabulary words on index cards. Make enough copies for Ss to play in small groups.
 - Put the cards face down on a table in front of each team.
 - One S (S1) chooses a card but does not look at it. Instead, S1 holds the card on their forehead with the word facing out so their team can see it.
 - Each person on the team takes turns giving one clue about the word. S1 tries to guess the word.
 - Continue until each S in the group has a chance to guess a word.
 - For an extra challenge, include vocabulary words from previous units for a review.

VOCABULARY PRACTICE

1.1 DESCRIBING PERSONALITY (page 2)

A Match the adjectives (1–12) with the definitions (a–l).

- | | |
|------------------------|---|
| 1 brave <u>h</u> | a caring only about yourself |
| 2 cheerful <u>k</u> | b often giving people money or presents |
| 3 easygoing <u>d</u> | c telling the truth |
| 4 generous <u>b</u> | d relaxed and not worried |
| 5 helpful <u>i</u> | e likes to be with people and meet new people |
| 6 honest <u>c</u> | f worried |
| 7 intelligent <u>g</u> | g able to learn and understand things easily |
| 8 nervous <u>f</u> | h not afraid of dangerous or difficult situations |
| 9 reliable <u>l</u> | i willing to help |
| 10 selfish <u>a</u> | j quiet and doesn't laugh a lot |
| 11 serious <u>j</u> | k happy |
| 12 sociable <u>e</u> | l able to be trusted or believed |

B Complete the sentences with the correct words. There is one extra word.

cheerful helpful honest intelligent reliable sociable

- I'm sure Lucy will do well on her exams. She's really intelligent.
- Max is always smiling and laughing. He's very cheerful.
- Maria says what she thinks. She's always honest.
- My uncle doesn't enjoy meeting people. He's not very sociable.
- David always does what he says he's going to do. He's reliable.

1.2 GIVING PERSONAL INFORMATION (page 4)

A Cross out the word that does not work in each sentence.

- Kelly is *single* / *married* / ~~*born*~~.
- Marcos was *born* / ~~*retired*~~ / *raised* in Quito.
- Leila lives *alone* / *with her cousin* / ~~*single*~~.
- My parents ~~*raised*~~ / *celebrated their anniversary* / ~~*retired*~~ last month.

B Number the sentences in the correct order (1–4).

Story 1

- 3 Now he's married to Nina.
- 2 He lived alone during that time.
- 1 Ivan was single until he was 34.
- 4 They celebrated their third anniversary last week.

Story 2

- 2 She was raised in Incheon.
- 4 Now she lives alone near her parents.
- 1 Ji-soo was born in Seoul.
- 3 She lived there with her parents and brother.

2.1 DESCRIBING POSSESSIONS (page 12)

A Match the expressions (1–12) with the definitions (a–l).

- | | |
|------------------------------|---|
| 1 brand new <u>d</u> | a not ordinary or usual |
| 2 common <u>f</u> | b decorative, complicated, or expensive |
| 3 damaged <u>l</u> | c old and not useful anymore |
| 4 fancy <u>b</u> | d completely new |
| 5 in good condition <u>e</u> | e in good shape |
| 6 modern <u>i</u> | f existing in large numbers |
| 7 plain <u>k</u> | g helping you do things |
| 8 outdated <u>c</u> | h not helpful; doesn't work well |
| 9 special <u>a</u> | i using the newest design or technology |
| 10 used <u>j</u> | j not new; owned by someone else before you |
| 11 useful <u>g</u> | k not decorated |
| 12 useless <u>h</u> | l broken or harmed |

B Circle the correct answers.

- 1 My sister usually gives me her old clothes, but today I bought a *special* / brand new coat.
- 2 This bag is really *modern* / useful. I can put a lot of stuff in it.
- 3 I think your bike is *useless* / in good condition. You should keep it.
- 4 My brother says DVD players are outdated / *damaged*. People watch things online now.
- 5 Martina bought a used / *fancy* car, but she'd prefer a new one.
- 6 Everyone has smartphones these days. They're very *plain* / common.

2.2 TECH FEATURES (page 14)

A Complete the sentences with the correct words.

delete devices folder home screen model
set up storage sync try work

- 1 I set up my new computer by myself. Now the sound doesn't work.
- 2 I put all of my travel apps in one folder.
- 3 Did you try the new weather app? It's pretty cool.
- 4 I have a picture of my cat on my home screen.
- 5 My old phone is fine. I don't need the newest model.
- 6 I need to sync my phone with my computer so I can listen to my music on both devices.
- 7 I need to delete some photos because I don't have enough storage for them all.

B Cross out the word that does not work in each sentence.

- 1 This is the best *device* / ~~folder~~ / *model* the electronics company has made.
- 2 Can you help me *sync* / *set up* / ~~delete~~ my new phone?
- 3 I want more *folders* / ~~home screens~~ / *storage* on my phone.
- 4 I need to ~~try~~ / *sync* / *delete* my photos.
- 5 It's easy to ~~delete~~ / *set up* / ~~work~~ an online profile.

3.1 CITY FEATURES (page 22)

A Complete the sentences with the correct words.

bridge clinic embassy fire station hostel monument sidewalk tunnel

- 1 Firefighters work in a fire station.
- 2 A large house where people can stay cheaply is a hostel.
- 3 People can go to a clinic for medical treatment or advice.
- 4 A path by the side of a road that people walk on is a sidewalk.
- 5 A tunnel is a long passage under the ground or through a mountain.
- 6 A monument helps people remember a famous person or important event.
- 7 An embassy is an official building of a government in another country.
- 8 People drive across a bridge to get across a river.

B Complete the sentences with words from exercise A.

- 1 I went to the American embassy and got a visa. Then I flew to San Francisco and stayed in a hostel for a week.
- 2 The bridge over the river was closed, so I drove through the tunnel instead.
- 3 I went to the clinic to see a doctor. I got there before it opened, so I waited outside on the sidewalk for 15 minutes.
- 4 There's a large monument in memory of the Great Fire next to the fire station where my husband works. He's a firefighter.

3.2 PUBLIC TRANSPORTATION (page 24)

A Match the words (1–10) with the definitions (a–j).

- | | |
|------------------------|---|
| 1 arrival <u>d</u> | a to arrange to have a seat on a plane or a hotel room at a particular time |
| 2 book <u>a</u> | b an arrangement to have something kept for a person or for a special purpose |
| 3 departure <u>j</u> | c the price that you pay to travel on a plane, train, bus, etc. |
| 4 direct <u>h</u> | d the act of coming to a place |
| 5 fare <u>c</u> | e a particular way or direction between places |
| 6 line <u>f</u> | f a subway route |
| 7 reservation <u>b</u> | g a list of times when buses, trains, etc., arrive and leave |
| 8 route <u>e</u> | h going straight from one place to another without changing trains, buses, etc. |
| 9 schedule <u>g</u> | i a building where you can get onto a plane, bus, or ship |
| 10 terminal <u>i</u> | j the act of leaving a place |

B Complete the sentences with words from exercise A.

- 1 Is the ticket expensive? How much is the fare?
- 2 Departure is at 9:00 a.m., and arrival is at 11:30 a.m. It's a short flight.
- 3 We don't need to change trains. The trip is direct.
- 4 I still need to book a flight for the trip. I hope I can get a good price.
- 5 What time should we leave? Can we look at the bus schedule again?
- 6 Did you make a reservation for dinner? The restaurant gets busy on Saturdays.

4.1 DESCRIBING OPINIONS AND REACTIONS (page 34)

A Match the *-ed* adjectives (1–8) with the definitions (a–h).

- | | |
|-------------------------|--|
| 1 frightened <u>f</u> | a showing you think something is funny |
| 2 fascinated <u>e</u> | b a little angry |
| 3 annoyed <u>b</u> | c sad because something wasn't as good as you expected |
| 4 shocked <u>g</u> | d red-faced and worried what others will think of you |
| 5 amused <u>a</u> | e very interested |
| 6 embarrassed <u>d</u> | f afraid |
| 7 disappointed <u>c</u> | g very surprised, usually in a bad way |
| 8 surprised <u>h</u> | h happy because something you didn't expect happened |

B Complete the words with the endings *-ed* or *-ing*.

- 1 That movie was frightening .
- 2 Olga isn't coming to the party. I'm so disappointed .
- 3 My friends were really surprised to see me.
- 4 I didn't think the joke was amusing .
- 5 We were shocked when we saw the price. It was really expensive!
- 6 I had to sing in front of 50 people. It was so embarrassing .
- 7 That noise is really annoying .
- 8 The kids were fascinated by some of the animals at the zoo.

4.2 MAKING DECISIONS AND PLANS (page 36)

A Match the expressions (1–10) with the definitions (a–j).

- | | |
|-------------------------------|---|
| 1 look into <u>g</u> | a make necessary plans and preparations for something to happen |
| 2 check <u>b</u> | b find out about something |
| 3 deal with <u>c</u> | c take action in order to achieve something or solve a problem |
| 4 get in touch with <u>e</u> | d not remember |
| 5 arrange <u>a</u> | e contact someone |
| 6 forget <u>d</u> | f give someone information about something |
| 7 think about <u>j</u> | g examine the facts about a situation |
| 8 meet up <u>h</u> | h get together with people |
| 9 let (someone) know <u>f</u> | i make someone remember something |
| 10 remind <u>i</u> | j consider something |

B Circle the correct answer for each sentence.

- 1 Did you *get in touch with* / *look into* prices for the hotel?
- 2 We *thought about* / *met up with* cost before we planned our trip.
- 3 How are you *dealing with* / *forgetting* your long work hours?
- 4 Did you *check Carol* / *let Carol know* about our plans?
- 5 Sara *arranged* / *reminded* Joe to book three hotel rooms.

5.1 LOSING AND FINDING THINGS (page 44)

A Match the verbs (1–10) with the definitions (a–j).

- | | |
|-------------------------------------|---|
| 1 appear <u>d</u> | a give something back |
| 2 disappear <u>g</u> | b find something for the first time |
| 3 discover <u>b</u> | c leave a place without taking something with you |
| 4 drop <u>h</u> | d suddenly be seen |
| 5 fall off <u>j</u> | e look somewhere carefully in order to find something |
| 6 get (something) back <u>i</u> | f find exactly where something is |
| 7 leave (something) behind <u>c</u> | g become impossible to see |
| 8 locate <u>f</u> | h let something you are carrying fall |
| 9 return <u>a</u> | i have something again after it was lost |
| 10 search (for) <u>e</u> | j suddenly go to the ground |

B Circle the correct word or phrase for each sentence.

- Sofia dropped / fell off one of her earrings on the floor.
- Did you return / get your bag back from the airport?
- I searched for / located my credit card everywhere.
- The police discovered / appeared our car in another town.
- A lot of things returned / disappeared from our office last summer.
- He got / left his books behind in the classroom.
- I think my hat fell off / left behind when I got on the train.
- I lost my phone, but it located / appeared on my desk two days later.

5.2 NEEDING AND GIVING HELP (page 46)

A Choose the words that mean the same as the underlined words. Circle a or b.

- I often get lost when I'm in a new city.
 a don't know where I am b ask someone for directions
- Did Vicky give you a ride to class today?
a tell you how to get to class b drive you to class in her car
- I feel sorry for Tom. He lost his grandfather's watch.
a am happy for b am sad for
- I need to figure out which subway line to take.
 a try to understand b tell someone
- Mari showed me where to get the bus on the map.
 a explained b listened to me explain
- Carl was in trouble at the airport because he left his passport at home.
a found a solution b had a problem
- I'm grateful when strangers give me directions on the street.
 a appreciate it b feel embarrassed
- Sonny took care of his cousin when he was sick.
a visited his cousin b stayed with his cousin and helped him

B Match the questions (1–5) with the answers (a–e).

- | | |
|---|--|
| 1 How did you find the hotel after you got lost? <u>c</u> | a Yeah. I feel sorry for her. |
| 2 Did your aunt take care of you when you were sick? <u>e</u> | b A friend gave me a ride home. |
| 3 Did you figure out the bus wasn't running? <u>d</u> | c A stranger showed me where it was on a map. |
| 4 What happened after your car broke down? <u>b</u> | d Yes. My neighbor warned me before I got to the bus stop. |
| 5 Did you hear that Sara was in trouble at work? <u>a</u> | e Yes, she did. I was really grateful. |

6.1 URBAN PROBLEMS (page 54)

A Complete the sentences with the correct words.

air concrete graffiti land noise pollution space traffic trash

- 1 Just outside our office, there's an ugly concrete wall with graffiti painted on it.
- 2 Tall buildings need only a little land, but they have a lot of space inside them.
- 3 Some people eat as they're walking and throw their trash right on the sidewalk.
- 4 My house isn't right next to the highway, but I can hear the noise from the traffic.
- 5 It's hard to breathe because of all the pollution in the air from cars.

B Use words from exercise A to complete these sentences. Sometimes more than one answer is possible.

- 1 The traffic makes a lot of noise / pollution.
- 2 The concrete / land has graffiti / trash / concrete on it.
- 3 There's a lot of pollution in the air.

6.2 ADVERBS OF MANNER (page 56)

A Complete the sentences with the adverb form of the words in parentheses ().

- 1 Sandra speaks loudly (loud) when she's on the phone.
- 2 Duncan speaks politely (polite), even when he's upset.
- 3 It's hard to understand Jeff because he doesn't speak clearly (clear).
- 4 Mia draws beautifully (beautiful), but she can't paint at all.
- 5 Does your bus driver drive safely (safe) or dangerously (dangerous)?
- 6 How many questions did you answer correctly (correct)?
- 7 Did Ida react calmly (calm) or angrily (angry) when you told her the news?
- 8 The city cleaned up the street completely (complete) after the tree fell down.

B Cross out the word that does not work in each sentence.

- 1 John and Kara drive their motorcycles *dangerously* / ~~clearly~~ / *safely*.
- 2 We need to speak ~~completely~~ / *politely* / *calmly* if we want people to listen to us.
- 3 Trish writes *beautifully* / *clearly* / ~~loudly~~, so she can make the sign for our meeting.
- 4 When you talk *angrily* / *loudly* / ~~safely~~, I stop listening to you.
- 5 Melvin answered most of the questions *correctly* / ~~dangerously~~ / *clearly*, and he passed the test.

7.1 MUSIC (page 66)

A Circle the type of music that matches the definition.

- 1 a type of popular music with a strong beat, often played with electric guitars and drums: *classical* / **rock**
- 2 a type of popular music from Jamaica with a strong beat: **reggae** / *folk*
- 3 modern music with a strong beat that many young people like listening and dancing to: *country* / **pop**
- 4 a form of music developed mainly in the 18th and 19th centuries: **classical** / *EDM*
- 5 music that people often play without looking at written music: **jazz** / *folk*
- 6 a style of harsh, distorted rock music played loudly on electric instruments: *reggae* / **heavy metal**
- 7 a type of pop music with a strong beat in which people often speak the words: **hip-hop** / *jazz*
- 8 music written and played in a traditional style: *rock* / **folk**
- 9 a style of popular music from the southern and western US: **country** / *reggae*
- 10 a type of dance music with a strong beat usually played at clubs and festivals: *classical* / **EDM**

B Cover exercise A and complete the words with the missing letters.

- 1 r e g g a e
- 2 c l a s s i c a l
- 3 h e a v y m e t a l
- 4 c o u n t r y
- 5 j a z z
- 6 f o l k
- 7 h i p - h o p
- 8 r o c k

7.2 TV SHOWS AND MOVIES (page 68)

A Match the kinds of TV shows or movies with the emojis.

- | | | |
|----------------------------|---|--|
| 1 science fiction <u>e</u> | a  | d  |
| 2 romantic comedy <u>c</u> | b  | e  |
| 3 horror <u>a</u> | c  | f  |
| 4 game show <u>b</u> | | |
| 5 musical <u>f</u> | | |
| 6 comedy <u>d</u> | | |

B Complete the actor's story with kinds of TV shows or movies from exercise A.

When I was 18, I was on a ¹ game show, and I won \$2,000! That was my first time on TV. I really liked it, so I tried out for a small part in a TV series, and I got it. It was ² science fiction, and my character traveled through time. It was so cool! After that, I did a ³ horror movie. I'm not crazy about scary stuff usually, but it was better to act in it than to watch it! I think I want to try something lighter next time, though. Something fun, like a ⁴ romantic comedy, where my character falls in love with a celebrity. Or maybe a regular ⁵ comedy, where I get all the laughs. But I don't think I'll do a ⁶ musical. My singing voice isn't that great!

8.1 DESCRIBING EXPERIENCES (page 76)

- A** Complete the sentences with the correct words. Then change the underlined words so the sentences are true for you.

challenge change chore opportunity success

- 1 I think washing dishes is a boring chore.
- 2 Passing my driver's test was a difficult challenge.
- 3 Tina's surprise birthday party was a great success.
- 4 I'm ready for a change in my style. I want a new hairstyle.
- 5 I'd love to have an opportunity to travel to Argentina.

- B** **Circle** the correct words to complete the paragraph.

I had an interesting experience at work last month. I had to work on a group ¹project / change with three other people. We had to design a new website for our company. It was a difficult ²opportunity / job, but we thought of an interesting ³chore / process – we each took one part of the design to work on and then showed each other our work. I designed the homepage. The new website was a ⁴success / challenge, so our boss was happy. I hope to have ⁵an opportunity / a change to work with the group in the future.

8.2 DESCRIBING PROGRESS (page 78)

- A** Complete the sentences with the correct words. You will use one of the words twice.

concentrate do have save spend take waste

- 1 I'm sure we'll have trouble with this.
- 2 We have plenty of extra time. We can take it easy.
- 3 I don't have time for a break while I'm doing this.
- 4 If we want to finish this, we can't waste time.
- 5 We'll have to do our best on this.
- 6 I'm sure we can do this quickly and save a lot of time.
- 7 This is very complex work. We really need to concentrate on this.
- 8 I'll have to spend a lot of time on this.

- B** Which sentences from exercise A are possible before the sentence below?
Check (✓) the sentences.

"_____ . It's a really difficult job."

- | | | | |
|---------------------------------------|----------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |

9.1 COLLEGE SUBJECTS (page 86)

A Complete the sentences with the correct words. There are four extra words.

architecture biology business chemistry computer science economics
education engineering law medicine physics political science

- 1 I'm studying medicine because I want to help sick people.
- 2 My cousin studied architecture in college, and now he designs buildings.
- 3 I didn't study physics much. I just remember it was about energy and heat and light and stuff.
- 4 My younger sister wants to study biology so she can understand plants and animals better.
- 5 Ruby is interested in politicians and power. Her degree is in political science.
- 6 I'm studying business because I need to know how to buy and sell products and run a company.
- 7 When you study economics, you learn about the impact of money on people, companies, and countries.
- 8 My degree is in engineering. I'm hoping to improve the roads and bridges in my country.

B Cover exercise A and complete the words with the missing letters.

- 1 I have a degree in a r c h i t e c t u r e.
- 2 Did you study b i o l o g y in school?
- 3 My mother studied e c o n o m i c s in college.
- 4 I'd like to take some e d u c a t i o n courses.
- 5 I've never studied c h e m i s t r y.
- 6 My parents want me to study b u s i n e s s.
- 7 I'm studying c o m p u t e r s c i e n c e right now.
- 8 P h y s i c s is a fascinating subject.

9.2 EMPLOYMENT (page 88)

A Complete the sentences with the correct words. There is one extra word.

apply employer fire hire profession salary wage working hours

I just finished college, and now I'm going to ¹ apply for jobs as a computer tech. It's a great ² profession, and there are a lot of jobs. The ³ working hours for most jobs are from 9:00 a.m. to 5:00 p.m. I hope I can find an ⁴ employer who will ⁵ hire someone without much experience. I'd like to earn a ⁶ salary, but because it's my first job, I might need to work for a ⁷ wage and get paid by the hour.

B Circle the correct answers.

- 1 Sarah is already saving for her *employer* / retirement even though she's only in her twenties.
- 2 I don't know exactly what I want to do, but I'd like to have a career / *salary* in medicine.
- 3 My boss says she'll fire / *hire* anyone who steals information from the company.
- 4 Lydia has three new *wages* / contracts to design websites for people.
- 5 When you're self-employed, it's important to manage / *hire* your time well.

10.1 DESCRIBING MATERIALS (page 98)

A Circle the correct adjectives. Which sentence does not include opposites?

- 1 Leather is *artificial* / *natural*.
- 2 Stone is *heavy* / *light*.
- 3 Metal is *hard* / *soft*.
- 4 Glass is *fragile* / *strong*.
- 5 Cotton is *hard* / *soft*.
- 6 Polyester is *artificial* / *natural*.
- 7 Wool is *warm* / *waterproof*. *Item 7 does not include opposites.*
- 8 Wood is *fragile* / *strong*.

B Complete the sentences with some of the materials from exercise A.

- 1 Wool is natural and very warm.
- 2 Glass can feel cold and is fragile.
- 3 Wood comes from trees.
- 4 Metal is hard, heavy, and sometimes stronger than stone.
- 5 Leather is natural and can help keep you dry but is not totally waterproof.

10.2 PRODUCTION AND DISTRIBUTION (page 100)

A Circle the correct word to complete each sentence.

- 1 What time did they *deliver* / *store* your package?
- 2 How can I *design* / *transport* these TVs to New York?
- 3 I *caught* / *froze* a lot of fruit and vegetables this year.
- 4 Do they *import* / *export* these cars from Japan?
- 5 The children *produced* / *picked* a lot of apples yesterday.
- 6 My uncle's company *manufactures* / *grows* furniture.

B Cross out the word that does not work in each sentence.

- 1 Yesterday, I ~~caught~~ / *froze* / *picked* some peas and beans.
- 2 He *delivered* / *shipped* / ~~stored~~ the package to your house yesterday.
- 3 Did your company *design* / ~~grow~~ / *manufacture* these shoes?
- 4 We *deliver* / ~~import~~ / *transport* our products to customers around the world.
- 5 My country *exports* / *grows* / ~~manufactures~~ a lot of vegetables.

11.1 SUCCEEDING (page 108)

A Match the first parts of the sentences (1–9) with the second parts of the sentences (a–i).

- | | |
|--|--|
| 1 I really need to figure <u>b</u> | a out as well as I hoped. |
| 2 The two friends decided to set <u>f</u> | b out how to fix this. |
| 3 It took me a long time to get <u>h</u> | c out in the photo. |
| 4 I was so tired, I just had to give <u>e</u> | d up the hard work until next summer. |
| 5 With his green hair, he really stands <u>c</u> | e up before the end of the race. |
| 6 You'll get your degree if you can keep <u>d</u> | f up the company six years ago. |
| 7 To become a good skier, you have to work <u>i</u> | g up coffee and drink only water and juice. |
| 8 Unfortunately, my plan didn't work <u>a</u> | h over my bad exam results. |
| 9 While I was sick, I decided to give <u>g</u> | i at your technique. |

B Complete the text with five of the two-word verbs from exercise A. Use the correct form.

The professor said to the class, "You'll never ¹ figure out the solution to this problem. It's almost impossible!" But I decided I would be the one who did. I wanted to ² stand out in my class. So I thought, "I'm really going to ³ work at this – all day if necessary." But at midnight I was still no closer to finding the answer. So unfortunately, I had to ⁴ give up. I thought, "I hope nobody else in the class gets the answer, or I'll never ⁵ get over it!"

11.2 OPPORTUNITIES AND RISKS (page 110)

A Match the expressions (1–12) with the definitions (a–l).

- | | |
|-------------------------|---|
| 1 advantage <u>j</u> | a something you want to do in the future |
| 2 consider <u>i</u> | b a choice |
| 3 disadvantage <u>l</u> | c the possibility of something bad happening; to do something although something bad might happen |
| 4 effect <u>k</u> | d the set of things that are happening at a particular time and place |
| 5 goal <u>a</u> | e something that happens because something else has happened |
| 6 option <u>b</u> | f why you do something |
| 7 purpose <u>f</u> | g the study of a subject to get new information; to study a subject to get more information |
| 8 research <u>g</u> | h something good that you get because you have done something good |
| 9 result <u>e</u> | i to think about something carefully |
| 10 reward <u>h</u> | j something good that helps you |
| 11 risk <u>c</u> | k a change caused by something else |
| 12 situation <u>d</u> | l something that makes a situation more difficult |

B Complete the paragraph with words from exercise A.

My ¹ goal is to study English in Australia for a year. I can study in Melbourne or Sydney. I'll probably take the second ² option. I plan to quit my job at the end of the year and go to Sydney after that. It's a ³ risk, but I think it's worth it. It'll have a big ⁴ effect on my life. One ⁵ advantage is that my English will be excellent when I return. A ⁶ disadvantage is that I won't make much money while I'm in Australia. I might ⁷ consider getting a part-time job after I get there, but I want to spend most of my time studying. The main ⁸ purpose of my year abroad is to study as much as I can.

12.1 DESCRIBING ACCIDENTS (page 118)

A Circle the correct verbs to complete the sentences.

- 1 She picked up / pulled out the broken glass from the table.
- 2 I dropped and broke my phone and felt bad about / blamed it.
- 3 My ring shook / slipped off my finger and disappeared.
- 4 I spilled / knocked off some coffee on my new white rug.
- 5 My brother damaged / destroyed his bike, but he can still ride it.
- 6 Did you leave the lights open / on?
- 7 When I opened the door of my car, two bags of groceries fell out / pulled out.
- 8 Don't leave open / shake that box. You don't know what's in it.

B Match the first parts of the sentences (1–8) with the second parts of the sentences (a–h).

- | | |
|---|---------------------------------------|
| 1 He left his computer <u>d</u> | a the back door open. |
| 2 I picked up <u>h</u> | b bad about the accident. |
| 3 Someone left <u>a</u> | c the glass onto the floor. |
| 4 I hope you aren't mad <u>e</u> | d on by accident. |
| 5 He pulled all the things <u>g</u> | e at Susan. |
| 6 She feels really <u>b</u> | f shook it. |
| 7 His hand slipped, and he knocked <u>c</u> | g out of the cupboard and cleaned it. |
| 8 I picked up the bottle and <u>f</u> | h my keys from the floor. |

12.2 DESCRIBING EXTREMES (page 120)

A Match the first parts of the sentences (1–10) with the second parts of the sentences (a–j).

- | | |
|---|----------------|
| 1 It's the most enormous TV I've ever seen. It's <u>e</u> | a boiling. |
| 2 I stood in the snow and waited for two hours. I was <u>d</u> | b thrilled. |
| 3 What time are we having dinner? I'm <u>h</u> | c exhausted. |
| 4 We had a terrific view of Rio from the plane. It was <u>f</u> | d freezing. |
| 5 Aren't you too hot in that big sweater? You must be <u>a</u> | e huge. |
| 6 I can't read this. The writing is <u>j</u> | f magnificent. |
| 7 She said it was the best gift she'd ever had. She was <u>b</u> | g miserable. |
| 8 The kids had a great vacation, but now it's over, so they're <u>g</u> | h starving. |
| 9 I haven't slept for 36 hours. I'm <u>c</u> | i terrified. |
| 10 I'm scared of spiders. When I see one, I'm <u>i</u> | j tiny. |

B Complete the sentences with all possible words. Use each word once.

boiling	enormous	exhausted	freezing	huge	magnificent
miserable	starving	terrific	terrified	thrilled	tiny

- 1 When I opened the box and saw what was in it, I was terrified / thrilled.
- 2 I don't feel good. I'm boiling / exhausted / freezing / miserable / starving.
- 3 Look at the size of that dog! It's enormous / huge / tiny!
- 4 Wow, look at that view. It's magnificent / terrific.

PROGRESS CHECK: INTRODUCTION

Progress checks help students regularly assess their learning. The **Now I can** sections relate to the communicative objectives of the unit grammar and vocabulary, functional language, and writing. The **Prove it** exercises challenge students to show what they have learned during the unit. Progress checks can be conducted in class or at home.

Below is a list of ideas for conducting **Progress check** activities.

Using Progress checks

Informal test

- Ss keep their books closed.
- Read the first **Prove it** instruction aloud. Repeat if necessary.
- Give Ss time to write their answers.
- Repeat the steps above with the next four **Prove it** instructions.
- Check answers as a class, or take Ss' notebooks to check.

Pair checking

- Ss complete the **Progress check** individually and then compare with a partner. If they have different answers, they should check that both are correct.

Pair testing

- One S reads a **Prove it** instruction aloud while the other writes the words.

Teams

- Put Ss in groups of four.
- Ss keep their books closed. Read the **Prove it** instructions aloud.
- Ss work together to write the words and phrases.
- When Ss have finished, they pass their papers to another team.
- Ss check other teams' answers using the Student's Book. Monitor and answer questions.
- The winning team is the one with the most correct words or phrases.

Class project

- Split the class into five groups. Give each group one of the **Prove it** instructions.
- Give each group a large piece of paper. Groups make posters with the words, phrases, and sentences.
- Tell groups to put extra details on their posters, for example, pronunciation information or pictures of vocabulary items.
- Each group puts their poster on the wall for other groups to read.

Homework

- Ss complete the **Progress check** at home. Remind Ss that they should not look at their books. They should prove how much they remember.
- Check Ss answers in class before beginning the next unit.

Writing

At the end of each unit, Ss will have the chance to return to, and improve, their written work from lesson 4. Encouraging students to check their own writing increases learner autonomy. Ss can improve their writing by:

- adding extra sentences
- using more complex grammatical structures
- choosing more appropriate vocabulary
- correcting spelling and punctuation errors

If possible, allow students to use online dictionaries and reference materials to improve their work. They can also ask a partner for suggestions.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

Now I can ...

- use adjectives to describe personality.
- ask information questions.
- give personal information.
- use indirect questions.

- make introductions and end a conversation.
- write an email to get to know someone.

Prove it

Write six adjectives that describe people's personalities.

Write three questions using different question words.

Write four expressions we use to give personal information.

Change the direct question into an indirect question: *What hobbies are you into?*

Write one sentence to introduce yourself, one sentence to introduce a friend, and one sentence to end a conversation.

Look at your email from lesson 1.4. Can you make it better?

Find three ways.

UNIT
1

Now I can ...

- describe possessions.
- use the present perfect with *for* and *since*.
- talk about tech features.

- use the present perfect with *already* and *yet*.
- switch from one topic to another.
- write an ad for something I want.

Prove it

Describe the condition of your phone and your favorite pair of shoes.

Complete the sentence: *I've _____ for _____.*

Give your opinion about the most useful and least useful features on a phone.

Complete the sentences with your own information and *already* or *yet*.
I've _____ today. I haven't _____.

Introduce a new topic of conversation, and then change the topic.

Look at your ad from lesson 2.4. Can you make it better?

Find three ways.

UNIT
2

Now I can ...

- talk about city features.
- use articles.

- talk about public transportation.

- use modals for advice.

- ask for and give directions in a building.
- write a personal statement for a job application.

Prove it

Name four city features in your area.

Complete the sentences with *a*, *an*, *the*, or – (no article).

I live in _____ busy neighborhood. There's _____ embassy on my street.

I see _____ tourists go in and out of _____ building all day long.

Write two things you need reservations for and three kinds of transportation that have a schedule.

Choose two famous things to see in your city. Write advice about how to get there from a main train or bus station.

Write a question you can ask to find the restrooms in your school. Then write the answer.

Look at your personal statement from lesson 3.4. Can you make it better? Find three ways.

UNIT
3

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 4

Now I can ...

- describe opinions and reactions.
- make predictions with *be going to* and *will*.
- talk about decisions and plans.
- use *will* for sudden decisions; use the present continuous for future plans.
- offer and respond to reassurance.
- write an email describing plans for an event.

Prove it

How many pairs of *-ed* and *-ing* adjectives can you think of? Make a list.

Make two predictions about tomorrow.

Talk about a decision you need to make. Who can you get in touch with to help you with it? What do you need to look into first?

Complete the conversation:

A *What are you doing this weekend?*

B *I _____.*

Write two things you can say to offer reassurance and two things you can say to respond.

Look at your email from lesson 4.4. Can you make it better? Find three ways.

UNIT 5

Now I can ...

- talk about lost and found things.
- use the simple past.
- talk about needing and giving help.
- use the past continuous and the simple past.
- give and react to surprising news.
- write a short story.

Prove it

Write two or three sentences about something you lost. Describe how you lost it and say whether you located it again.

Make a list of five regular simple past verbs and five irregular simple past verbs.

Describe when you were grateful for someone's help. Describe a time when you took care of someone.

Complete the sentence:

While I was studying, _____.

Complete the conversation:

A *I found a ring in the trash.*

B _____

Look at your story from lesson 5.4. Can you make it better? Find three ways.

UNIT 6

Now I can ...

- talk about urban problems.
- use quantifiers.
- use adverbs of manner.
- use future real conditionals.
- express concern and relief in different situations.
- write a post giving my point of view.

Prove it

Write six words to describe urban problems. Which are the two biggest problems where you live?

Write three sentences about urban problems where you live. Use the quantifiers *almost all*, *several*, and *so much*.

Answer the questions: *How should bus drivers drive? How do you speak in class?*

Complete the sentence: *I _____ if my neighbors talk loudly tonight.*

Write three things you can say to express concern and three things you can say to express relief.

Look at your post from lesson 6.4. Can you make it better? Find three ways.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

Now I can ...

- talk about different kinds of music.
- use *used to*.
- talk about TV shows and movies.
- make comparisons with *(not) as ... as*.
- refuse invitations and respond to refusals.
- write a movie review.

Prove it

Write down as many kinds of music as you can. Say which ones are your top three favorite kinds. Say which ones you don't like.

Write three sentences about things you used to do at different stages of your life but don't do now.

What have you watched on TV in the past week? Say what kinds of shows/movies they were.

Choose two movies or TV shows that are similar. Say which you prefer, and explain why one isn't as good as the other.

Write two ways to refuse an invitation and two ways to respond to a refusal.

Look at your review from lesson 7.4. Can you make it better? Find three ways.

UNIT
7

Now I can ...

- describe experiences.
- use the present perfect continuous.
- describe progress.
- use the present perfect and the present perfect continuous.
- catch up with people's news.
- write a post about managing my time.

Prove it

Complete the sentence with as many nouns as possible:
Cleaning the house is a difficult _____.

Write two things you have been doing lately. Write two things you haven't been doing.

Write a short paragraph about how you've been spending your time lately. Say if you've been making good progress.

Think about a project you've been doing but haven't finished. Write about what you've done so far.

Write down two expressions to ask about someone's news and two expressions to answer those questions.

Look at your post from lesson 8.4. Can you make it better? Find three ways.

UNIT
8

Now I can ...

- talk about college subjects.
- use modals of necessity.
- talk about employment.
- use modals of prohibition and permission.
- express confidence and lack of confidence.
- write the main part of a résumé.

Prove it

Write down as many words for college subjects as you can.

Write down two things you have to do soon and two things you don't need to do.

What the difference between *salary* and *wage*?
What's the difference between *apply*, *hire*, and *fire*?

Write three rules for studying at a library. Use *can*, *can't*, and *must not*.

Write a response to the statement saying how confident you are:
A *I want you to run a marathon with me.*
B _____

Look at your résumé from lesson 9.4. Can you make it better? Find three ways.

UNIT
9

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 10

Now I can ...

- describe materials.
- use the present simple form of the passive.
- talk about production and distribution.
- use the past simple form of the passive.
- question or approve of someone's choices.
- write feedback about company products.

Prove it

What materials are the clothes you're wearing today made of? Are they warm? Waterproof? Light?

Write two sentences about things that are recycled and two sentences about things that aren't recycled.

Write four sentences about products in your country. Use the verbs *export*, *manufacture*, *grow*, and *design*.

Write sentences using these passive verbs and your own ideas: *was made*, *were imported*, and *was invited*.

Write two expressions you can use to question someone's choices and two expressions to approve of someone's choices.

Look at your feedback from lesson 10.4. Can you make it better? Find three ways.

UNIT 11

Now I can ...

- talk about succeeding.
- use phrasal verbs.
- talk about opportunities and risks.
- use present and future unreal conditionals.
- give opinions and ask for agreement.
- write a personal story.

Prove it

Complete the sentences with the missing particles: *Don't give* _____ . *You can figure it* _____ .

Rewrite the sentence using *it*: Deal with your problem, and work out a solution.

Write at least four sentences about a good opportunity you had. Were there any risks? What were the advantages?

Answer the questions: *What would you buy if someone gave you \$1,000? If you were a famous person, who would you be?*

Write three things you can say when you want someone to agree with you and three things you can say to agree with someone.

Look at your story from lesson 11.4. Can you make it better? Find three ways.

UNIT 12

Now I can ...

- describe accidents.
- use indefinite pronouns.
- describe extremes.
- use reported speech.
- describe and ask about feelings.
- write an anecdote about a life lesson.

Prove it

Write sentences using these expressions: *damage*, *be mad at*, *knock off*, *feel bad about*.

Write one sentence each using these words: *everyone*, *somewhere*, *anything*, *no one*.

Write the extreme adjectives that mean the same as these phrases: *very big*, *very cold*, *very good*, *very hot*, *very sad*, *very tired*.

Change these sentences to reported speech, beginning with *Karen said that*: "Tom left for Miami on Sunday." "Rita will finish her report soon."

Write two ways to describe your feelings about a good situation and two ways to ask about someone's feelings.

Look at your anecdote from lesson 12.4. Can you make it better? Find three ways.

UNIT 1 LANGUAGE SUMMARY

Adjectives

Describing personality

brave
cheerful
easygoing
generous
helpful
honest
intelligent
nervous
reliable
selfish
serious
sociable

Verbs

Giving personal information

be born
be into
be married
be raised
be single
celebrate
live alone
live with my family
retire

Insider English

hold on a sec

Asking and answering questions about people

Whose class are you in?
Which neighborhood do you live in?
What are you doing these days?
Where did you go to school?
How can I help?
Can you tell me where he was born and raised?
Do you know if he likes broccoli?
I'd like to know what sports or hobbies he's into.
Do you have any idea ...?
I want to find out ...
I wonder ...

Making introductions

Hello, I'm Nina.
I'm Mia, Jodi's sister.
This is Rafe, my husband.
This is Nina, Jodi's coworker.

Saying how you know someone

How do you know Jodi?
I work with her.
I'm her sister/friend/coworker.

Ending a conversation

I should let you go.
Sorry, I have to go now.
It was really nice to meet you.
It was nice talking to you.

Meeting someone you've heard about

It's great to meet you, Mia. I've heard good things about you.
Oh, that's nice.
I've heard a lot about you. Good things, I hope.

Useful phrases

Do you know who this is?
Which one is he/she?
I think this is ...
He/She is the ...
Who did you learn about?
This person is a good leader because he/she is ...
Who is the best one?
So, do we all agree?
We decided that ... should be our president, because ...
We chose him/her because ...

UNIT 2 LANGUAGE SUMMARY

Nouns

Tech features

device
folder
home screen
model
storage

Adjectives

Describing possessions

brand new
common
damaged
fancy
in good condition
modern
outdated
plain
special
used
useful
useless

Verbs

Tech features

delete
set up
sync
try
work

Insider English

now

Glossary

collect
legal

Talking about things you've had for a while

Have you ever felt that way?
I've never played computer games.
Our car has been outside for two years.
We haven't ridden these bikes for years.
I've had my comic books since I was 12.

Talking about things you own

I've already downloaded a lot of apps.
I haven't tried many of them yet.
Have you tried the camera yet?
Yes, I have.

Introducing new topics

So, you know I'm interested in old toys.
And guess what? I just bought two more online.

Changing the subject

By the way, have you heard that Tori is in town?
Oh, before I forget, ...

Staying on track

Anyway, they looked good in the photos.

Using short questions to show interest

I just bought two more online.
You did? Cool!
Tori is in town.
She is? I haven't seen her since she moved.

Useful phrases

I think ... is/are essential because ...
I think ... isn't essential because ...
I think they are bringing this because ...
I think we should bring ... because ...
How long have you had your special item?
I've had it for/since ...
We chose ... because ...
We also chose ...

UNIT 3 LANGUAGE SUMMARY

Nouns

City features

bridge
clinic
embassy
ferry
fire station
highway
hostel
monument
parking lot
sculpture
sidewalk
tunnel

Public transportation

arrival
departure
fare
lines
reservation
route
schedule
terminal

Adjectives

direct

Verbs

book

Insider English

Sorry, one more question.

Glossary

cast

Asking and answering questions about your city

Is there a ferry in your city?
What time does the first ferry run?
I'm studying to be an engineer.
Where can I find the most unusual sculptures?
Hostels are usually cheap.
Where can I play music?

Talking about how to get from one place to another

What should I do?
You should ask a New Yorker. You shouldn't look at those maps.
You could get the AirTrain.
I wouldn't take the subway. I'd get a taxi.
Could I take a train?
Yes, you could. No, you couldn't.

Asking for directions

Can you tell me how to get to meeting room C?
How do I get to the stairs?
Which way is the elevator?
Do you know which floor the cafeteria is on?
Which floor are the restrooms on?

Giving directions

It's upstairs on the fifth floor.
Go down that hallway, and they're on your right.
Go through the lobby, and it's on the left.
It's downstairs in the basement.
Take the elevator to the third floor.

Repeating details to show you understand

Can you tell me how to get to meeting room C?
Meeting room C ... Uh, it's upstairs on the fifth floor.
How do I get to the stairs?
The stairs? Go down that hallway, and they're on your right.

Useful phrases

I think ...
I don't think ...
In my opinion ...
... isn't very well known.
... is a good choice because ...
I think we should include ...
Let's say ... first.
Then we can talk about ...
Next, we should ...
Finally, we can tell the class about ...

UNIT 4 LANGUAGE SUMMARY

Adjectives

Describing opinions and reactions

amused
amusing
annoyed
annoying
disappointed
disappointing
embarrassed
embarrassing
fascinated
fascinating
frightened
frightening
shocked
shocking
surprised
surprising

Describing opinions and reactions

It's going to be embarrassing for her.
This costume is awful! It's going to scare her.
She'll be shocked.
She won't like it.
I think she'll laugh.

Making plans for a trip

I'll deal with renting tents, OK?
OK, and I'll check places to stay.
Are we staying with your cousin?
They're staying with Leo's cousin.
They're not hiring a guide.

Offering reassurance

It'll be fine.
These things happen sometimes.
There's no need to worry.
You'll be fine.
Don't worry about it.
It's no problem.

Responding to reassurance

I hope so.
I really appreciate it.
Thanks, but I feel so bad.

Verbs

Making decisions and plans

arrange
check
deal with
forget
get in touch with
let (someone) know
look into
meet up
remind
think about

Insider English

ASAP (as soon as possible)

Glossary

lyrics
professional

Using *at least* to point out the good side of a situation

Maybe I'll text my parents and cancel ...
No, don't do that. It's no problem. At least you're not missing your main class today.

Useful phrases

We can ...
Here's a good idea.
We need ...
I (don't) think ... will like ...
They're going to ... They'll also ...
We/I think they'll be ...
We/I don't think they'll ...
This is our best idea.
We think it's perfect for ...

UNIT 5 LANGUAGE SUMMARY

Verbs

Losing and finding things

appear
disappear
discover
drop
fall off
get (something) back
leave (something) behind
locate
return
search (for)

Needing and giving help

be grateful (to someone)
be in trouble
break down
feel sorry (for someone)
figure out what to do
get lost
give (someone) a ride
show (someone) where to go
take care (of someone)
warn (someone) that ...

Insider English

subway
train

Glossary

monster
narrow down

Talking about lost and found things

Agustin Aliaga lost his wedding ring.
He didn't find it in the water.
She looked everywhere.
She couldn't locate it.

Talking about needing and giving help

While I was looking at some art, the train came.
The train came while I was looking at some art.
When the train came, I was looking at some art.
When I looked up, the doors were closing.

Giving surprising news

I had a real surprise this morning.
You'll never guess who was standing behind me.
You're not going to believe this.
I can't believe it.

Reacting with surprise

Are you serious?
Is that true?
You're kidding!
Seriously?

Repeating words to express surprise

You'll never guess who was standing behind me.
Who?
An old school friend from Seoul.
From Seoul? Are you serious?

Useful phrases

A few weeks/months/years ago ...
When/While I was ...
Then suddenly ...
Later ...
Seriously?
You're kidding!
That's a great story!
They won't believe that.
Let's say that ...
I think it's true.
It's not true.
No way!
I (can't) believe that ...

UNIT 6 LANGUAGE SUMMARY

Nouns

Urban problems

air
concrete
graffiti
land
noise
pollution
smoke
space
traffic
traffic jam
trash

Adverbs

Adverbs of manner

angrily
beautifully
calmly
clearly
completely
correctly
dangerously
loudly
politely
quietly
safely

Insider English

think twice

Glossary

creepy
steal

Talking about urban problems

Almost all of the land is concrete.
There's so much traffic.
I love living close to so many people.
I expected a lot of noise.
If you talk to them calmly and politely, they'll probably listen.
I wake up several times a night.
I see a little grass here and there.
I see a few trees.
There's very little space.
In Alaska, there's almost none.

Talking about problems and solutions

If there is a lot of garbage in the street, people often leave more trash there.
When you speak angrily to noisy neighbors, they just keep making noise.
If you explain your feelings clearly, they will understand.
They will understand if you explain your feelings clearly.
If you make a special area for graffiti, people won't paint on other buildings.

Expressing concern

Are you all right?
I was really worried!
Is/Was everyone OK?
Is anything wrong?

Expressing relief

I'm so relieved
I'm glad to hear that.
What a relief!
That's such a relief.

Using *though* to give a contrasting idea

Was everyone OK?
Yes. No one was hurt. It was a dangerous situation, though.

Useful phrases

It looks amazing/strange/real.
It's a great idea.
I'm not sure about it.
That's true, but ...
Well, it also ...
So, you're saying ...
But then ...
If we ..., we'll have to ...
People will/won't ...
I (don't) think ... will ...
I (don't) think it will work.
I (don't) think we can ...
We'll need to ...
It will be too ...

UNIT 7 LANGUAGE SUMMARY

Nouns

Music

classical
country
EDM
folk
heavy metal
hip-hop
jazz
pop
reggae
rock

TV shows and movies

animated movie
comedy
documentary
drama
game show
horror
musical
reality show
romantic comedy
science fiction
soap opera
talk show
thriller

Insider English

thanks to + something or someone

Glossary

dramatic

Discussing your changing tastes in music

What did you use to listen to then?
I used to like country music.
I didn't use to buy much music.

Talking about TV shows and movies

Many viewers think that personal devices are as good as TVs.
Nothing is as much fun as watching reality shows with your friends.
Watching a horror movie at home isn't as frightening as watching it in a dark theater.
Do you like watching on your device as much as watching on a big screen?

Refusing invitations

Maybe after that. / Maybe later.
I'd love to, but ...
But thanks for asking.
I'm sorry. Unfortunately, ...

Responding to a refusal

Oh, that's too bad.
I understand.
Let me know if your plans change.
Let me know if you change your mind.

Softening comments

Are you free on Saturday?
I'm sorry. Unfortunately, I'm going to be kind of busy all weekend.

Useful phrases

I used to like ..., but now I don't like it so much.
I've always liked ...
My favorite ... is/was ...
I think everyone / most people / some people ...
I don't think many people / anyone ...
I think this is true.
I disagree.
I think this is partly true.
I agree that ..., but I disagree that ...

UNIT 8 LANGUAGE SUMMARY

Nouns

Describing experiences

achievement
challenge
change
chore
job
opportunity
process
project
success

Verbs

Describing progress

concentrate on something
do your best
get nowhere
have a chance to do something
have problems with something
have time to do something
have trouble with something
make good progress
save (a lot of) time
spend (a lot of) time doing something
take it easy
waste (a lot of) time

Insider English

It's worth it.
It'll be worth it.

Talking about what you've been doing

What have you been doing?
I've been painting pictures of nature.
I haven't been going out at all.
Have you been going out?
Yes, I have. / No, I haven't.

Talking about progress

I've been making good progress.
I've been getting nowhere.
I've been having problems with that.
I've been having trouble with that.
I haven't had time to do that.
I haven't had a chance to do that.
I've been doing my best.
I've been taking it easy.
I've been spending a lot of time doing that.
I've been concentrating on that.
I've wasted a lot of time.
I've saved a lot of time.

Saying how long it's been

It's been a long time.
I haven't seen you since last spring / for a long time.

Asking about someone's news

What have you been up to?
What have you been doing?
What's going on with him?
How have you been?

Answering

The same as usual.
I've been (really) busy.
Not much.

Using *that would be* to comment on something

Why don't we go and have lunch together? I know a great Chinese restaurant.
Really? That would be great! I love Chinese food.

Useful phrases

... makes me happy.
I enjoy ...
I don't really like ...
I'm not interested in ...
I've been spending a lot of time ...
I haven't had (much) time to ...
I want to spend more/less time ...
You could ... Or you could ...
What about ...ing ...?

UNIT 9 LANGUAGE SUMMARY

Nouns

College subjects

architecture
biology
business
chemistry
computer science
economics
education
engineering
law
medicine
physics
political science

Employment

career
contract
employer
profession
retirement
salary
wage
working hours

Verbs

Employment

apply
fire
hire
manage

Insider English

See how it goes.

Glossary

applicant
deadline
degree
major
qualifications

Talking about college subjects

I have to get a degree first.
I don't have to choose a job yet.
Applicants must take 120 credits of any subject to get a degree.
Why do you need to get a degree?
Don't you have to choose a major?

Discussing rules for working and studying at home

You can't waste time.
You must not miss your deadlines.
You can take short breaks.
May I email you?

Expressing confidence

That won't be a problem.
That doesn't bother me.
I think I can handle that.

Expressing lack of confidence

I'm not sure I can handle that.
I don't think I'm strong enough.
That concerns me a little.

Focusing on reasons

Me, doing jujitsu? I'm not sure I can handle that! The thing is, I'm not very strong.

Useful phrases

You have to be good at ...
You need to know a lot about ...
You have to be interested in ...
You could make/help/sell/design ...
You could be a / work in a ...
My partner's job is ...
It would be perfect for him/her because ...

UNIT 10 LANGUAGE SUMMARY

Nouns

Describing materials

cotton
glass
leather
metal
plastic
polyester
stone
wood
wool

Adjectives

Describing materials

artificial
fragile
hard
heavy
light
natural
soft
strong
warm
waterproof

Verbs

Production and distribution

catch
deliver
design
export
freeze
grow
import
manufacture
pick
produce
ship
store
transport

Insider English

-friendly

Glossary

brand
eco-friendly
feedback
green
otherwise

Saying what things are made of

Cotton is taken from plants.
Large amounts of water are needed.
A lot of chemicals are used by cotton farmers.

Talking about where things come from

The tuna was caught weeks ago.
The coffee beans were imported.
My laptop wasn't made in the US.
The beans weren't grown in Canada.
The coffee was exported from Brazil.

Questioning someone's choices

Why would you want to buy/get that?
Do you really need a sofa bed?
Are you sure you want to get that?

Approving of someone's choices

Now that's a good idea.
That's what I would do.
I think you made the right choice.

Changing your mind

Ok, you convinced me. I'll get an air mattress.
That's what I would do. But, now that I think about it, if you get the sofa bed, you could give me your couch!
Are you sure you want to get that? It's really spicy.
On second thought, I'll have the soup.

Useful phrases

... are bought for / because / in order to ...
You see a (person/thing). They (do something).
And then ... At the end, ...

UNIT 11 LANGUAGE SUMMARY

Nouns

Opportunities and risks

advantage
disadvantage
effect
goal
option
purpose
research
result
reward
risk
situation

Verbs

Succeeding

figure something out
get over something
give something up
give up
keep something up
set something up
stand out
work at something
work out

Opportunities and risks

consider
effect
research
result
reward
risk

Insider English

I'm moving on.

Glossary

benefit

Talking about how to succeed

If that doesn't work out, I hope failure is good for me.
They set up a company. They set it up.
I figured out the answer. I figured it out.
They got over the failure. They got over it.
I don't want to give up my job. I don't want to give it up.
You have a good job. Don't give it up.
Keep trying. Don't give up.

Talking about imaginary situations

Would you swim across a river full of crocodiles if I offered you a million dollars?
If I succeeded, the reward would be fantastic.
If I spent \$100,000 on a "crocodile-proof" suit, I'd still make \$900,000!
I wouldn't be able to spend a million dollars if I ended up inside a crocodile!

Asking for agreement

Don't you think?
..., right?
..., you know?
Don't you agree?

Agreeing

Yeah, especially when it pays so well.
Yeah, I agree with you.
Good point.
I see what you mean.

Softening an opinion

I guess it's hard to give up a good job.
I feel like it's hard to give up a good job.

Useful phrases

I know him/her!
He/She is ...
I would want ... to ... because ...
That would be ...
I'd put ... on the cover because ...
... is a good choice because ...
I wouldn't choose ... because ...
We chose ... because ...
We felt that ...
We admire ... for his/her ...

UNIT 12 LANGUAGE SUMMARY

Adjectives

Describing extremes

boiling
enormous
exhausted
freezing
huge
magnificent
miserable
starving
terrific
terrified
thrilled
tiny

Verbs

Describing accidents

be mad at
blame
damage
destroy
fall out
feel bad (about)
knock off
leave on
leave open
pick up
pull out
shake
slip
spill

Insider English

You've never seen anything like it!

Talking about accidents

Ketchup spilled everywhere.
Everyone was mad at me.
I knocked something off my plate.
I was in a restaurant somewhere.
You've never seen anything like it!
She said nothing.

Talking about extreme experiences

"It's difficult."
She said (that) it was difficult.
"They're doing well."
She said (that) they were doing well.
"They did well."
She said (that) they had done well.
"They've done well."
She said (that) they had done well.
"They can do it."
She said (that) they could do it.
"It will be difficult."
She said (that) it would be difficult.
"It's going to be easy."
She said (that) it was going to be easy.

Describing your feelings

Actually, I was shocked.
What a nightmare!
I couldn't stop smiling.
It was a horrible/fantastic experience.

Asking about or guessing others' feelings

You must have been furious.
I bet that made you feel good.
I bet that made you feel bad.
How did that make you feel?

Ending a story

Yeah. I couldn't stop smiling. In the end, / After all that,
it turned into a dream vacation!

Useful phrases

Once, I went/did/tried ...
It was terrific!
At first, I was terrified, but then ...
... told me that ...
He/She said that ...
I think it sounds fun.
I'd like to try it.
Nobody else wants to ...
... said he/she was terrified of ...
Most of us would like to ...

STUDENT'S BOOK AUDIO SCRIPTS

Track 1.05

Lesson 1.2, page 4, Exercise 2A

Man I was born in Detroit, but I was raised in the country. I lived with my family – my parents, brother, and sister – on a farm. My brother and I were into sports, especially baseball. After high school, I moved back to Detroit. I lived alone in a small apartment – I didn't have any roommates. And I was single – I didn't have a girlfriend at that time. But I have a wife now. Alicia and I were married five years ago, and we celebrated our anniversary last Wednesday. My parents took us out to dinner. They retired a year ago, so they have a lot of free time.

Track 1.07

Lesson 1.3, page 7, Exercises 2A and 2B

Ji-soo Hello. I'm Ji-soo, Jodi's friend.
Nathan Hi. Nice to meet you. I'm Nathan, Jodi's brother.
Ji-soo It's great to meet you, Nathan. I've heard a lot about you.
Nathan Good things, I hope!
Ji-soo Of course!

Track 1.08

Lesson 1.3, page 7, Exercise 2C

Jessica Hi. I'm Jessica, Nathan's sister.
Leo Hello, Jessica. I'm Leo. I work with Nathan.
Jessica Nice to meet you, Leo. I've heard a lot about you.
Leo Good things, I hope!

Track 1.16

Lesson 2.3, page 17, Exercises 2A and 2B

Yadira What are you looking at, Luke?
Luke It's a website that sells old stuff. I'm interested in old watches.
Yadira You are? That's cool.
Luke Yeah. My dad taught me how to fix them. He was a watchmaker.
Yadira He was? Interesting! I have an old watch that doesn't work.
Luke You do? Well, give it to me, Yadira. I can take a look at it.
Yadira Hey, that would be great.

Track 1.17

Lesson 2.3, page 17, Exercise 2C

A I found a gold watch on the street yesterday.
B You did? What did you do with it?
A Nothing. It's here in my bag.
B It is? Can I see it?

Track 1.20

Lesson 2.4, page 18, Exercises 1B and 1C

Hana Why do some people collect things? Have you ever wondered? I have, but I've never found the answer. So this week, I've invited someone who can maybe – just maybe – help me understand why people collect stuff. He's Felix Moss, and he's a collector. Felix, welcome to the podcast.
Felix Thanks, Hana.
Hana Now, you're a big fan of auto racing. And you collect things from race cars. Give me some examples of the kinds of things you collect.
Felix Well, I have an old tire. Um ...
Hana An old tire. Felix, most people want to *get rid of* old tires! Why do you want to *own* something like that? It's useless, right?

Felix Well, I can't put it on my car! So it *is* useless as a tire. But that's not why I bought it. I've loved racing since I was six years old. So I collect stuff – like tires – to bring the sport into my life – and into my living room.

Hana That's interesting... Wait a minute. Are you saying you have this tire in your *living room*?

Felix Yeah. And it *is* useful in a way. I made a table from it.

Hana Wow! That's pretty cool! So what else is in your living room?

Track 1.27

Lesson 3.3, page 26, Exercises 2A and 2B

Man Excuse me, do you know which floor the pool is on?
Woman The pool? It's downstairs in the basement.
Man Thank you. Which way are the stairs?
Woman The stairs ... Um ... Go down that hallway, and they're on your left.
Man OK. Thanks. Oh, do you know if the pool is open late?
Woman Late? I think it closes at 10.

Track 1.35

Lesson 4.3, page 39, Exercises 2A and 2B

Liam I accepted that job in Buenos Aires, but it's really far from you and my other friends.
Ava Don't worry about it. We'll keep in touch – and I'll even come and visit you!
Liam And I don't know Buenos Aires very well.
Ava I know, but it'll be fine. At least it's an interesting city, and the pay is good.
Liam Yeah, that's true. Thanks, Ava.

Track 1.38

Lesson 4.4, page 40, Exercises 1B and 1C

Cindy So, I have two ideas for the event. One is a barbecue in the park.
Min-soo Hmm, maybe not. They just had a barbecue two weeks ago. What's your other idea?
Cindy It's a quiz show, like on TV, and they work in teams to answer questions.
Min-soo That's interesting, but probably too difficult.
Cindy I guess you're right. Do you have any ideas?
Min-soo Well, how about going to a local baseball game? There are lots of games at Green Park Stadium.
Cindy I'm sorry, but I don't think it's a good idea – not everyone likes baseball.
Min-soo But ... Yeah, you're right. OK, my other idea – and this is a little unusual – is to make a video of a pop song.
Cindy What do you mean? Who's the singer?
Min-soo The *students* are the singers. They choose a song they like and practice it. Then, when they feel ready, we make a video of them.
Cindy That is so cool! They'll love it! And we can post the video online. It'll be a great memory for them.
Min-soo OK, I'll look into it a little more and then get in touch with you. Then we can let the students know.
Cindy Great! Hey, can we sing with them? I love singing!

Track 1.39

Lesson 4.4, page 40, Exercise 2A

- 1 There are lots of games at Green Park stadium.
- 2 And we can post the video online.

Track 1.45

Lesson 5.3, page 49, Exercise 2A and 2B

Jenny You'll never guess what was in my apartment when I got home last night.
Eric What?
Jenny A bird.
Eric A *bird*? You're kidding! How did it get in?
Jenny I left a window open. So I guess it just flew in.

Track 1.46

Lesson 5.3, page 49, Exercise 2C

A Hi, it's me. Sorry about the noise – I'm calling from the top of a mountain, and it's really windy.
B The *top of a mountain*?

Track 1.53

Lesson 6.3, page 58, Exercise 1C

Kerry Hi, Mom. It's Kerry.
Mom Where are you? You're late. Is anything wrong?
Kerry No. Everything's fine. I just had to buy a few things at the market.
Mom That's such a relief. I was really starting to worry.

Track 1.54

Lesson 6.3, page 59, Exercises 2A and 2B

Ruby So, Marina, how was your job interview this morning?
Marina Really great. They offered me the job!
Ruby Wow, congratulations! What a relief!
Marina Yeah, and everyone was so friendly. I was really nervous, though.
Ruby Of course. A job interview is a big thing.

Track 1.55

Lesson 6.3, page 59, Exercise 2C

A Did you go to the street festival last night? I heard there were some problems.
B Yeah. It was really crowded, and some people fell down. Two people were hurt and had to go to the hospital. I was OK, though.
A I'm so relieved! I was really worried.

Track 1.58

Lesson 6.4, page 60, Exercises 1B and 1C

Doug Traffic! It can cause a lot of problems, like traffic jams, noise, and pollution. Today on *Talking Tech*, we're discussing an interesting solution to the traffic problem – drones for delivering packages. And who better to discuss the topic than Elsa Fisher? She works for Giro-Home, a start-up company that plans to deliver packages by drones in the future. Welcome, Elsa.
Elsa Thanks, Doug.
Doug So, tell us ... how are drones going to solve the traffic problem?
Elsa Well, they aren't going to *solve* the problem. But if we use drones to deliver packages, it *will help*. The United States Postal Service and FedEx deliver over six and a half billion packages a year. They use trucks to carry those packages, and that's a lot of trucks on the road!
Doug It sure is. But if drones deliver packages, there will be hundreds, or even thousands, of drones in the air at one time. Won't there be a lot of accidents?
Elsa No, there won't. Drones have technology called "sense and avoid." They know when something is in the air around them – like trees, buildings, and other drones – so they can fly safely around those things.
Doug OK, but ...

Track 1.60

Lesson 6.4, page 60, Exercise 2B

1 Won't there be a lot of accidents?
2 Drones are more useful than I thought.
3 And drones usually use batteries, so they cause almost no pollution compared to delivery trucks.

Track 2.06

Lesson 7.3, page 71, Exercises 2B and 2C

Victor Hey, Nate. Do you want to go to a concert on Friday?
Nate I'm sorry, but I have other plans.
Victor Oh, that's too bad. How about Saturday? The band is playing both nights.
Nate What band is it?
Victor Born Nervous – a really great heavy metal band.
Nate Actually, I don't like heavy metal. The concerts are sort of crazy. But thanks for asking.

Track 2.14

Lesson 8.3, page 81, Exercises 2A and 2B

Rosa Are you free on Friday for lunch? I could invite some of my friends, too.
Juliet That would be wonderful! I'd love to meet them. Do they speak English?

Track 2.15

Lesson 8.3, page 81, Exercise 2C

A Lenny got another speeding ticket. His parents are thinking about taking away his car.
B That would be awful! He loves his car.

Track 2.18

Lesson 8.4, page 82, Exercises 1B and 1C

Travis Welcome to *Tools for Life*. I'm Travis Townsend, your personal life coach, and today I'm going to help *you* use *your* time wisely. Well, actually, my guest – time management expert Naomi Moore – is. Hi, Naomi.
Naomi Hello, Travis.
Travis Let's not waste any time. You have one minute to give us your top tip ...
Naomi Easy! Do small jobs right away. Ask yourself, "Can I do this in less than five minutes?" If the answer is yes, just do it. That's it. How long did that take? A few seconds?
Travis That was definitely under a minute!
Naomi Great! So, this technique has been saving me time for years. Here's a quick example. This morning I had several emails. I opened the first one and asked myself, "Can I answer this in less than five minutes?" The answer was yes, so I responded right away. I did that with three more emails. Done, done, and done.
Travis So, it felt like *such* a big achievement even though – actually – it didn't take very long.
Naomi Exactly. And after that, I quickly paid a few bills online. Then I didn't need to put those tasks on my to-do list. Or even think about them when I got to my bigger jobs. It's really about making space in your head as well as saving time.
Travis Interesting. It's a great tip. I know I'm going to love trying this, and so will you, listeners!

Track 2.25

Lesson 9.3, page 91, Exercises 2A and 2B

Robin So, Tim, you'll have to come mountain biking with us sometime.
Tim Um ... well, thanks for the invitation, Robin. But I'm not sure I can handle a mountain bike. The thing is, I fell off my bike and broke my arm when I was a kid, and since then I've never really liked biking.

Track 2.34

Lesson 10.3, page 103, Exercises 2A and 2B

- Darcy** What are you looking at, Tara?
Tara Some scarves. I think I'm going to buy this purple one for Steph.
Darcy Are you sure you want to get the purple one? Her favorite color is blue.
Tara On second thought, maybe you're right. And the blue one would look nice with her new coat.

Track 2.37

Lesson 10.4, page 104, Exercises 1B and 1C

- Rachel** This is *Business Matters*. I'm your host Rachel Varick, and today I'm talking with business owners Tianyu Hao and Erica Knight. They own Cocobar, a company that makes a variety of chocolate products. Welcome.
Erica Thank you.
Tianyu Thanks, Rachel.
Rachel Now, I know your products are made from cacao beans that are *imported* from Peru. And then they're *produced* locally with other natural ingredients. However, we're not focusing on your delicious products today. We're talking about the people who buy them.
Erica That's right. Our customers are really important to us. And we don't want them to just *like* our products – we want them to *love* our products.
Tianyu Yes, we want every Cocobar customer to turn into a Cocobar *fan*.
Rachel Why is that so important to you?
Tianyu It should be important to *every* business owner. Fans help a company in many ways. For example, they not only buy our products again and again, but they also tell their friends to buy them. They often talk about us on social media, too. And what company doesn't want free advertising?
Erica So true! And they give us feedback about our products.
Rachel But how useful is it? Isn't feedback from fans always good?
Erica No, not always. When they're not happy, they tell us.
Tianyu True fans are honest – because they really want to help us improve.
Rachel That's very interesting, Tianyu. Well, thank you both for talking ...

Track 2.44

Lesson 11.3, page 112, Exercise 1C

- A** I applied for that job two weeks ago, but I haven't heard from the company yet.
B I think you should call them. Then they'll know you're interested. Don't you agree?
A Good point. I should call them today, right?
B I would. You need to show them you're really serious about the job.

Track 2.45

Lesson 11.3, page 113, Exercises 2A and 2B

- Noah** Milo doesn't seem very happy at work these days, don't you think?
Callie Yes. I've noticed that, too. I guess it's not the right job for him.
Noah Yeah, it's too bad. I feel like he should quit and look for another job.

Track 2.52

Lesson 12.3, page 123, Exercises 2A and 2B

- Mi-young** How did your presentation go at work yesterday, Jimmy?
Jimmy It was stressful. My coworker left her laptop at home – the laptop with our presentation on it.
Mi-young I bet that made you mad.
Jimmy At first, yes. But then I found out her daughter was sick, so I felt bad for her. Anyway, her husband was at home with their daughter and emailed her the presentation.
Mi-young That's good.
Jimmy Yeah, we started a little late, but in the end, our boss was happy with it.

Track 2.55

Lesson 12.4, page 124, Exercises 1B and 1C

- Tasha** We are constantly learning little lessons – it's happening all the time. You tell a joke and no one laughs. You learned a lesson. You decide never to tell that joke again. You put a cup of coffee near your computer. It spills and ruins everything on your desk. You learned a lesson. You start drinking your coffee somewhere else.
But how many of these lessons stay with us? How many are really *life lessons*?
I say very few. Sure, we can change temporarily – for a short time – before we go back to our old ways. My father always said that he was a creature of habit, doing the same things in the same way. I think we're all a little like that.
Remember that spilled cup of coffee? It was mine. The next day, I drank my coffee at the kitchen table with the best intentions – I wanted and planned to change. That lasted ... for about a week. Then, without realizing it, I was drinking coffee at my desk again.
Did I learn a lesson? No, I did not.
So, what's the secret? How do we actually learn lessons and change our behavior? By the end of this talk, you'll know how to make little lessons turn into *life lessons*. And you'll be able to stop telling that same bad joke!
So first, ...

PHOTOCOPIABLE ACTIVITIES

Grammar teacher's notes	T-177
Grammar activities	T-185
Vocabulary teacher's notes	T-209
Vocabulary activities	T-217
Speaking teacher's notes	T-241
Speaking activities	T-245

- There is a **Grammar activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Vocabulary activity** for each lesson 1 and 2 of the Student's Book.
- There is a **Speaking activity** for each unit of the Student's Book, which encompasses the grammar and vocabulary points of each unit.

Teacher's notes for photocopiable activities:

GRAMMAR

1.1 WHO IS THE NICEST PERSON YOU KNOW?

page T-185

Information questions

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss some facts about yourself, for example, *I went to the movie theater yesterday.* Ss ask you information questions, for example, *Which movie did you see? Who did you go with?* Put Ss into pairs to do the same.
- **Do the task** A Give each S a worksheet and ask Ss to complete each question. Check answers as a class. B Put Ss into pairs. Ss put an X next to the ten questions they would like to ask their partner. Tell Ss to take turns asking and answering questions. Encourage follow-up questions, for example:
 - *Who is the nicest person you know?*
 - *My friend Elio. Everyone likes him because he is so friendly.*
 - *Where did you meet him?*
- Monitor and help where necessary. If Ss finish early, tell them to choose more questions.
- **Review** Tell Ss to turn over the worksheet. Read some questions aloud and have Ss complete and repeat them. Ask the whole class some of the questions.
- As an extension task, put Ss into new pairs and tell them to choose new questions to ask each other.

1.2 DO YOU KNOW ... ?

page T-186

Indirect questions

35 minutes

- **PREPARE** Make one copy of the worksheet for each pair of Ss and cut into Student A and B halves.
- **Introduce** Put Ss into pairs. Ask them to complete the indirect questions to ask their partner.
- Ss ask and answer the questions.
- **Do the task** Ss work in pairs. Student A asks Student B indirect questions to find out the underlined information about Mario. Student B answers using the information about Mario in parentheses. Then Student B asks indirect questions about Daniela. Monitor and make sure Ss are using indirect questions correctly.

- For Ss who need more support, put all Student As together and all Student Bs together. Ask Ss to write down the indirect questions. Then put Ss into Student A and B pairs.
- **Review** Go through all the indirect questions and ask Ss to give you as many variations as they can, for example: *Can you tell me who she asked for advice? Do you know who gave her advice? I wonder if she asked her mother for advice?*

2.1 WHAT HAVE YOU DONE?

page T-187

Present perfect with *ever, never, for, and since*

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of four Ss and cut up the Sentence cards and Answer cards.
- **Introduce** Write some present perfect questions with *ever* on the board, for example: *Have you ever bought a terrible souvenir? Have you ever lost your passport? Have you ever broken something expensive?*
- Pairs ask each other the questions. They use *never, for, and since* when they answer. Model the conversation:
 - *Have you ever bought a terrible souvenir?*
 - *No, I've never bought anything really bad. But I have received a terrible souvenir – a horrible T-shirt from New York.*
- **Do the task** Ss work in groups of four. Decide which S is A, B, C, and D. Put all the Sentence cards in a pile and the Answer cards in a pile. One S takes the top card from the Sentence pile and one card from the Answer pile. The other three Ss each take a card from the Answer pile.

Student A forms a question using the words on the Sentence card and adding the word on their Answer card (*ever, never, for, or since*).

Students B, C, and D respond to that question according to the word on their Answer card (*ever, never, for, or since*):

Sentence card: *I / have / play / computer games.*

Answer card: *ever*

A: *Have you ever played computer games?*

B: *I have never played computer games.*

C: *I have played computer games for six years.*

D: *I have played computer games since I was 12 years old.*

- **Review** Ss share their sentences with the class. As an extension, Ss ask and answer the questions from the sentence cards.

2.2 HAVE YOU ... YET/ALREADY?

page T-188

Present perfect with *already* and *yet*

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of four Ss and cut out the cards.
- **Introduce** Tell Ss to write down two present perfect sentences with *already* and two present perfect sentences with *yet*. Two sentences should be true and two should be false. For example: *I haven't had lunch yet.* (true) *I've already bought my mom's birthday present.* (false)
- Put Ss into pairs to guess which sentences are true and which are false.
- **Do the task** Ss work in groups of four. Put the cards in a pile. Ss take turns choosing a card. Each S answers the question with *already* or *yet*. For example: *No, I haven't checked my email yet.*
- Ss give themselves a point each time their answer is *yes*. At the end, Ss count their points and the S who has the most points is the winner. Monitor and make sure Ss are using the present perfect in their answers correctly.
- **Review** Go through each card and ask Ss as a class. Ask follow-up questions, for example: *Have you checked your email today?* (Yes, I have already checked my email.) *What interesting messages have you gotten?* (My friend Paula wrote and said ...)

3.1 ONE OR MORE?

page T-189

Articles

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of four Ss and cut it up. To save cutting, have Ss take turns finding two cards where the articles match. They fill in the blanks and cross off these cards. Ss continue until they have crossed off every card.
- **Introduce** On the board, write this text and leave out the articles: *I have (an) apartment on Chester Street near (the) zoo. (The) apartment is not very big, but it's near work and I have (a) great view of (the) park.*
- Ss add the correct articles where necessary. If no article is necessary, Ss write an X.
- **Do the task** Have Ss work in groups of four. Each S gets the same number of cards. Ss fill in the blanks. Ss then take turns putting a card down. If their card and the one before uses the same combination of articles (or no articles) in the blanks, Ss keep both cards. For example: *A ferry is a boat. I have a dog and a cat.*
- Monitor and help where necessary. The S with the most cards at the end is the winner.
- **Review** Go through all the cards and ask Ss to say what articles are needed.

Answers

Row 1:

A ferry is a boat. I have a photo of the Eiffel Tower. X Many people speak X English in this town. The name of the film was *City Life*.

Row 2:

There is a book and a movie about it.

My X children love X zoos.

The train is late, and I have a job interview!

The train station is a strange building.

Row 3:

X Cities need X parks.

I have a dog and a cat.

A nurse is someone who works in a clinic.

I always have a problem when I'm driving a/the new car.

Row 4:

I saw the moon in the sky.

There is a nice café near the mall.

I'm going to the bank, and then I'm taking a walk.

The second finisher in the race was Carlos Benitez.

Row 5:

The president stood up, so I took a picture of her.

The movie theater is a long way from my house.

X People are afraid of X change.

There is a restaurant, but the food is terrible.

Row 6:

Do you have a house in the city center?

X Money doesn't give X happiness.

The end of the book is very sad.

Walk on the sidewalk, not on the highway!

Row 7:

The best hotel is the Hotel California.

There was a road and a bridge.

The Spanish Embassy is in the town center.

The most expensive apartments are near the beach.

Row 8:

I had a cup of coffee in the kitchen.

I don't like X shopping, and I hate X cooking.

The singer stopped for a minute, and we waited.

The phone rang, but I didn't hear it because I was in the shower.

3.2 WHAT COULD/SHOULD ... ?

page T-190

Modals for advice

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss about a problem you have and ask Ss to give you advice using the modals. For example: *I want to go on vacation to [city popular with tourists from your country], but I don't have a lot of money. How can I have a nice vacation that is not very expensive?*
- **Do the task** Put Ss into small groups. Ss take turns reading a problem aloud. The other group members offer advice using the modals provided. Monitor and encourage Ss to use modals for advice.
- **Review** Ask Ss to share some of their advice with the whole class.
- As an extension task, Ss write their own (not too serious!) problem on a piece of paper. Ss work in groups and give advice. Ask some Ss to read their problems to the whole class and say what advice was given. The class votes on the best advice for each problem.

4.1 WHAT'S THE FUTURE?

page T-191

be going to and will for future predictions

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss to complete these sentences:
I'm going to ... tonight.
I think I'll ... tomorrow.
I'm not going to ...
- Put Ss into pairs to compare answers.
- **Do the task** **A** Ss work in small groups. Ask them to predict what is going to happen in each situation. Ask them to think of as many predictions as possible. **B** Ask Ss to change groups so that the new groups contain Ss from different groups. Ss report back what their group predicted in each situation and see if the other groups had the same predictions.
- Monitor and make sure Ss are using *will (not) / is (not) going to* in their predictions.
- **Review** Discuss some of the situations as a class and ask Ss to make predictions.
- As an extension, ask each group to write another situation. Ask them to pass this situation to another group and make predictions for the new situation.

4.2 FUTURE PLANS

page T-192

will for sudden decisions; present continuous for future plans

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read these sentences aloud to Ss and ask them to say if they are sudden decisions or plans: *John sent me an email so I'll answer it now.* (sudden decision) *Hanako is meeting me tomorrow.* (plan) *I don't know Spanish, but I'll learn.* (sudden decision) *We're getting to the hotel at about six.* (plan) *She's taking the exam in two weeks.* (plan)
- **Do the task** **A** In pairs, Ss complete the conversation with the most appropriate future forms. Check answers as a class. Pairs read the conversation. **B** Ask Ss to plan Janice's weekend in the chart. Ss can use the vocabulary in the box or their own ideas. **C** Tell Ss to take turns role playing and have Janice tell Simone what they are doing next weekend. Monitor and make sure Ss are using the present continuous for future plans. **D** Pairs compare their plans and decide which is the most interesting weekend.
- **Review** Ss tell you Janice's plans for the weekend.
- As an extension task, Ss tell one another about their real weekend. As a class, find out whose weekend will be the most interesting.

Answers

1 'll speak 2 are you doing? 3 'm not working 4 'll have
5 'll get 6 Will you tell 7 're camping 8 'll be

5.1 LOST AND FOUND

page T-193

Simple past

35 minutes

- **PREPARE** Make one copy of the worksheet for each S and cut into Student A and B halves.
- **Introduce** Read these verbs aloud: *ask, disappear, fall, find, happen, know, leave, look, lose, return, tell, want*. Ss put them into two categories: regular and irregular simple past.

Answers

Regular	Irregular
ask, disappear, discover, happen, look, return, search, want	fall (fell), find (found), know (knew), leave (left), lose (lost), take (took), tell (told)

- **Do the task** Put Ss into pairs. Have them use the question frames to ask and answer questions in the simple past to complete the text. Make sure Ss understand the questions are numbered to match the blanks.
- If Ss need more support, put all Student As together and all Student Bs together. Have them think of questions together. Then check the questions with Student As and Student Bs. Ss work in pairs to complete the activity.
- Monitor and make sure Ss are using the simple past in questions and answers and filling in the text.
- **Review** Review the answers as a class.

5.2 WHAT WAS HAPPENING?

page T-194

Past continuous and simple past

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Give each group one die. (If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.)
- **Introduce** Write these sentences on the board and ask Ss to complete them with their own ideas.
While I was coming to class today, ...
When I heard the news about ..., I ...
Pairs compare and discuss.
- **Do the task** **A** Put Ss into small groups. S1 rolls the dice followed by the other four Ss until they have rolled a total of five times and written down the numbers. Ss make sentences with the past continuous and simple past using words from each column in the first chart. Tell Ss they will need to add some words of their own. See which group can make the most sentences in ten minutes. **B** Then tell Ss to do the same using the second chart. Monitor and help where necessary.
- **Review** Tell Ss to look at the first chart. Read five numbers between one and six aloud and ask Ss to make sentences. For example: 3, 1, 5, 4, 2. *When I was working on my essay, a neighbor arrived.*
- Repeat with the second table. See which S can make the most interesting sentence.

6.1 HOW MUCH/MANY?

page T-195

Quantifiers

35 minutes

- **PREPARE** Make one copy of the worksheet and cut out one set of word dominoes for each group of three Ss. Each word domino has a pair of words.
- **Introduce** Ss copy this chart into their notebooks.

a few / several / so many	a little / very little / so much
---------------------------	----------------------------------

Read these words aloud and ask Ss to put them in the correct column: *cars, noise, space, streets, water, furniture, problems, people, trash, time, garages, cities, pollution, walls.*

Answers

a few / several / so many	a little / very little / so much
cars, streets, problems, people, garages, cities, walls	noise, space, water, furniture, trash, time, pollution

- Elicit from Ss which quantifiers go with all these words (*a lot of, almost none, all of the*).
- **Do the task** Give one set of word dominoes to each group. Tell Ss to divide the word dominoes between themselves. S1 begins by putting down any word domino. S2 adds a word domino so that the quantifier matches the noun (or the noun matches the quantifier). Ss take turns choosing the next word domino to put down.
- Follow the example:

all of the	factories	a few	changes
------------	-----------	-------	---------

(= *all of the factories, all of the changes, a few factories, a few changes*)

- Tell Ss to take turns putting down word dominoes to the left or right. If a S makes a mistake with the noun or quantifier, they must take back the word domino and miss a turn. The first S to use all of their word dominoes is the winner. Monitor and help where necessary.
- **Review** Ask groups of Ss to arrange all the word dominoes in a line. The nouns and quantifiers should all match. All the dominoes should be used.

6.2 WHAT WILL HAPPEN?

page T-196

Present and future real conditionals

35 minutes

- **PREPARE** Make one copy of the worksheet for a group of six Ss and cut it up into cards. To save cutting, have Ss take turns choosing a sentence from the worksheet.
- **Introduce** On the board, write the jumbled sentences:
trash / a / When / lot / I / angry / I / get / see / of
(When I see a lot of trash, I get angry.)
a / building / police / call / If / graffiti / you / new / see / on / the
(If you see graffiti on a new building, call the police.)

you / won't / accident / drive / If / have / an / safely / you
(If you drive safely, you won't have an accident.)

traffic / be / the / we / There / if / subway / fewer / jams / will / use
(There will be fewer traffic jams if we use the subway.)

- Ss put them in order to make present and future real conditionals (underline the first word).
- Put Ss into groups to say whether they agree or disagree with the statements.
- **Do the task** Put Ss into groups of six and give each group a pile of cards. S1 takes a card. S1 completes the sentence to make a present or future conditional. S2 uses the end of that sentence to make a new conditional sentence. Ss continue around the group to add sentences until everyone has spoken. (You can expand the activity by having Ss continue the sequence for a second round.) Then another S takes a new card and starts a new sequence of sentences. Monitor and make sure Ss are saying full and correct present or future conditionals.
- **Review** Ask Ss to complete each of the sentences. Take some of the sentences and ask Ss to complete and add new sentences to them.
- As a variation or extension, Ss can do this in writing rather than speaking. Ss write the sentence at the top of a piece of paper and pass it to another S to add another sentence below it. Each S can start off a sequence so that everyone is writing at the same time and not waiting for their turn.

7.1 HE USED TO ...

page T-197

used to

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss and cut it up into Student A, Student B, and Student C parts.
- **Introduce** Put Ss into pairs. Tell them to complete these sentences without asking their partner.
You used to have _____.
You didn't use to like _____ much.
You used to go to _____ a lot.
You didn't use to be able to _____.
- Ss ask their partner questions to check if they were right:
Did you use to have a cat?
- **Do the task** Ss work in groups of three. Tell Ss to take turns completing the information about the three musicians by asking and answering questions with *used to*. Monitor and help where necessary.
- **Review** Ss make positive and negative sentences about the three musicians, for example: *Elena used to study music at college.*
- As an extension task, Ss write down three extra questions with *used to* that they could ask one of the musicians, for example: *Vincent, did you use to play music at school?*
- Put Ss into pairs to ask and answer the questions and make up answers.

7.2 IT'S NOT AS EASY AS ...

page T-198

Comparisons with (not) as ... as

35 minutes

- **PREPARE** Make one copy of the worksheet and cut out one set of cards for each pair of Ss. To save cutting, ask Ss to take turns going through the cards on the worksheet and making comparisons.
- **Introduce** Write these sentences on the board and ask Ss to correct them:
Watching a movie on a smartphone is as better as watching it on TV. (better good)
Horror films are not popular as comedies. (not as popular)
Actors in soap operas are so good as actors in movies. (so as)
Your favorite movie is not as interesting my favorite movie. (interesting as my)
- Pairs say whether they agree or disagree with the sentences.
- **Do the task** Tell Ss to work in pairs and give each pair a set of cards. Ss take turns taking a card and making comparisons between the two things using (not) as ... as. Encourage Ss to make as many comparisons as possible. Monitor and help where necessary.
- **Review the task** Go through all the cards and ask Ss to make as many comparisons as they can. If Ss disagree with any of the comparisons, have them say why and make an alternative comparison.

8.1 WHAT'S BEEN GOING ON?

page T-199

Present perfect continuous

35 minutes

- **PREPARE** Make one copy of the worksheet and cut out one set of cards for each group of three Ss. To save cutting, have Ss go through each of the cards and make present perfect continuous sentences about each one.
- **Introduce** Ss work in small groups. Give them three minutes to write down as many sentences as they can about what has been happening recently in their country and the world, for example, *Oil prices have been going up*. See which group has the most sentences, and share ideas as a class.
- **Do the task** Ss work in groups of three. They take turns taking a card. They give reasons to explain the situations using the present perfect continuous. Encourage Ss to give as many reasons as possible, using positive and negative sentences. Monitor and make sure Ss are using the present perfect continuous correctly.
- **Review** Go through each of the cards and ask Ss to share at least two present perfect continuous sentences about each of them.

8.2 IS IT HAPPENING NOW?

page T-200

Present perfect vs. present perfect continuous

35 minutes

- **PREPARE** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Ss complete these two questions using the present perfect: *Have you finished ... this week? Have you ever ... ?*
- Ss complete these two questions using the present perfect continuous: *Have you been ... recently? Has anyone you know been ... recently?*
- Then put Ss into pairs to ask and answer the questions.
- Now hand out the worksheet. To check that Ss understand the present perfect vs. the present perfect continuous, ask: *Can we say, "I'm happy because I've been finishing my homework"?* (no) *Can we say, "We've been waiting for hours!"?* (yes)
- **Do the task** Explain that Ss will take turns going through the squares from start to finish. Ss can move one square at a time: up, down, across, or diagonally (in any direction). If the square uses present perfect continuous, they take another turn. If the square uses present perfect, their turns ends.
- **Review** Ss share aloud the squares where it is possible to use the present perfect continuous.

Answers

Row 1:

We have been waiting for hours.
Gabriela has been working on a new project.
She has won a prize.
Now we have come to the end.
It has been a bad day.
The children have been enjoying their vacation.
Steve has missed the plane.

Row 2:

I'm happy because I have finished my homework.
Emily, are you taking your umbrella?
It has been raining all day.
The plane has taken off and will arrive soon.
Come on! The show has started.
Andray has been worrying about you.
Jones has been running 100 meters in 9:43.
They have spent a lot of time there.

Row 3:

The train has arrived at last.
Your idea has saved a lot of time.
Sara, have you been listening to me?
The author has written seven books.
Who has finished?
The students have been complaining.
Don't worry. She has given it back to me.
Nobody has been speaking to me.

Row 4:

The movie has ended.
 I have brought Amy with me.
 What has been happening recently?
 Sorry, I have forgotten.
 We have been getting nowhere.
 Let's go. The taxi has come.
 I'm afraid she has left college.
 We have been talking for hours.

Row 5:

He has bought a new car.
 Wayne, have you decided?
 Sorry, I haven't been feeling well.
 I have gotten a million emails today.
 They have been traveling for hours.
 Your dog has bitten me!
 I have been learning Spanish.
 We have known each other for years.

Row 6:

Teresa, have you started yet?
 We have been living here for six years.
 Karla has come back from France.
 They have met twice before.
 Lucy, have you missed me?
 I have been waiting for hours!
 She has been doing too much.
 Mark, have you seen Eric today?

Row 7:

We have reserved a table for 8:00.
 Everybody has been doing a great job.
 Ow! I have cut my hand!
 Daniela, have you heard the news?
 What has been going on here?
 Sit down. The game has begun.
 I have been sitting here all day.
 The bus has stopped. Let's go.

9.1 COLLEGE REQUIREMENTS

page T-201

Modals of necessity**35 minutes**

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read these rules aloud. Ss check the things that they have to do at their jobs or in everyday life. Ask them to put an X next to the things that they don't have to do.
Wear a uniform or special clothes.
Get up early.
Know English.
Spend a lot of time on a computer.
Work/Study on the weekend.
- Put Ss into pairs to compare and discuss.
- **Do the task** A Ss complete the descriptions of each college with the correct form of the modals. Check answers as a class. B Put Ss into groups to discuss which college would be better for each S. Monitor and encourage Ss to use modals in their discussion, for example, *Zoe needs to choose a college that has a clear study program.*

- **Review** Ss read each paragraph aloud using the correct modals. Then Ss share their ideas about which college would be the best for these four Ss.

Answers

1 don't have to be 2 need to have 3 don't need to have
 4 must go 5 have to do 6 have to know 7 must pass
 8 have to attend 9 need to study 10 must be
 11 don't have to go 12 must make
 13 don't need to take 14 must be 15 have to have

9.2 RULES OF THE JOB

page T-202

Modals of prohibition and permission**35 minutes**

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write these company rules on the board. Ss work in groups and discuss whether they are good rules.
You must answer every email within 24 hours.
You can't answer personal email at work.
You can take as much vacation as you want.
You must not eat or drink at your desk.
You must sign a time card every day at work.
- **Do the task** Ss work in pairs – one as a manager and the other as the employee. Ss need to complete the sentences with modals of prohibition and permission to make the conversation. Ss then change roles and repeat the conversation. Monitor and make sure Ss are using modals correctly.
- **Review** Go through the conversation and ask Ss to complete the sentences. Ask some pairs to come to the front of the class and perform the conversation.

10.1 TALKING ABOUT THINGS

page T-203

Simple present passive**35 minutes**

- **PREPARE** Make one copy of the worksheet for each pair and cut into Student A and Student B halves.
- **Introduce** Ask Ss to write down sentences about what is done in these places: *factories, stores, farms, restaurants, the internet, your home*. For example: *factories: things are produced, workers are hired, things are sent to stores.*
- Put Ss into pairs to compare sentences.
- **Do the task** A Ss work in pairs. Student A begins and makes passive sentences to read to Student B. Student B says what each object is. Then it is Student B's turn to make and read the passive sentences for Student A to answer. Monitor and make sure Ss are using the passive correctly.

- **Review** Go through all the questions and check that Ss have used the passive correctly and given the correct answer. As an extension, ask each pair to add four new sentences in the passive to read to one another and guess the correct answers.

Answers

- A:** 1 is made (mirror)
 2 is written (dictionary)
 3 are needed (glasses)
 4 is sold (popcorn, candy)
 5 is washed and combed (hair)
 6 is thrown; is recycled (trash)
 7 are given (presents)
 8 is taken; is put (milk)
 9 are worn (socks)
 10 is kicked (soccer ball)
- B:** 1 is worn (hat)
 2 is used (money)
 3 is made; is opened and closed (door)
 4 are needed (scissors)
 5 is bought (ticket)
 6 is flown (plane)
 7 are washed; are dried (plates, utensils, bowls, etc.)
 8 is blown (balloon)
 9 is kept (refrigerator)
 10 is slept (bed)

10.2 TALKING ABOUT THE PAST

page T-204

Simple past passive

35 minutes

- **PREPARE** Make one copy of the worksheet and cut out one set of sentences for each group of 12 Ss. To save time cutting, have Ss complete and reorder the sentences on the worksheet.
- **Introduce** Read sentences in the simple past active aloud and ask Ss to turn them into the passive. For example: *They made it in China.* (It was made in China.)
- **Do the task** Put Ss in groups of 12, 6, 4, or 3. Ss divide up the pieces of paper and make the sentences simple past passive. Ss then read the sentences to one another and put them in order. Monitor and make sure Ss are using the simple past passive correctly.
- **Review** Make sure the sentences are in the correct order and that Ss have used the simple past passive correctly.

Answers

A boat was sent out to catch fish.
 Then a place was found where there were lots of fish.
 The fish were caught in the sea.
 The boat was filled with lots of fish.
 The fish were frozen while they were at sea.
 The full boat was returned to the shore.
 The fish were taken off the boat.
 They were put on to trucks.
 The fish were transported to supermarkets.
 They were bought by customers.
 The fish were cooked and eaten for dinner.

11.1 DON'T GIVE UP

page T-205

Phrasal verbs

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read the phrasal verbs aloud: *belong to, figure out, get over, get up, give up, grow up, keep up, lie down, put on, set up, stand out, turn on, work at, work out.*
- Ss put them into three categories:

No object	With object, separable	With object, inseparable

Answers

No object	With object, separable	With object, inseparable
get up, give up, grow up, lie down, stand out, work out	figure out, give up, keep up, put on, set up, turn on	belong to, get over, work at

- **Do the task** Ss work in pairs to decide if each sentence is right or wrong.
- **Review** Go through the sentences as a class. Ss get one point for each correct answer. Ss lose two points for each incorrect answer. The group with the most points at the end is the winner.

Answers

Incorrect:

- Lucia's honesty really stands her out.
- It's a new business and I think they set up it up last year.
- Excuse me, does this belong you to to you?
- It was difficult at first, but then we got over our problems over.
- His parents grew him up He grew up in a small town.
- Pablo found a job but then gave up it up.
- There stands out Nothing stands out about him.
- We'll soon figure it-out what to do.

11.2 WONDERING ABOUT THE FUTURE

page T-206

Future unreal conditionals

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss. Give each group one die. If you don't have dice, make one out of a sugar cube or use a dice app on a smartphone.
- **Introduce** Say *If I wanted a challenge, I would run a marathon.*
- Ask a S to continue on from this sentence using a future unreal conditional, for example: *If I ran a marathon, I would train hard.*
- Ss continue this around the class. Then put Ss into large groups. One S thinks of a future unreal conditional and the other Ss in the group continue it.
- **Do the task** Tell Ss to work in groups of three. Ss roll the die and move along the board. When Ss land on a square, they unscramble the question, ask it, and answer it, for example: *What would you do if you needed a lot of money quickly? If I needed a lot of money quickly, I'd ask a friend.*
- Ss go up the ladders and down the snakes. Monitor and make sure Ss are making questions and answering them in the future unreal conditional.
- **Review** Ask Ss to choose questions from the worksheet and ask them of other Ss in the class.

12.1 GIVING MORE INFORMATION

page T-207

Indefinite pronouns

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss.
- **Introduce** On the board, write *anything, something, anyone, and nothing.* Ss ask and answer questions using these indefinite pronouns, for example: *Would anyone like something to drink? No, I don't want anything.* Demonstrate asking and answering questions using several other indefinite pronouns.
- **Do the task** Put Ss into groups of three. Give each group the story. Ss read the story once for comprehension. Then they rewrite the story giving more information about the indefinite pronouns. Monitor and help where necessary.
- **Review** Ask each group to share their story with the class. Compare their similarities and differences.

12.2 REPORTING WHAT THEY SAID

page T-208

Reported speech

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the bottom half into strips and give a strip to each S. (Ss can share if it is a large class; Ss can have several strips if it is a small class.) To save cutting, Ss can read the sentences, take turns reporting what the people said, and fill in the chart.
- **Introduce** Put Ss into pairs. Ss should tell one another three pieces of information about themselves. Two should be true and one should be false. Ss report the information that they think is false to the whole class, and say why they think it is false. For example: *Paulo said he was going to get up at 6:00 tomorrow. I don't believe him because he told me he was going to a party tonight.*
- The class discusses whether they agree it is false and then check with the S who said it.
- **Do the task** A Explain the situation: Ss own an adventure travel company and they have interviewed four people for a job. Each S takes a strip and reports to the other Ss what the four people said, changing direct speech to reported speech. The Ss listen and write notes in the chart. Monitor and make sure Ss are using reported speech and not just reading the strips aloud. Then put Ss into small groups. Ss must decide to whom to give the job. Each group reports their decision back to the class.
- **Review** Go through all the strips and tell Ss to change the direct speech to reported speech. As an extension, put Ss into groups of four. Each S takes a turn being one of the candidates, and the other Ss ask them new questions. Ss write down the answers. At the end, Ss report back all the answers and make a decision about which candidate to hire.

1.1 GRAMMAR

WHO IS THE NICEST PERSON YOU KNOW?

A Complete the information questions.

B Work in pairs. Choose ten questions to ask your partner.

Who is the nicest person you know?

My friend Elio. Everyone likes him because he is so friendly.

_____ is the nicest person you know?

_____ often do you get up very early?

_____ is your favorite book?

_____ did you last see a really good movie?

_____ do you usually go on vacation?

_____ do you prefer: summer or winter?

_____ lives in your apartment/house?

_____ can you remember about your first day at work/college?

In this class, _____ last name is the longest?

_____ did you meet your best friend?

_____ is it important to know English?

_____ do you want to go next weekend?

_____ is better: coffee or tea?

_____ is the best time to visit your country?

_____ does most of the housework in your family?

Among your friends, _____ job is the most interesting?

_____ is the coolest place to go in your town?

_____ is social media popular?

_____ did you dream about last night?

In your family, _____ birthday is next?

_____ good are you at sports?

_____ well can you cook?

_____ do you relax?

_____ did you get to school?

_____ is the most famous person in your country?

_____ do you need to buy soon?

1.2 GRAMMAR

DO YOU KNOW ... ?

Student A

A Work in pairs. Ask Student B indirect questions to find out the underlined information about Mario.

Mario was born in Italy but now ¹lives in New York. He has one very good ²friend from Italy. They often meet and ³talk. Mario met his friend ⁴on vacation two years ago. It was a ⁵great vacation! This year they want to go on vacation together ⁶somewhere. Mario is very busy at work, but he has ⁷some free time in August. Maybe ⁸his friend isn't working in August.

- 1 Can you tell me why he lives in New York ?
- 2 I wonder who _____.
- 3 Do you have any idea what _____?
- 4 Do you know where _____?
- 5 I'd like to know why _____.
- 6 I wonder if _____.
- 7 Do you know how much _____?
- 8 Can you tell me whether _____?

B Now answer Student B's questions about Daniela with the information in parentheses.

Daniela works in an office. (She's an IT specialist.) She started to work in this company a long time ago, (in 2008) but she doesn't like her job. (She works long hours.) There is only one good thing about her job. (The money is good.) So she doesn't know whether to stay. (She will probably leave.) She asked somebody (her best friend) for advice, and she told her to keep the job. Daniela wanted to speak to her boss about it. (She didn't have time this week.) Or can her coworkers help her? (with her job)



Student B

A Work in pairs. Answer Student A's questions about Mario with the information in parentheses.

Mario was born in Italy but now lives in New York. (He works there.) He has one very good friend (Damien) from Italy. They often meet and talk. (about Italy) Mario met his friend on vacation (in Florida) two years ago. It was a great vacation. (The hotel was fantastic!) This year they want to go on vacation together somewhere. (maybe Paris) Mario is very busy at work, but he has some free time (two weeks) in August. Maybe his friend isn't working in August. (His friend doesn't know yet.)

B Now ask Student A indirect questions to find out the underlined information about Daniela.

Daniela ¹works in an office. She started to work in this company ²a long time ago, but ³she doesn't like her job. There is only ⁴one good thing about her job. So she doesn't know whether to ⁵stay or find a new job. She asked ⁶somebody for advice, and she told her to keep the job. Daniela wanted to ⁷speak to her boss about it. Or can ⁸her coworkers help her?

- 1 Do you have any idea what job she does ?
- 2 Do you know when _____?
- 3 Can you tell me why _____?
- 4 I want to find out _____.
- 5 I wonder if _____.
- 6 Do you know who _____?
- 7 Can you tell me whether _____?
- 8 I'd like to know how _____.

2.1 GRAMMAR

WHAT HAVE YOU DONE?

Work in groups of four. Take turns: one student turns over the top card from the sentence pile. Then Students A, B, C, and D take turns making sentences using the word on their answer card.

I / have / play / computer games.

A: *Have you ever played computer games?*

B: *I have never played computer games.*

C: *I have played computer games for six years.*

D: *I have played computer games since I was 12 years old.*

Sentence cards

I / have / play / computer games.	you / ride / a horse?	Mike / collect / toy cars / five years.	she / be interested in clocks / she was a child.
they / show / you / their photos?	we / have / that picture / 2015.	I / know / her sister / a long time.	my mom / see / all the stuff in my bedroom.
you / keep / that library book / eight weeks!	I / be interested in comics.	you / wanted / sell it?	we / lived / here / the summer.
I / do / yoga / elementary school.	they / play / those old CDs.	Sara / want / a bigger apartment / years.	you / borrow / something and / lose / it?

Answer cards

Student A: ever	Student A: since	Student A: for	Student A: never
Student B: never	Student B: ever	Student B: since	Student B: for
Student C: for	Student C: never	Student C: ever	Student C: since
Student D: since	Student D: for	Student D: never	Student D: ever
Student A: for	Student A: for	Student A: never	Student A: ever
Student B: never	Student B: ever	Student B: since	Student B: for
Student C: ever	Student C: never	Student C: ever	Student C: since
Student D: since	Student D: since	Student D: for	Student D: never
Student A: ever	Student A: ever	Student A: since	Student A: for
Student B: never	Student B: since	Student B: ever	Student B: never
Student C: since	Student C: never	Student C: for	Student C: since
Student D: for	Student D: for	Student D: never	Student D: ever
Student A: since	Student A: since	Student A: ever	Student A: for
Student B: never	Student B: ever	Student B: since	Student B: never
Student C: for	Student C: for	Student C: for	Student C: since
Student D: ever	Student D: never	Student D: never	Student D: ever

2.2 GRAMMAR

HAVE YOU ... YET/ALREADY?

Work in groups. Take turns choosing a card. Each student answers the question with *already* or *yet*. Give yourself one point each time your answer is yes. The student who has the most points is the winner.



Have you checked your email today?	Have you decided what phone to buy next?	Have you downloaded an app this week?	Have you decided where to have dinner tonight?
Have you said "Hello" to your teacher?	Have you called your best friend this week?	Have you planned your next vacation?	Have you turned on a device today?
Have you synced your phone with your computer this month?	Have you driven an electric car?	Have you used your microwave today?	Have you watched anything online this week?
Have you watched the latest <i>Star Wars</i> movie?	Have you decided what to do after this class?	Have you gone online today?	Have you learned any new words in this lesson?
Have you shared anything on social media today?	Have you done your English homework?	Have you made a mistake with the present perfect in this lesson?	Have you bought anything online this week?
Have you had any coffee today?	Have you ridden a motorcycle?	Have you opened your refrigerator today?	Have you washed your hair this week?

3.1 GRAMMAR

ONE OR MORE?

In this matching game, you collect cards by matching what is written in the blanks. Work in groups of four. Divide up the cards and fill in the blanks with the missing articles. Write *X* if there is no missing article.

Student A puts down the first card. Then Student B puts down a card. If the blanks match, Student B keeps both cards. If they do not match, then both cards stay on the table. Students take turns trying to match and collect cards. The student with the most cards at the end is the winner.

_____ ferry is _____ boat.	I have _____ photo of _____ Eiffel Tower.	_____ many people speak _____ English in this town.	_____ name of _____ film was <i>City Life</i> .
There is _____ book and _____ movie about it.	My _____ children love _____ zoos.	_____ train is late, and I have _____ job interview!	_____ train station is _____ strange building.
_____ cities need _____ parks.	I have _____ dog and _____ cat.	_____ nurse is someone who works in _____ clinic.	I always have _____ problem when I'm driving _____ new car.
I saw _____ moon in _____ sky.	There is _____ nice café near _____ mall.	I'm going to _____ bank, and then I'm taking _____ walk.	_____ second finisher in _____ race was Carlos Benitez.
_____ president stood up, so I took _____ picture of her.	_____ movie theater is _____ long way from my house.	_____ people are afraid of _____ change.	There is _____ restaurant, but _____ food is terrible.
Do you have _____ house in _____ city center?	_____ money doesn't give _____ happiness.	_____ end of _____ book is very sad.	Walk on _____ sidewalk, not on _____ highway!
_____ best hotel is _____ Hotel California.	There was _____ road and _____ bridge.	_____ Spanish Embassy is in _____ town center.	_____ most expensive apartments are near _____ beach.
I had _____ cup of coffee in _____ kitchen.	I don't like _____ shopping, and I hate _____ cooking.	_____ singer stopped for _____ minute, and we waited.	_____ phone rang, but I didn't hear it because I was in _____ shower.

3.2 GRAMMAR

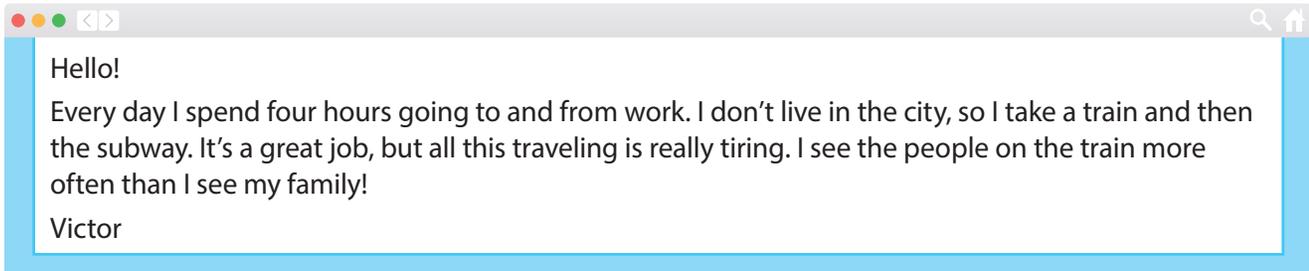
WHAT COULD/SHOULD ... ?

Work in groups. Read the problems and give advice. You can use the phrases below.

You could/should ...

I'd ...

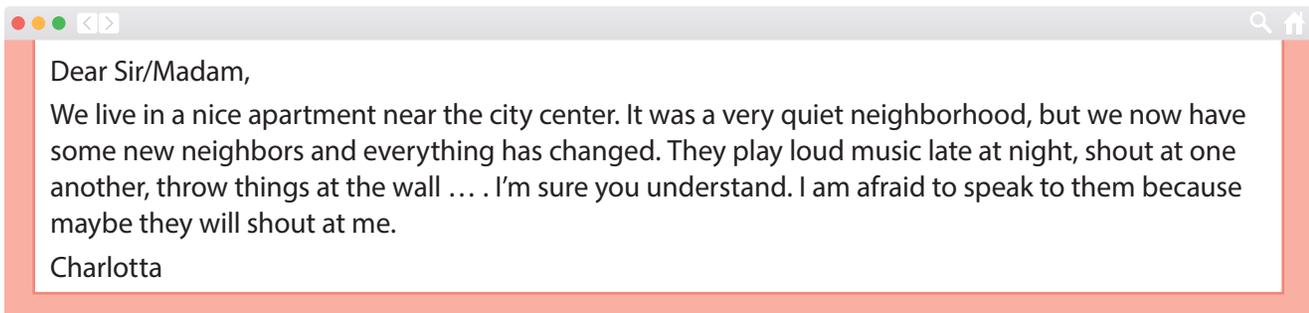
I wouldn't ...



Hello!

Every day I spend four hours going to and from work. I don't live in the city, so I take a train and then the subway. It's a great job, but all this traveling is really tiring. I see the people on the train more often than I see my family!

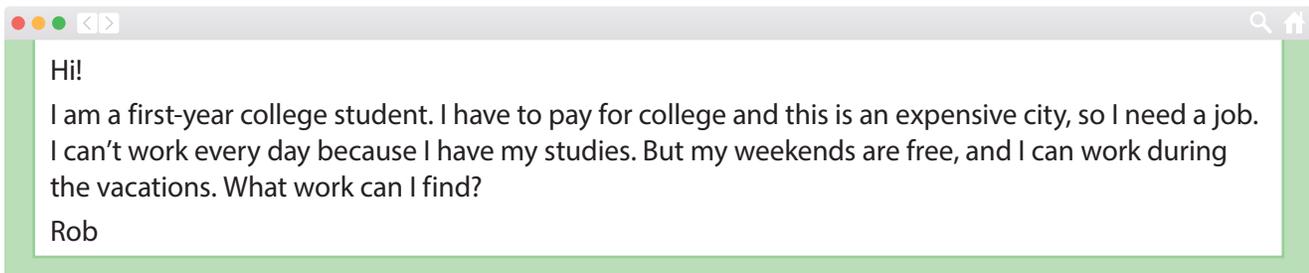
Victor



Dear Sir/Madam,

We live in a nice apartment near the city center. It was a very quiet neighborhood, but we now have some new neighbors and everything has changed. They play loud music late at night, shout at one another, throw things at the wall ... I'm sure you understand. I am afraid to speak to them because maybe they will shout at me.

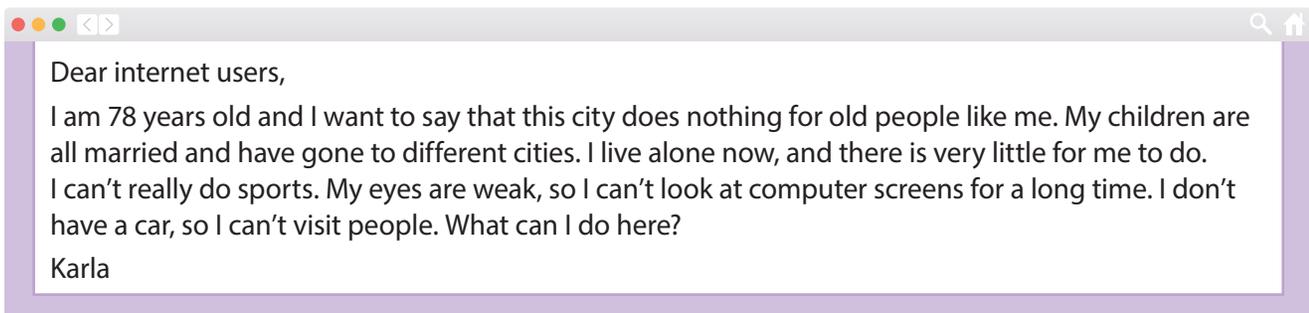
Charlotta



Hi!

I am a first-year college student. I have to pay for college and this is an expensive city, so I need a job. I can't work every day because I have my studies. But my weekends are free, and I can work during the vacations. What work can I find?

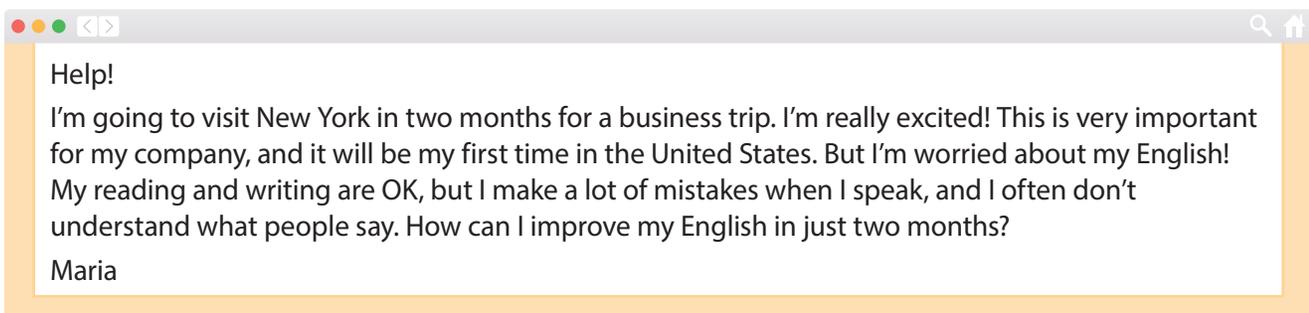
Rob



Dear internet users,

I am 78 years old and I want to say that this city does nothing for old people like me. My children are all married and have gone to different cities. I live alone now, and there is very little for me to do. I can't really do sports. My eyes are weak, so I can't look at computer screens for a long time. I don't have a car, so I can't visit people. What can I do here?

Karla



Help!

I'm going to visit New York in two months for a business trip. I'm really excited! This is very important for my company, and it will be my first time in the United States. But I'm worried about my English! My reading and writing are OK, but I make a lot of mistakes when I speak, and I often don't understand what people say. How can I improve my English in just two months?

Maria

4.1 GRAMMAR

WHAT'S THE FUTURE?

A **Work in groups.** What do you think will (not) / is (not) going to happen in these situations?



- 1 You go to a party and come home very late. You realize that you've left your key to the apartment on the table! Your apartment is on the sixth floor, there are no lights on, and everyone is asleep. But you can see a small window is open, and there is a tree next to the building. You decide to climb up to the window and get in your apartment.
- 2 You are a server in a restaurant. You are not happy with your job. You work long hours and the customers like you, but you don't earn much money. You decide to go to your boss and tell her that you will leave your job.
- 3 It is your friend's birthday today, but you have forgotten! You are going to her party this afternoon. You don't have a present for her, and it is a national holiday, so all the stores are closed.
- 4 You are in a café. A woman comes in and sits at a different table. She writes something on a piece of paper, gives you the paper, and goes out quickly. On the paper there is a telephone number and a message: "Call Andrei now."
- 5 You are on vacation in Spain. You have no more euros, so you go to the ATM. You put your bank card in the ATM, and the machine says you have no money left in your bank account. It is Wednesday and your flight home is on Saturday.
- 6 You work for an international bank. Your boss speaks to you and says the bank wants you to work in Seattle for a year. The work will be good, and the money will be good. But your family does not want you to go to a different country for a year. You speak to them about it.
- 7 You are driving down the highway in your car. You are going carefully because the weather is very bad today: snow and ice. A police car comes next to your car, and the police tell you to stop. You stop and a police officer asks you to get out of the car.
- 8 You are a student. You have not studied very hard this year because you have a job in a pizza restaurant. You got 23 percent on your last math test. Your math teacher wants to see you in her classroom.

B **Change groups.** Tell the other students what your group thinks about each situation. Do the other students agree?

4.2 GRAMMAR

FUTURE PLANS

A **Work in pairs. Complete the conversation with the most appropriate future form.**

- Janice** Hello, Simone? I can't really hear you.
Simone Sorry, I ¹*ll speak / 'm speaking* louder. It's noisy here.
Janice That's better. What are your plans for next weekend? What ²*will you do / are you doing*?
Simone I ³*'m not working / won't work* because those are my days off. Are you free?
Janice Yes, and I want to invite you to go on a trip with us. Can you come?
Simone I ⁴*ll have / 'm having* to ask Michelle, but it sounds great! What are the details?
Janice Do you have a pen?
Simone Just a minute, I ⁵*ll get / 'm getting* one. Oh, there's a pen here. ⁶*Will you tell / Are you telling me* what the plan is?
Janice This might be a surprise, but we ⁷*ll camp / 're camping*.
Simone I've always stayed in hotels, so this ⁸*ll be / 's being* an experience! Tell me more ...

B **Plan Janice's weekend. Choose what time Janice and her friends will do each activity and write the activity next to the time. You can use some of the phrases in the box and your own ideas.**

climb hike	cycle meet up	go fishing play (soccer)	go sailing ride (horses)	go swimming walk (in the forest)	have (a picnic)
---------------	------------------	-----------------------------	-----------------------------	-------------------------------------	-----------------

Friday	Saturday	Sunday
5:00 p.m. Arrive.	9:00 a.m.	9:00 a.m.
7:00 p.m.	12:00 p.m.	12:00 p.m.
	3:00 p.m.	3:00 p.m.
	6:00 p.m.	6:00 p.m. Leave.
	9:00 p.m.	

C **Take turns role playing. Have Janice tell Simone what their plans are for next weekend.**

At 7:00 on Friday, we're having dinner.

D **Compare your plans for the weekend and decide which is the most interesting.**

5.1 GRAMMAR

LOST AND FOUND

Student A

Work in pairs. Ask and answer questions in the simple past. Find out information to complete the sentences.

A *Why did Ana go to the museum?*

B *She went there because she loved art.*

Ana went to the museum because ¹ _____, especially Greek statues. She brought her camera and spent the whole morning in the museum. Ana really wanted ² _____. She found the statue on the second floor and asked ³ _____ to take a photo of her next to it. Ana then needed to go home, so she got on the bus outside the museum. Twenty minutes later, Ana got off and walked ⁴ _____. Sergio, a student, got on the same bus ten minutes later, and he found a purse on a seat. It was Ana's purse. Sergio gave the purse ⁵ _____, who checked it. There was some money inside and a camera but no name. They didn't know what to do, so they decided ⁶ _____. They found lots of pictures of art, but then Sergio saw a picture of a Greek statue and a young woman. Sergio shouted, "I know that woman!" It was Ana, of course, and she lived ⁷ _____. Sergio took the purse with the camera and went to Ana's apartment. When Ana opened ⁸ _____, she was very surprised to see her neighbor with her camera! Ana was so happy, but Sergio felt embarrassed.

1 Why _____ to the museum?

5 Who _____ the purse to?

2 What _____ to do there?

6 What _____ to do?

3 Who _____ to take a photo?

7 Where _____?

4 Where _____ to?

8 What _____?

Student B

Work in pairs. Ask and answer questions in the simple past. Find out information to complete the sentences.

A *How long did Ana spend in the museum?*

B *She spent the whole morning there.*

Ana went to the museum because she loved art, especially Greek statues. She brought her camera and spent ¹ _____ in the museum. Ana really wanted to see the famous statue of the Greek god Zeus. She found the statue ² _____ and asked an older woman to take a photo of her next to it. Ana then needed to go home, so she got on the bus ³ _____. Twenty minutes later, Ana got off and walked to her apartment. Sergio, a student, got on the same bus ten minutes later, and he found a purse ⁴ _____. It was Ana's purse. Sergio gave the purse to the bus driver, who checked it. There was some money inside and a camera but no name. They didn't know what to do, so they decided to look at the photos on the camera. They found ⁵ _____, but then Sergio saw a picture of a Greek statue and a young woman. Sergio shouted, "⁶ _____!" It was Ana, of course, and she lived near Sergio. Sergio took the purse with the camera and went ⁷ _____. When Ana opened the door, she was very surprised to see her neighbor with her camera! Ana was so happy, but Sergio felt ⁸ _____.

1 How long _____ in the museum?

5 What _____?

2 Where _____ the statue?

6 What _____?

3 Where _____ on the bus?

7 Where _____?

4 Where _____ the purse?

8 How _____?

5.2 GRAMMAR

WHAT WAS HAPPENING?

A Work in groups. Take turns rolling the die five times and write down the numbers. Match the numbers on the die with rows 1–5 to find words in the chart to make a sentence. Use the past continuous and simple past of the verbs. Add some words of your own to finish the sentence.



While I was talking to mom, Stacey called.

	Roll 1	Roll 2	Roll 3		Roll 4	Roll 5	
	When	I	go	_____	you	decide	_____
	While	Maria	have	_____	somebody	arrive	_____
	When	Hugo	watch	_____	Brad	call	_____
	While	the students	talk	_____	a neighbor	shout	_____
	When	my uncle	work	_____	a friend	cook	_____
	While	you	play	_____	Stacey	wait	_____

B Take turns rolling the die to make new sentences.



I finished my coffee while the stranger was speaking to me.

	Roll 1	Roll 2		Roll 3	Roll 4	Roll 5	
	I	have	_____	while	Santiago	open	_____
	My parents	drive	_____	when	the children	speak	_____
	The doctor	help	_____	while	two people	put on	_____
	My best friend	do	_____	when	the stranger	leave	_____
	Everyone	finish	_____	while	Camila	run	_____
	They	come	_____	when	someone	pay	_____

6.1 GRAMMAR

HOW MUCH/MANY?

Work in pairs. Take turns putting down a word domino. The quantifier and noun must match.



all of the	factories	a few	people	very little	air
so much	pollution	very little	trash	almost no	cars
a lot of	noise	almost none	work	so much	nature
a little	furniture	so much	water	a lot of	stuff
so much	time	so many	buildings	so many	times
all of the	crowds	almost no	garbage	a few	changes
very little	space	all of the	information	almost no	pictures
so many	towns	so much	paper	a lot of	apartments
all of the	smoke	a little	grass	a lot of	garages
several	streets	several	jobs	several	delays

6.2 GRAMMAR

WHAT WILL HAPPEN?

Work in groups. Take turns choosing a card. Complete the sentence to make present or future conditionals. The next student uses the end of the last sentence to make a new conditional sentence. Continue around the group until everyone has spoken. Then another student takes a new card.

If I play loud music tonight, my neighbors will be angry.

If my neighbors are angry, they will call the police.

If they call the police, ...

If I see some beautiful graffiti, I will take a photograph.

If I take a photograph, I will post it on social media.

If I post it on social media, ...



If I play loud music tonight,

_____.



When I go to the park with my friends,

_____.



If there is a lot of pollution,

_____.



If there are too many people in a city,

_____.



When you travel to a new city,

_____.



If I have some free time on the weekend,

_____.



_____ I will take
a photograph.



_____ I look online.



_____ it will
be expensive.



_____ I speak quietly.

7.1 GRAMMAR

HE USED TO ...

Student A

Work in groups of three. Take turns to complete the chart by asking and answering questions with *used to*.

Did Vincent use to study music at college?

He/She used to ...	Elena	Vincent	Carlos
study music at college	✓		
work in a café	X		
want to be a teacher	X		
play folk music	✓		
feel nervous at concerts	✓		
be in a band	X		
give a lot of interviews	X		
live in a small apartment	✓		



Student B

Work in groups of three. Take turns to complete the chart by asking and answering questions with *used to*.

Did Carlos use to study music at college?

He/She used to ...	Elena	Vincent	Carlos
study music at college		✓	
work in a café		X	
want to be a teacher		✓	
play folk music		X	
feel nervous at concerts		✓	
be in a band		X	
give a lot of interviews		✓	
live in a small apartment		✓	



Student C

Work in groups of three. Take turns to complete the chart by asking and answering questions with *used to*.

Did Elena use to study music at college?

He/She used to ...	Elena	Vincent	Carlos
study music at college			X
work in a café			✓
want to be a teacher			X
play folk music			✓
feel nervous at concerts			X
be in a band			✓
give a lot of interviews			X
live in a small apartment			✓

7.2 GRAMMAR

IT'S NOT AS EASY AS ...

Work in pairs. Take turns taking a card and making comparisons.

Downloading music is not as expensive as buying a CD.

Downloading music is as easy as buying a CD.



downloading music / buying a CD	movies today / movies 20 years ago	singers / actors	watching a movie alone / watching a movie with friends
short movies / long movies	reality shows / documentaries	being in a play / being in a movie	sitting at the front of the movie theater / sitting at the back
English language movies / movies in my language	being on a talk show / being on a game show	reading a book / watching a movie	TV / the radio
musicals / concerts	animated movies / horror movies	movies with special effects / movies with no special effects	rock music / pop music

8.1 GRAMMAR

WHAT'S BEEN GOING ON?

Work in groups. Take turns taking a card. Explain the situations using the present perfect continuous.

Valentina looks very tired today.

- *She's been working very hard.*
- *She hasn't been sleeping well.*

Valentina looks very tired today.	Greg doesn't have any time to meet his friends.	The two schoolchildren are feeling terrible after the lesson.	Mateo can't wear any of his old shirts. They are too small for him.
Mariana is sitting on the sofa and laughing.	Finally, Dima has enough money to buy a nice car!	There won't be a soccer game today.	Jane's parents won't allow her to go to the party.
Jake has decided to leave his job at the bank.	Olga feels great after her vacation.	The children have come home very dirty.	Valeria doesn't want to walk to college today.
It is the end of the month and Martin has no money.	Steve and Sue's apartment is a mess this morning!	Andreas isn't answering any of my phone calls.	Elena wants to sit down and have a drink.

8.2 GRAMMAR

IS IT HAPPENING NOW?

Work with a partner. Take turns going through the squares from Start to Finish. Move one square at a time, up, down, across, or diagonally (in any direction). If you land on a square that uses the present perfect continuous, go again. If the square uses the present perfect, your turns ends.

START	We _____ for hours! (wait)	Gabriela _____ on a new project. (work)	She _____ a prize. (win)	Now we _____ to the end. (come)	It _____ a bad day. (be)	The children _____ their vacation. (enjoy)	Steve _____ the plane. (miss)
I'm happy because I _____ my homework (finish).	Emily, _____ your umbrella? (take)	It _____ all day. (rain)	The plane _____ off and will arrive soon. (take)	Come on, the show _____. (start)	Andrey _____ about you. (worry)	Jones _____ 100 meters in 9:43. (run)	They _____ a lot of time there. (spend)
The train _____ at last. (arrive)	Your idea _____ a lot of time. (save)	Sara, _____ to me? (listen)	The author _____ seven books. (write)	Who _____? (finish)	The students _____. (complain)	Don't worry. She _____ it back to me. (give)	Nobody _____ to me. (speak)
The movie _____. (end)	I _____ Amy with me. (bring)	What _____ recently? (happen)	Sorry, I _____. (forget)	We _____ nowhere. (get)	Let's go. The taxi _____. (come)	I'm afraid she _____ college. (leave)	We _____ for hours. (talk)
He _____ a new car. (buy)	Wayne, _____? (decide)	Sorry, I _____ well. (feel)	I _____ a million emails today. (got)	They _____ for hours. (travel)	Your dog _____ me! (bite)	I _____ Spanish. (learn)	We _____ each other for years. (know)
Teresa, _____ yet? (start)	We _____ here for six years. (live)	Karla _____ back from France. (come)	They _____ twice before. (meet)	Lucy, _____ me? (miss)	I _____ for hours! (wait)	She _____ too much. (do)	Mark, _____ Eric today? (see)
We _____ a table for 8:00. (reserve)	Everybody _____ a great job. (do)	Ow! I _____ my hand! (cut)	Daniela, _____ the news? (hear)	What _____ on here? (go)	Sit down. The game _____. (begin)	I _____ here all day. (sit)	FINISH

9.1 GRAMMAR

COLLEGE REQUIREMENTS

A **Work in small groups. Complete the descriptions of each college with the correct form of the modals of necessity.**

Free College

We believe that you ¹ _____ (*have to / be*) a great student to be successful at our college. It is important that you develop all your skills, including social and physical skills, so you ² _____ (*need to / have*) a strong character and believe in yourself. You ³ _____ (*need to / have*) a very high level of English because we have an academic English program here and provide a lot of help. However, you ⁴ _____ (*must / go*) to these English classes as you ⁵ _____ (*have to / do*) your final research project in English.

The International College

All our subjects are in English, so you ⁶ _____ (*have to / know*) English very well. Therefore, students ⁷ _____ (*must / pass*) our own English test to enter the college. The system is very strict and you ⁸ _____ (*have to / attend*) at least 90 percent of the classes to pass. Students also ⁹ _____ (*need to / study*) another foreign language because we believe that languages connect people, and you ¹⁰ _____ (*must / be*) able to speak to people in their own language.

College of the Future

Education is about choices, so you don't ¹¹ _____ (*have to / go*) to any of our lessons. Students are adults and ¹² _____ (*must / make*) their own decisions. Also, you don't ¹³ _____ (*need to / take*) any of the exams at the end of the year – that's up to you. This college is not for everybody. You ¹⁴ _____ (*must / be*) very independent, and you ¹⁵ _____ (*have to / have*) excellent time-management skills, but it offers a very special learning experience.

B **Discuss which college would be better for these four students:**

Zoe is clever, but she is not very hardworking and needs people to tell her what to do. She knows English quite well, but her speaking is not very good. She wants to make friends at college and have a great time.

Felipe wants to choose the college and major that is easiest for him. He learned German at school and doesn't know English at all. He is not sure if college is for him, but he is going to try.

Paula is shy and not very sociable. However, she is very intelligent, and although she doesn't know English very well, she has a talent for languages and could learn it quickly.

Alonso has decided to go to college after he worked in his mother's shop for five years. He knew English well when he finished school but has forgotten a lot. He wants to get a good education and go back to his mother's business.

9.2 GRAMMAR

RULES OF THE JOB

Work in pairs. One student is a manager and one student is an employee. Complete the sentences to make a conversation. Then change roles.

□ = manager

○ = employee

I / speak / to you? → Yes, we / talk / now. → I / leave / early today? → No. you / stay / until 6:00.

I / explain / why? → Yes, you / explain / but you / still work. → You / listen / to me! → Sorry but I / waste / time.

I / come / to work earlier tomorrow? → Yes, you / do that but you / go / home early today. → You / say / no to me! → I'm your boss and you / do / what I say.

You / speak / like that to me! → I / give / you some advice? → You're my boss so you / say / anything. → You / get / so angry.

You / understand / my feelings. → I do but you / be / rude. → OK. I / go / now? → Yes, you / go.

10.1 GRAMMAR

TALKING ABOUT THINGS

Student A

A Complete the passive sentences and read them aloud to your partner.

- 1 It _____ (make) of glass and you look into it.
- 2 It _____ (write) in two languages.
- 3 They _____ (need) if you can't see very well.
- 4 This food _____ (sell) at the movie theater.
- 5 It _____ (wash and comb).
- 6 It _____ (throw) away, but then a lot of it _____ (recycle).
- 7 They _____ (give) to people on birthdays.
- 8 This _____ (take) from a cow, and then it _____ (put) in cartons.
- 9 These _____ (wear) inside your shoes.
- 10 It _____ (kick) in a soccer game.

B Listen to your partner's sentences and say the answers.



Student B

A Listen to your partner's sentences and say the answers.

B Complete the passive sentences and read them aloud to your partner.

- 1 This _____ (wear) on your head.
- 2 It _____ (use) to buy things.
- 3 It _____ (make) of wood, and it _____ (open and close).
- 4 They _____ (need) to cut paper and other things.
- 5 It _____ (buy) on a bus or train.
- 6 This _____ (fly) by a pilot.
- 7 They _____ (wash) in a sink, and then they _____ (dry).
- 8 It _____ (blow) up for a party.
- 9 Food _____ (keep) cool in this.
- 10 It _____ (sleep) in at night.

10.2 GRAMMAR

TALKING ABOUT THE PAST

Work in small groups. Each take a piece of paper and make the sentence *simple past passive*. Then read aloud your sentences to one another, and put them in the correct order.



The fish _____ while they were at sea. (freeze)

The fish _____ off the boat. (take)

The fish _____ for dinner. (cook and eat)

The boat _____ with lots of fish. (fill)

A boat _____ out to catch fish. (send)

The fish _____ to supermarkets. (transport)

The fish _____ in the sea. (catch)

The full boat _____ to the shore. (return)

They _____ by customers. (buy)

Then a place _____ where there were lots of fish. (find)

They _____ on to trucks. (put)

11.1 GRAMMAR

DON'T GIVE UP

Work in pairs. Decide if a sentence is correct ✓ or incorrect X. If you are right, you get the money (+1 point). If you are wrong, you lose (-2 points). See who has the most points at the end.

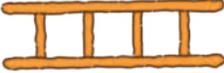
	✓ or X?	+1 / -2
1 Don't give up; everything will be OK in the end.		
2 Lucia's honesty really stands her out.		
3 It's a new business and I think they set up it last year.		
4 I think I've figured out the answer.		
5 Excuse me, does this belong you to?		
6 If you keep this good work up, you'll be fine.		
7 I found the switch and turned it on.		
8 It was difficult at first but then we got our problems over.		
9 His parents grew him up in a small town.		
10 I'm sorry things didn't work out.		
11 Pablo found a job but then gave up it.		
12 I'm a bit lazy but I'm working on it.		
13 Sorry but I need to lie down for a bit.		
14 There stands out nothing about him.		
15 We'll soon figure it out what to do.		
	Total	

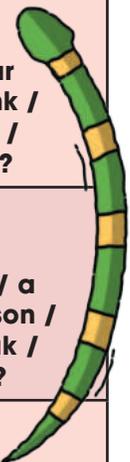
11.2 GRAMMAR

WONDERING ABOUT THE FUTURE

GROUP WORK Roll a die  and move along the board.

Put the words in order to make a question. Remember to use the word "if."

Go up the ladders  and down the snakes 

30 how / you / feel / you / be / on vacation alone?	you / swim / in a lake / it / be / winter? 31 	32 what present / you / choose / it / be / your birthday?	33 you / feel / nervous / you / give / a speech?	Finish
29 where / you / go / you / want to take / a walk?	28 you / do / anything / you / get / enough money?	you / live / to 100 / what / you / achieve? 27	26 what / you / do / you / want / speak / English perfectly?	
20 what / you / do / it / snow / tomorrow?	21 what car / you / buy / you / have / enough money? 	22 you / be / famous / how / your life / change?	23 there / be not / any classes / today / what / you / do?	24
you / move / to a different country / you / find / a good job? 19 	18 you / give up / one thing / what / it / be?	how / your life / be / different / you / be / 80? 17	16 what / you / do / you / be / president of this country?	15 
you / work from home / you / have / the opportunity? 10	11 you / still work / you / have / a million dollars?	what / you / do / you / be in bed and hear / a scream? 12	13 where / you / go out / it / be / your best friend's birthday?	14 what / your friends / think / you / have / green hair?
9 what time / you / get up / you / not work or study?	you / not like / your friend's cooking / you / tell / them? 8 	7 what / new skill / you / learn / you / have / the chance?	6 where / you / go / on vacation / you / not have / much money?	5 you / see / a famous person / you / speak / to them?
START	1 	2 how / you / feel / you / be / at the top of a mountain?	3 you / choose / a new name / what / it / be?	4 a dog / bite / you / what / you / do?

12.1 GRAMMAR

GIVING MORE INFORMATION

Work in groups of three. Rewrite the story giving more information about the indefinite pronouns.

You are driving somewhere late at night. You can't see anything around you.

"We are driving on a road in the forest. We can't see anything because there are no lights and the trees are hiding the moon."

You are driving somewhere late at night. You can't see anything around you.

You are tired but there isn't anywhere to stop. After about ten minutes you can see something.

It is a small hotel. Someone is standing outside the hotel and trying to shout something, but you can't hear anything.

You stop the car somewhere. Everything seems very strange about this hotel.

You walk inside. Everyone looks at you strangely. "Have I done anything wrong?," you think.

Someone gives you a key and takes you somewhere.

You are in a room, but there is nothing in the room. There isn't anything even to sit on.

This is too strange! You need to do something. Could you call anyone?

You try to call someone, but something is wrong with your phone and it isn't working.

Then you see something and you realize nothing and no one can help you now ...

12.2 GRAMMAR

REPORTING WHAT THEY SAID

A You are an adventure travel company. You interviewed four people for a job. Report back what the four people said and write notes in the chart.

Maria Martinez said she wasn't working.

Maria Martinez told me she wasn't working.

B Work in small groups. Decide to whom you will give the job.

	Maria Martinez	Anton Ivanov	Lisa Brown	Hong Lee
What do they do?	not working			
What do they know about our company?				
What experience do they have?				
What skills do they have?				
Why do they want the job?				

Maria Martinez: "I have traveled all over the world."

Lisa Brown: "I have run three marathons."

Anton Ivanov: "I work in a small tourism agency."

Maria Martinez: "I can speak English and German very well."

Hong Lee: "You are getting bigger."

Lisa Brown: "I am a fitness instructor."

Anton Ivanov: "I don't know much."

Hong Lee: "I want to learn new skills."

Anton Ivanov: "I can ski and dive."

Lisa Brown: "It seems very interesting."

Maria Martinez: "I'm not working at the moment"

Lisa Brown: "I work well on a team."

Hong Lee: "I play a lot of sports in my free time."

Maria Martinez: "Your company has a great website."

Anton Ivanov: "I take groups of tourists to different countries."

Lisa Brown: "You have an office in Santiago."

Maria Martinez: "I want to meet people."

Hong Lee: "I am a business student."

Anton Ivanov: "I want to open my own adventure travel company one day."

Hong Lee: "I am very good with computers and technology."

Teacher's notes for photocopiable activities:

VOCABULARY

1.1 DESCRIBING PERSONALITY

page T-217

35 minutes

- **PREPARE** Ss work in groups of 12. Make one copy of the worksheet for each S. Cut the worksheet into halves. Cut the bottom half into 12 cards, one for each S. To make the groups smaller, give Ss several cards and have them give each neighbor a name. To save cutting, ask students to work in groups and take turns reading the cards aloud, saying the personality of the neighbor and where they live.
- **Introduce** Read the personality adjectives on the worksheet. Ss write a ✓ next to the adjectives that describe them, an X next to the ones that don't describe them, and a ? where they are not sure. Put Ss into pairs to compare and discuss.
- **Do the task** Put Ss into groups of 12. Ss speak to the other Ss and find out who lives in which apartment. Next Ss read their cards and complete the chart. Monitor and help where necessary.
- **Review** Read the character descriptions on the cards and ask Ss to say the personality adjective. Then Ss think of another example for each adjective and read the example so that the other Ss can guess the adjective. For example: *I don't use my smartphone during English tests.* (honest)

Answers

Apartment 1 cheerful 2 helpful 3 brave 4 reliable
5 serious 6 easygoing 7 sociable 8 nervous 9 honest
10 selfish 11 intelligent 12 generous

1.2 GIVING PERSONAL INFORMATION

page T-218

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to write down the name of a friend or someone in their family who: *was born after 2005; celebrated their anniversary last month; was raised in the capital city of their country; retired this year; is into winter sports; lives alone.*
- Put Ss into pairs to tell one another personal information about each of these people.

- **Do the task** A Ask questions about the completed graph, for example: *How many students are into board games? (50%) Were more people raised in a town or the country? (in a town)*
B Ss work in groups and ask one another questions about each category on the graph. Encourage follow-up questions, for example:
 - *Andrei, do you want to retire before you're 50?*
 - *No, I don't.*
 - *Why not?*
 - *I really like my job.*
- Groups share all the personal information and each make a graph for their class. Monitor and help where necessary.
- **Review** Ss report the results of the survey, for example: *Seventy percent of us live with our families.*

2.1 DESCRIBING POSSESSIONS

page T-219

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the vocabulary for describing possessions on the board. Ss choose six words or expressions and give an example of something they own. Give Ss an example: *damaged – My smartphone is damaged. It fell on the floor last week.* Ss compare with a partner.
- **Do the task** Ss work in pairs and ask each other the questions. Encourage follow-up questions and give a model. For example:
 - *Gabriela, when do you buy a new cell phone?*
 - *When I want something more modern.*
 - *How often do you buy a brand new phone?*
- Monitor and help where necessary. At the end, Ss check their score.
- **Review** Ask the questions to the class. See if Ss have any alternative answers using the vocabulary for describing possessions.
- As an extension, Ss work in pairs and add two more questions. Then have pairs ask and answer the new questions.

2.2 TECH FEATURES

page T-220

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into halves.
- **Introduce** Ask Ss some concept-checking questions about the vocabulary, for example: *If you need a document, do you delete it?* (no); *Cellphones, tablets, and laptops are all ... ?* (devices); *What's the first thing you do after you buy a new laptop?* (set it up)
- **Do the task** A/B Ss work in pairs. Tell them to take turns reading their texts to each other. They tap the table for the blanks, and their partner chooses a word from the box to go in the text and writes it in the blank. Tell Ss they may need to repeat phrases and sentences. Monitor and help where necessary. C When they are finished, have pairs check their work together.

Answers

Student A 1 devices 2 work 3 model 4 storage 5 tried
6 set up 7 sync 8 home screen 9 folders 10 delete

Student B 1 model 2 storage 3 works 4 folders 5 home screen
6 sync 7 tried 8 delete 9 set up 10 devices

- **Review** Ss turn over the worksheet. Read aloud both texts. Tap for the missing words and tell Ss to say the words.
- As a variation for Ss who need more support, put Student As in groups together and Student Bs in groups. Write the vocabulary on the board and tell Ss to complete their texts. Then put Student As and Student Bs in pairs. They dictate their full texts to one another. Ss write the tech features in the order that they hear them.

3.1 CITY FEATURES

page T-221

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to write down which city features they have used or seen in the last two days. Put Ss into pairs to compare and discuss, for example, *I rode my bike through a tunnel to get to ...*
- **Do the task** A Ss work in pairs. Tell them to begin at START on the first chart and to take turns reading the descriptions aloud and finding the next city feature. Each city feature has a letter, and they should write down the letters as they go and cross out the city feature. If Ss get the order of letters right, they make the name of a city.

- **B** Then ask each S to give a random number from 1–12 to each city feature on the second chart. Ss take turns telling their partner where to go by describing the city features in the order that they have numbered them. At the end, they check if their partner has followed their order.
- Monitor and help where necessary.
- **Review** Read descriptions of the city features and ask Ss to write them in the order you say them. For example: *It goes over a river.* (bridge); *You go here when you are sick.* (clinic)
- Check that Ss have followed your order.
- As an extension activity with stronger Ss, ask them to make a story as they order the city features. For example: *You are on a boat at sea.* (ferry); *The sea makes you sick.* Get some medicine. (clinic)

Answer

Philadelphia

3.2 PUBLIC TRANSPORTATION

page T-222

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into halves.
- **Introduce** On the board, write these stages of a trip, but mix up the order.
Look at different schedules and routes.
Decide that a direct flight is best.
Choose the cheapest fare.
Make a reservation and book your flight.
Take a subway line to the airport.
Go to the right terminal.
Check the departure time.
Text your friend with your arrival time.
- Ss put the stages in the correct order. Some variation is possible.
- **Do the task** A Ss complete the questions in the first column of the chart. Check answers as a class.

Answers

1 schedule 2 book 3 reservation 4 direct 5 route
6 fare 7 line 8 terminal 9 departure 10 arrival

- **B** Put Ss into pairs. Have them ask and answer the questions. Monitor and help where necessary.
- **Review** Tell Ss to cover up the questions and say what vocabulary relates to each answer. Stronger Ss can try and remember the whole question.
- As an extension task, Ss think of a different route (they could look the route up on their phones to make the answers authentic) and ask one another the same questions in pairs.

4.1 DESCRIBING OPINIONS AND REACTIONS

page T-223

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of Ss. Cut the worksheet into cards. To save cutting, have Ss go through the worksheet and say which adjectives apply to each situation.
- **Introduce** Ask Ss to write down a few words describing their reactions to or opinions about *the last time they were frightened; an amusing film they have seen; something they were fascinated with when they were younger; a shocking story in the news; a surprising fact about themselves.*
- Ss compare ideas and discuss in pairs.
- **Do the task** Ss work in groups. Give each group a set of cards and have them put them face down. Ss take turns choosing a card and turning it over. The first person to correctly say the opinion and reaction – for example, *It's frightening. He is frightened* – keeps the card. Ss must use both an *-ed* adjective and an *-ing* adjective to keep a card. Let Ss know that different adjectives may be appropriate for each card. Monitor and help where necessary.

Possible answers

Other adjectives are possible.

frightening/ frightened	shocking/ shocked	disappointing/ disappointed	embarrassing/ embarrassed
fascinating/ fascinated	annoying/ annoyed	amusing/ amused	surprising/ surprised
disappointing/ disappointed	surprising/ surprised	annoying/ annoyed	fascinating/ fascinated
embarrassing/ embarrassed	frightening/ frightened	shocking/ shocked	amusing/ amused

- **Review** Go through the cards and ask Ss to give their opinions and reactions. Tell Ss to say why they react in this way. For example: *It's frightening. Who is in the kitchen at this time? He is frightened. Maybe he needs to call the police.*
- As an extension activity, Ss write short conversations for some of the situations. For example:
 - *I'm frightened. Who is it? I'm going to call the police.*
 - *Hello, this is the police. What's the problem?*
- They can repeat their conversations in pairs. The other Ss must say which card their conversation relates to.

4.2 MAKING DECISIONS AND PLANS

page T-224

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Say some phrases with the vocabulary and ask Ss to say if they are correct or incorrect. Ss should correct the ones that are wrong. For example: *forget your passport* (correct); *meet up at 6:00* (correct); *remind to do your homework* (incorrect, *remind someone to ...*); *arrange a vacation* (correct); *get in touch with news* (incorrect, *news old friends*); *deal with happy news* (incorrect, *happy bad*).
- **Do the task** Ss match the questions with the sets of answers. With stronger groups, you could ask Ss to cover up the answers and predict possible answers to each question before they match. Check answers as a class.

Answers

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

- Then put Ss into pairs and have them ask and answer the questions. Encourage them to ask follow-up questions and give alternative answers. For example:
 - *When do you usually arrange your summer vacation?*
 - *At least six months before.*
 - *Why do you arrange it so early?*
 - *The tickets are always cheaper.*
- Monitor and help where necessary.
- **Review** Ask the questions to Ss as a whole class. Then Ss cover up the questions and try to reconstruct the questions by looking at the answers.

5.1 LOSING AND FINDING THINGS

page T-225

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to give synonyms of the words and phrases from the vocabulary for losing and finding things: *find something new* (discover); *look hard for* (search); *forget somewhere* (leave behind); *suddenly not be there* (disappear); *suddenly be there* (appear); *give back* (return); *find exactly where something is* (locate). Ss can use their phones or a dictionary to help them.
- **Do the task** A Ss complete the newspaper headlines with the words in the box. Check answers as a class. B Then tell Ss to work in small groups. Ask Ss to choose a headline and give them some time to make up a story and tell the group about what happened. They need to use their imagination and give background details. If Ss need more support, make up a story about one of the headlines as a model. Then ask Ss to tell one another their stories. Monitor and help where necessary.
- **Review** Tell Ss to share their stories with the class. Decide which one was the most interesting, funny, frightening, etc.

Answers

- 1 Student returns library book after 22 years
- 2 The strange things people leave behind on the subway
- 3 Soccer team gets back trophy left at bus stop
- 4 Famous statue disappears from Metropolitan Museum of Art
- 5 Scientists discover underground city at the bottom of the sea
- 6 Ship lost in the Atlantic for 6 months suddenly appears in the Pacific
- 7 Family searches for \$10 million lottery ticket
- 8 Tennis champion drops first prize
- 9 Teenager falls off ferry and swims 5K to land
- 10 Police dog locates stolen money in refrigerator

5.2 NEEDING AND GIVING HELP

page T-226

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss how they would respond if someone said these sentences to them:
"Thank you, I'm so grateful to you." (No problem.)
"Can you help me? I'm lost and I need to find the train station."
"I'm in trouble. I need \$500!"
"Can you show me the exit?"
"I need to go to the store. Will you take care of the baby?"
"My washing machine broke down. Can I use yours?"
- **Do the task** A Ss find the words and phrases in the word search and put them in the questions. Check answers as a class. B Then have Ss discuss the questions in small groups. Monitor and help where necessary.
- **Review** Ss share their answers to the discussion questions as a class.

Answers

a	s	i	r	t	r	o	u	b	l	e	f
o	h	l	n	e	c	h	j	r	s	f	i
t	o	m	u	d	e	u	s	p	y	i	g
a	w	a	r	n	g	f	m	u	t	h	u
k	e	s	t	j	r	i	d	e	c	n	r
e	l	p	s	e	a	r	c	t	u	t	e
s	t	d	g	e	t	l	o	s	t	s	o
c	b	r	o	k	e	d	o	w	n	z	u
a	e	i	g	u	f	o	e	o	a	v	t
r	a	c	i	p	u	k	b	m	o	p	e
e	o	f	e	e	l	s	o	r	r	y	i
s	a	z	r	n	a	p	u	l	i	r	t

6.1 URBAN PROBLEMS

page T-227

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to rate each problem from 0 to 5 (0 = no problem, 5 = very serious problem): *air pollution, graffiti, noise, smoke, traffic jams, expensive land, not enough space, ugly concrete buildings*. Ss compare and discuss in pairs.
- **Do the task** **A** Ss complete the sentences with the words from the box. Check answers as a class. **B** Then put Ss into small groups. They discuss the sentences and say whether they agree or disagree with them. Monitor and help where necessary.

Answers

1 Graffiti 2 traffic jams 3 space; air 4 smoke; pollution
5 noise; traffic 6 concrete 7 land 8 trash

- **Review** Discuss some of the sentences as a class.

6.2 ADVERBS OF MANNER

page T-228

35 minutes

- **PREPARE** Make one copy of the worksheet for each S. Cut the worksheet into one set of cards for each group of 11 Ss. (In smaller groups, Ss can take more than one card.) To save cutting, Ss can work in pairs and take turns matching the cards to the adverbs of manner in the chart.
- **Introduce** Write *Really* on the board. Say *Really* in an aggressive way (for example, use a high-fall intonation pattern). Ask *How did I say it?* (angrily) Say *Really* in other ways that correspond to the adverbs of manner and ask Ss to tell you the adverb. Repeat with different words or phrases. Ss work in pairs and take turns saying words or phrases to one another and naming the adverb of manner.
- **Do the task** Put Ss into groups of 11, if possible. With smaller groups, some Ss can have two cards. Give each S a card. Ss read their sentences to one another and write in the chart the name of the S next to the adverb of manner. For example: *"I went out of the room and didn't say goodbye to anyone."* (left quietly)
- Monitor and help where necessary.
- **Review** Go through all the cards and ask Ss to say which adverbs of manner apply to them.
- As an extension task, put Ss into pairs and have them expand the cards into conversations. Ss take turns role playing their conversations in front of the class. The other Ss listen and say how many different adverbs of manner apply to the conversation.

7.1 MUSIC

page T-229

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of two to four Ss. Cut the worksheet into one set of cards for each group of three Ss.
- **Introduce** Play examples of the different types of music on a digital device or CD. Ss name the genre. Ss describe each genre and write down the key information on the board. *Noisy*. (heavy metal); *Played by many instruments*. (classical); *Made by computer*. (EDM)
- Introduce the game by telling the class that you are thinking of a type of music. Then Ss ask you *yes/no* questions based upon the information on the board to figure out what type of music.
- **Do the task** Ss work in groups of two to four. Ss take turns taking a card. The other Ss in the group think of *yes/no* questions to ask to get enough information to make a guess. For example: *Is it noisy? Is it played by many instruments? Is it made by computer?*
- Ss keep asking questions until they have guessed correctly. Then it is the next S's turn to pick a card. Monitor and help where necessary.
- **Review** Ask Ss who guessed correctly in one question? In two questions? In three questions? Ss share the questions that they asked to correctly guess the type of music.

7.2 TV SHOWS AND MOVIES

page T-230

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the vocabulary on the board as anagrams. Ss write the correct word and give a definition. For example: *slawohkt* = *talk show* – *when people give their opinions about news and interesting topics*
- **Do the task** **A** Ss work in pairs. Tell them to take turns reading the descriptions aloud. Together they decide the genre. Check answers as a class. **B** Ss decide together which three shows or movies they want to see. Monitor and help where necessary.

Answers

1 thriller 2 musical 3 science fiction
4 animated movie 5 talk show 6 soap opera 7 horror
8 game show 9 romantic comedy 10 documentary
11 drama 12 reality show 13 comedy

- **Review** Have Ss share their ideas with the class.
- As an extension, Ss work in groups and add more information to one of the descriptions about what happens in the show or movie. They then present this to the class.

8.1 DESCRIBING EXPERIENCES

page T-231

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** On the board write the nouns from the lesson that describe experiences: *achievement, challenge, change, chore, job, opportunity, process, project, success*. Ask volunteers to write a different adjective to go with each one. For example: *great achievement, interesting challenge, big change, annoying chore, difficult job, nice opportunity, long process, team project, complete success*.
- **Do the task** **A** Ss complete the text with the vocabulary for describing experiences. Check answers as a class. **B** Put Ss into small groups to discuss the questions. Encourage Ss to use the vocabulary for describing experiences as they discuss. Monitor and help where necessary.

Answers

1 challenge 2 change 3 opportunity 4 project 5 process
6 job 7 chores 8 success 9 achievement

- **Review** Go through the text again. Then discuss the questions as a class.

8.2 DESCRIBING PROGRESS

page T-232

35 minutes

- **PREPARE** Make one copy of the worksheet for each pair.
- **Introduce** Dictate these sentences. Ss write them in two columns: those with a positive/neutral meaning and those with a negative meaning: *We're getting nowhere.* (negative); *That saves time.* (positive); *I did my best.* (positive); *I haven't had time.* (negative); *We've been having problems.* (negative); *I'm taking it easy.* (positive)
- Ss write the other expressions for describing progress in the correct column.
- **Do the task** Ss work in pairs. They take turns imagining and telling stories while the other Ss tries to guess what sentence they picked. Monitor and help where necessary.
- **Review** Ss share their stories with the class. Who had the most interesting story? The funniest?

9.1 COLLEGE SUBJECTS

page T-233

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Give each S a piece of paper with the name of another S in the class. They should write on the paper what (other) college subject they think this S would be good at or interested in. Then Ss find the people they wrote about, give their opinions, and say why. For example, *Mario, I think you should study business because you said last lesson that you wanted to have your own company.*
- **Do the task** **A** Tell Ss to complete the crossword with college subjects. Check answers as a class. **B** Put Ss into small groups to discuss the questions. Monitor and help where necessary.

Answers

1 education 2 computer science 3 economics 4 law
5 architecture 6 biology 7 physics 8 engineering
9 business 10 chemistry 11 medicine

- **Review** Tell Ss to turn over the worksheet. Read the crossword definitions and have Ss say the college subjects. Then ask each group to report back on what they discussed and see if the rest of the class agree.

9.2 EMPLOYMENT

page T-234

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Write the employment vocabulary on the board as anagrams. Ss correct the spelling and define the words, for example, *remanttire = retirement*.
- **Do the task** Put Ss into small groups. Tell one S to read card 1. As a group, they must discuss what to do and decide which card to go to next. They continue taking turns reading the cards until they reach a successful ending of the activity. (Sometimes they will need to start the whole activity again.) Monitor and help where necessary.
- **Review** Tell Ss to underline all the employment vocabulary on the worksheet. Ask some Ss to tell the class about what happened to them in the game.

10.1 DESCRIBING MATERIALS

page T-235

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Name some objects and ask Ss to describe the materials: *a watch* (plastic, light, waterproof); *a sweater* (wool, warm); *a rock* (stone, hard, heavy); *a window* (glass, fragile); *a coin* (metal, light). Put Ss into pairs to do the same.
- **Do the task** A Ss work in pairs and write down an object to match each description. The first Ss to finish are the winners. Monitor and help where necessary. B Ss work in pairs and write a description to match an object. The first Ss to finish are the winners. Monitor and help where necessary.
- **Review** Go through the descriptions and ask Ss to name different objects to match each description. There is more than one correct answer. Then Ss share their descriptions for the second task. Did Ss choose the same or different descriptions to describe each object?

Possible answers

A 2 door 3 T-shirt 4 statue 5 phone 6 vase 7 jacket
8 scarf 9 shower 10 coat 11 umbrella 12 shirt
13 lamp 14 belt 15 car 16 skin 17 sheep 18 table
19 cup 20 flower
B Answers will vary.

10.2 PRODUCTION AND DISTRIBUTION

page T-236

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of three Ss. Cut the worksheet into a Student A, B, and C card for each student.
- **Introduce** Dictate some example sentences and tell Ss to copy them with the missing word: *The flowers _____ in the forest. (grow); Our country doesn't have enough, so we need to _____ it from Asia. (import); It's better to _____ food locally. (produce); They _____ everything in that big building, sometimes for years. (store); The architect wants to _____ a completely new office. (design); Could you _____ the parcel to us this afternoon? (deliver)*
- **Do the task** Put Ss into groups of three. Give each group the production and distribution vocabulary words to share. Give each S their own Student A, B, or C card. Ss follow the number order and say whether their word or phrase can go after each of the production and distribution vocabulary words. For example: *catch coffee beans computers fish* Monitor and help where necessary.

- **Review** Go through the word cards and ask Ss to say which word or phrase goes after it. See if Ss can do this without looking at their student cards.

Answers

1 C 2 A 3 A 4 B 5 C 6 B 7 A 8 A 9 C 10 A
11 B 12 A 13 C 14 C 15 B 16 A 17 C 18 B

11.1 SUCCEEDING

page T-237

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ss complete the chart with phrasal verbs.

out	on	up
<i>stand out; work out; figure out</i>	<i>work on; keep on</i>	<i>give up; set up</i>

- Then ask Ss to complete this quotation by Vince Lombardi: *"The only place where success comes before work is _____."* (the dictionary) Put Ss into small groups to give examples of why this quotation is true, using as many of the phrasal verbs for succeeding as possible.
- **Do the task** A Ss complete the text about Greg with prepositions. Check answers as a class. B Ss complete the text about Jimena with verbs. Tell Ss they may need to change the verb form. Check answers as a class. C Ss choose the phrasal verbs in the text about Javier. Check answers as a class. D Put Ss into small groups to discuss their reactions to the three texts. Monitor and help where necessary. Get ideas as a class.

Answers

A 1 up 2 out 3 out 4 out 5 over 6 up
B 1 stands 2 figures 3 give 4 kept 5 get 6 worked
7 worked
C 1 work at 2 stand out 3 figure out 4 gave up 5 set up
6 keep up 7 works out

- **Review** Go through the answers in the three texts again. Ask Ss more questions based on the texts, for example: *How difficult is it today for people like Jimena to be successful? Do you think Javier made the right decision?*

11.2 OPPORTUNITIES AND RISKS

page T-238

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to write each of the words for opportunities and risks on a separate card or piece of paper. On the other side they should write the translation in their first language. Then put Ss who share the same first language together to test one another: they take their partner's cards one by one and ask them to translate the words either from English to their first language or from their first language to English.
- **Do the task** A Ss work individually to complete each situation with the vocabulary for opportunities and risks. Check answers as a class. B Ss then decide if each situation is an opportunity or risk and write *O* or *R* in the chart. C Put Ss into pairs to compare answers and discuss. Monitor and help where necessary.

Answers

A 1 research 2 consider 3 advantage 4 disadvantage
5 option 6 reward 7 goal 8 effect 9 purpose
10 result

B Answers will vary.

- **Review** Discuss each situation as a class. Ask Ss if they have ever been in or heard about situations like this in real life. Ask Ss what they would do in similar situations.

12.1 DESCRIBING ACCIDENTS

page T-239

35 minutes

- **PREPARE** Make one copy of the worksheet for each group of two Ss.
- **Introduce** Put Ss into small groups. Ss take turns acting out the words without saying them. The other Ss must guess the word. As a class, check that Ss understand the vocabulary words for describing accidents.
- **Do the task** Ss work in pairs and write the missing words and phrases in the crossword. Tell Ss that they need to use the correct form of the verb. Monitor and help where necessary.
- **Review** Check that Ss have completed the crossword correctly.

Answers

Across: 1 destroyed 5 blame 8 feel bad about 9 slip
11 knock off 12 pull out 13 spill

Down: 2 damage 3 was mad at 4 left open 6 left on
7 shake 8 fell out 10 pick up

12.2 DESCRIBING EXTREMES

page T-240

35 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Read these aloud and ask Ss to say the extreme adjective that means the opposite: *very happy* (miserable); *nothing special* (magnificent); *full of energy* (exhausted); *very cold* (boiling); *very small* (enormous/huge); *not hungry at all* (starving); *terrible* (terrific); *completely uninterested* (thrilled).
- **Do the task** A Ss complete the questionnaire with adjectives describing extremes. Check answers as a class. B Put Ss into pairs to ask and answer the questions. Ss check what their score means at the end. Monitor and help where necessary.

Possible answers

1 terrific / miserable 2 thrilled / freezing
3 magnificent / huge / exhausted 4 boiling / enormous
5 huge / tiny / enormous / terrified 6 starving
7 enormous / terrific / miserable 8 thrilled / miserable

- **Review** Ask the questions to the class with follow-up questions and encourage Ss to use extreme adjectives in their responses. For example:
 - *Sandra, could you live for a week without the internet or social media?*
 - *Maybe, but it wouldn't be easy.*
 - *Why not?*
 - *I spend an enormous amount of time on the internet.*

1.1 VOCABULARY

DESCRIBING PERSONALITY

Work in groups. You are all neighbors and live in the same row of apartments.

- Speak to the other students and find out who lives in which apartment.
- Read your cards aloud and complete the chart.

brave	cheerful	easygoing	generous	helpful	honest
intelligent	nervous	reliable	selfish	serious	sociable

Name	Personality
Apartment 1	
Apartment 2	
Apartment 3	
Apartment 4	
Apartment 5	
Apartment 6	
Apartment 7	
Apartment 8	
Apartment 9	
Apartment 10	
Apartment 11	
Apartment 12	

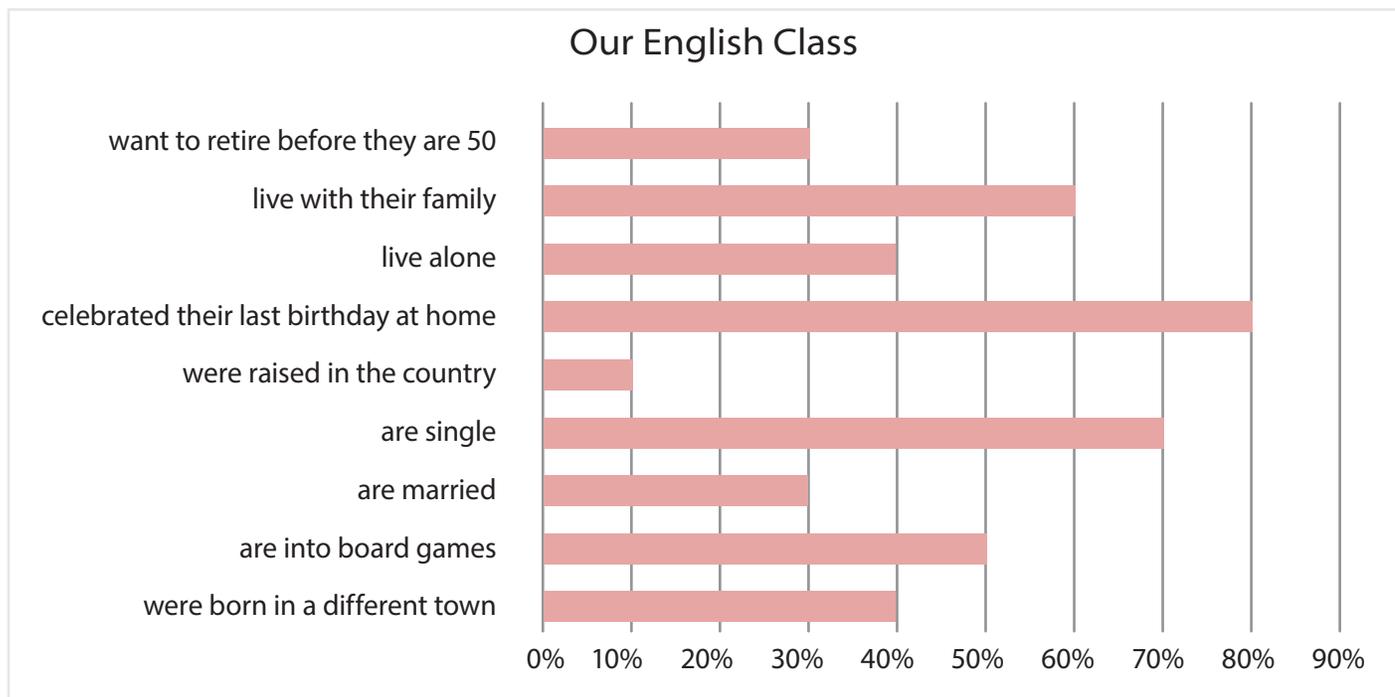


<ul style="list-style-type: none"> • I am in apartment 1. I am usually happy and laugh a lot. • My neighbor is helpful. 	<ul style="list-style-type: none"> • I love to meet people and make new friends. • My neighbor is nervous.
<ul style="list-style-type: none"> • I always do the cooking and cleaning for my parents. • My neighbor is brave. 	<ul style="list-style-type: none"> • I am going to the doctor today, and I am worried about it. • My neighbor is honest.
<ul style="list-style-type: none"> • My apartment has mice, but I'm not afraid of them! • My neighbor is reliable. 	<ul style="list-style-type: none"> • I always tell the truth and never lie. • My neighbor is selfish.
<ul style="list-style-type: none"> • I always do what I say I will do. • My neighbor is serious. 	<ul style="list-style-type: none"> • Yesterday my sister wanted to borrow my bike. I didn't need it, but I said no! • My neighbor is intelligent.
<ul style="list-style-type: none"> • I don't speak much or laugh a lot. • My neighbor is easygoing. 	<ul style="list-style-type: none"> • I finished college in one year! • My neighbor is generous.
<ul style="list-style-type: none"> • I am never worried or upset – life is great! • My neighbor is sociable. 	<ul style="list-style-type: none"> • I am in apartment 12. • My friend asked to borrow \$100 yesterday, and I gave them \$200.

1.2 VOCABULARY

GIVING PERSONAL INFORMATION

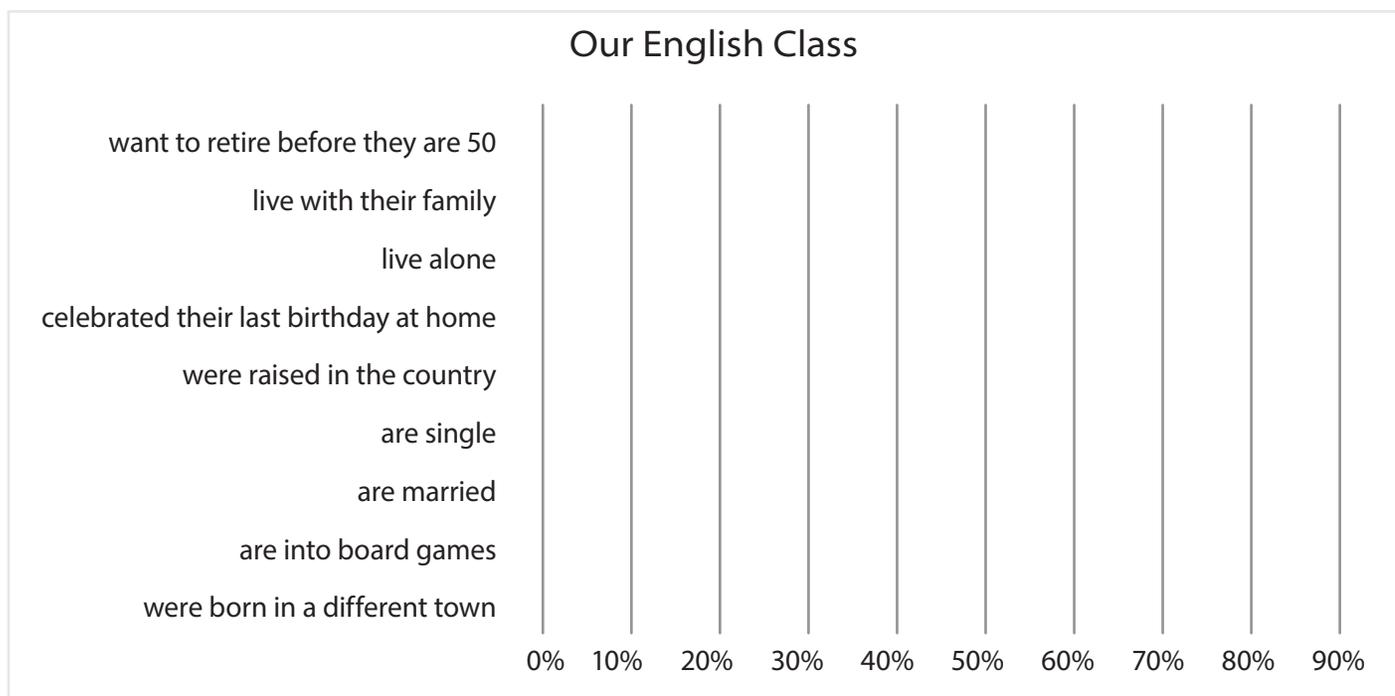
This is personal information about one English class.



A Work in groups. Ask people in your group questions about the same personal information.

Andrei, do you want to retire before you're 50?

B Then collect information from all the groups and make a graph for your class.



2.1 VOCABULARY

DESCRIBING POSSESSIONS

Work in pairs. Ask each other the questions. Then check your score.

- 1 When do you buy a new cell phone?
A when I want something more modern
B when my cell phone is damaged
C when I lose my cell phone

- 5 It's your friends' anniversary party.
What do you wear?
A a very fancy suit/dress
B nothing very special.
C a plain T-shirt and jeans

- 2 It's your birthday next week. What present do you want?
A something very expensive and fancy
B a cake
C I don't need presents.

- 6 What is your computer like?
A very modern
B a little outdated but still useful
C in good condition for a really old computer

- 3 You find a used book online. It's cheap but a little damaged. Do you buy it?
A No way! I want a brand-new book.
B Why not? It's in good condition.
C Of course.

- 7 What is brand new in your kitchen?
A Everything that is useful to me.
B Most things are in good condition but not brand new.
C Nothing.

- 4 What is a common problem with the stuff in your apartment/house?
A There is no space for all my stuff.
B Some stuff is not very useful.
C There is too much useless stuff.

- 8 Your bathtub is damaged. What do you do?
A Buy a brand-new bathtub.
B Repair it.
C Take a bath at my friend's apartment.

Your score

Mostly As: You like a lot of stuff and you like the best!

Mostly Bs: You are very practical.

Mostly Cs: You don't really care what you have.

2.2 VOCABULARY

TECH FEATURES

Student A

A Read the text to your partner. When you see a blank, tap the table. Your partner will write the missing words.

I love tech stuff, and I already have a lot of ¹ _____ at home. But my phone is really old and doesn't ² _____ very well now, so I wanted to buy a new ³ _____. I like to download movies, so I need a phone with a lot of ⁴ _____. I ⁵ _____ a few phones and chose this one. It was easy to ⁶ _____ – it took me about ten minutes – and ⁷ _____ with my tablet. I've put a picture of Real Madrid on the ⁸ _____, and there are some ⁹ _____ with my favorite apps. In fact, I have too much stuff on my phone now and need to ¹⁰ _____ some files.

B Listen to your partner. When you hear a tap on the table, write the word from the box that completes the sentence.

delete	devices	folders	home screen	model
set up	storage	sync	tried	work

1 _____ 3 _____ 5 _____ 7 _____ 9 _____
2 _____ 4 _____ 6 _____ 8 _____ 10 _____

C Now check with your partner.



Student B

A Listen to your partner. When you hear a tap, write the word from the box that completes the sentence.

delete	devices	folders	home screen	model
set up	storage	sync	tried	works

1 _____ 3 _____ 5 _____ 7 _____ 9 _____
2 _____ 4 _____ 6 _____ 8 _____ 10 _____

B Read the text aloud to your partner. When you see a blank, tap the table. Your partner will write the missing words.

I'm happy with my computer, and I don't want to waste money on a new ¹ _____. Yes, it's slow and there's not enough ² _____ space for all my documents, but it still ³ _____ and I've never lost any files or ⁴ _____. I've got a lovely picture of the sea on my ⁵ _____, and I want to keep that, too. There is a problem: I can't ⁶ _____ the computer with my phone. My sister is good with computers, and she ⁷ _____, but she couldn't do it. She said that the problem is my phone, not my computer. She said I need to ⁸ _____ everything – all the files and pictures – from my phone and ⁹ _____ the phone again. She's probably right. She knows a lot more about these ¹⁰ _____ than I do.

C Now check with your partner.

3.1 VOCABULARY

CITY FEATURES

A Work in pairs. Take turns to go from **START** to **FINISH**. Use the descriptions to find the next city feature. **Cross out** each city feature when you find it, and write one letter in each box below. At the end, you will have the name of a city.



FINISH ferry a	sculpture Next: Call them if you see smoke. h	monument Next: It is artwork in a museum. p	clinic Next: It is an old building that has an important history. l	sidewalk Next: Doctors and nurses work here. e
	highway Next: It goes under a road. i	embassy Next: It is a cheap place to stay. p	tunnel Next: It goes over a road. l	
They give visas here. START	parking lot Next: This is next to the road. d	bridge Next: You can leave your car here. a	fire station Next: It is a boat that takes cars and passengers. i	hostel Next: You drive on this. h

City

--	--	--	--	--	--	--	--	--	--	--	--

B Number each city feature from 1–12. Mix up the order of the numbers. Tell your partner where to go by describing the city features in the order of the numbers. See if your partner goes to the places in the right order.

It goes across a river or sea.

fire station	tunnel	hostel	monument	parking lot
	highway	sidewalk	sculpture	embassy
START	clinic		ferry	bridge

3.2 VOCABULARY

PUBLIC TRANSPORTATION

Student A

A Complete the questions in the first column of the chart. Use the words in the box.

arrival book departure direct fare
line reservation route schedule terminal

B Work in pairs. Ask your partner the questions. Write their answers in the chart under Student B.

Questions	You	Student B
1 Do you have a _____ of flights from Bogota to Washington?	Yes, here you are.	
2 How do I _____ a flight?	Online.	
3 Can I make a _____ through your website?	No, only by telephone.	
4 Is it a _____ flight?	No, you need to change.	
5 What is the _____?	Bogota to Dallas to Washington	
6 What is the _____?	\$650	
7 What bus _____ do I take to the airport?	There is a special airport bus.	
8 What _____ do I fly from?	1	
9 What is the _____ time?	7:30	
10 What is the _____ time in Washington?	6:30	



Student B

A Complete the questions in the first column of the chart. Use the words in the box.

arrival book departure direct fare
line reservation route schedule terminal

B Work in pairs. Ask your partner the questions. Write their answers in the chart under Student A.

Questions	Student A	You
1 Do you have a _____ of flights from Bogota to Washington?		Yes, it's all on our website.
2 How do I _____ a flight?		Just tell me your details.
3 Can I make a _____ through your website?		Yes, of course.
4 Is it a _____ flight?		No, there is one stop.
5 What is the _____?		Bogota to Miami to Washington
6 What is the _____?		\$700
7 What bus _____ do I take to the airport?		The express bus takes you to the city.
8 What _____ do I fly from?		2
9 What is the _____ time?		9:00
10 What is the _____ time in Washington?		7:00

4.1 VOCABULARY

DESCRIBING OPINIONS AND REACTIONS

Work in small groups. Take turns choosing and turning over cards. The first person to correctly say the opinion and reaction keeps the card. The student with the most cards at the end wins.

It's frightening / He's frightened.

<p>It was 4:00 in the morning and David was in bed. He woke up because he heard something in the kitchen. Something or someone!</p>	<p>Olga saw a nice dress in a store. She asked the clerk the price. The dress cost \$3,000!</p>	<p>Pierre really wanted to see the new <i>Superboy</i> film, but he didn't like it much when he watched it.</p>	<p>Sophia was carrying her coffee and ice cream to her table in the café. She fell and the coffee and ice cream went on the floor.</p>
<p>Alex bought a book about the history of France. It was full of really interesting information.</p>	<p>Sara was waiting for a bus. It was raining and the bus was late again.</p>	<p>Alberto smiled at the joke. It was kind of funny.</p>	<p>The parents came into their son's bedroom. Usually the bedroom was very messy but not this morning.</p>
<p>Louis was hoping to pass the math test, but he got 58%, not 60%.</p>	<p>Victoria's grandmother (70) told Victoria that she wanted to run a marathon.</p>	<p>Angelo couldn't call his friend. He walked to his friend's apartment, but he wasn't at home.</p>	<p>Valentina went to a museum. She loved the Greek art and spent a long time looking at it.</p>
<p>The police asked Lucas for his phone number, but Lucas couldn't remember it.</p>	<p>Isabella couldn't sleep after she read <i>The City of the Dead</i>.</p>	<p>Dimitry has worked for the company for ten years. Today he has found out that his company is closing.</p>	<p>The children were on a trip to the zoo. They laughed when they saw the monkeys.</p>

4.2 VOCABULARY

MAKING DECISIONS AND PLANS

Work in pairs. Match the questions (1–10) with the answers (a–j).

Then ask and answer the questions with a partner.

- | | | |
|----|---|-------|
| 1 | When do you usually arrange your summer vacation? | _____ |
| 2 | How do you check that the hotel is good? | _____ |
| 3 | What do you sometimes forget before a trip? | _____ |
| 4 | Why does someone need to remind you about what you forget? | _____ |
| 5 | Who do you let know that you have arrived safely? | _____ |
| 6 | Have you ever thought about renting a car on vacation? | _____ |
| 7 | What is the most difficult thing to deal with on vacation? | _____ |
| 8 | How do you get in touch with people you've met on vacation? | _____ |
| 9 | Where do you like to meet up with these people again? | _____ |
| 10 | What do you need to look into before your next vacation? | _____ |
-
- a I have a bad memory. / I am lazy. / I can't remember everything!
- b In a café. / On vacation again. / Online.
- c Six months before. / A few weeks before. / I don't; my family or friends do.
- d On social media. / By phone. / I meet them face to face.
- e Yes, and I've done this. / Yes, but I've never done this. / I can't drive.
- f I look online. / I ask people. / I trust the travel company.
- g How much it will cost. / How much time I will have off work. / Who wants to go with me.
- h To get some euros. / To bring a good book to read. / To pack my passport.
- i My boss. / My family. / No one.
- j Flying. / Speaking a different language. / Eating different food.

5.1 VOCABULARY

LOSING AND FINDING THINGS

A Work in groups. Add the words to the titles of newspaper stories. Use the correct form of the word.

appear
get back

disappear
leave behind

discover
locate

drop
return

fall off
search



1 STUDENT _____ LIBRARY BOOK
AFTER 22 YEARS



6 SHIP LOST IN THE ATLANTIC FOR 6 MONTHS
SUDDENLY _____ IN THE PACIFIC



2 THE STRANGE THINGS PEOPLE
_____ ON THE SUBWAY



7 FAMILY _____ FOR
\$10 MILLION LOTTERY TICKET



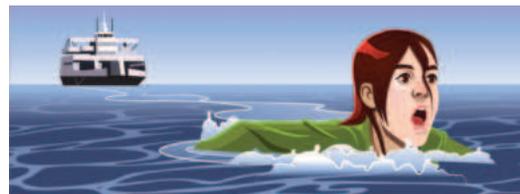
3 SOCCER TEAM _____ TROPHY
LEFT AT BUS STOP



8 TENNIS CHAMPION _____
FIRST PRIZE



4 FAMOUS STATUE _____ FROM
METROPOLITAN MUSEUM OF ART



9 TEENAGER _____ FERRY AND
SWIMS 5K TO LAND



5 SCIENTISTS _____ UNDERGROUND
CITY AT THE BOTTOM OF THE SEA



10 POLICE DOG _____ STOLEN
MONEY IN REFRIGERATOR

B Choose a title and make up a story about what happened. Then share your story with your classmates.

5.2 VOCABULARY

NEEDING AND GIVING HELP

A Find the words and phrases. Then put them in the questions.

a	s	i	r	t	r	o	u	b	l	e	f
o	h	l	n	e	c	h	j	r	s	f	i
t	o	m	u	d	e	u	s	p	y	i	g
a	w	a	r	n	g	f	m	u	t	h	u
k	e	s	t	j	r	i	d	e	c	n	r
e	l	p	s	e	a	r	c	t	u	t	e
s	t	d	g	e	t	l	o	s	t	s	o
c	b	r	o	k	e	d	o	w	n	z	u
a	e	i	g	u	f	o	e	o	a	v	t
r	a	c	i	p	u	k	b	m	o	p	e
e	o	f	e	e	l	s	o	r	r	y	i
s	a	z	r	n	a	p	u	l	i	r	t

- 1 Do you have any friends or people you know that you _____ for? Why?
- 2 There is a new worker in your office / new student at your school. What would you _____ them about?
- 3 Is it easy to _____ in your town/city?
- 4 When you are in _____, do you go to friends or do you go to your family?
- 5 Who _____ of you when you are sick?
- 6 When you have a problem at school/work, do you usually _____ what to do?
- 7 Have you ever helped anyone but they weren't _____?
- 8 Do people often stop you and ask you to _____ them the way?
- 9 Is it dangerous to give strangers a _____?

B Work in small groups. Discuss the questions.

6.1 VOCABULARY

URBAN PROBLEMS

A Complete the sentences with the words from the box.

air	concrete	graffiti	land	noise	pollution
smoke	space	traffic	traffic jams	trash	

- 1 _____ is art, like photography and painting, and so there is nothing wrong with it.
- 2 The only way to stop _____ is to close the city center to cars so people can't drive there.
- 3 We need more parks in cities because they are only the places where there is _____ to walk around, and you get fresh _____.
- 4 Factories put _____ in the air and create _____, so they should be far away from cities.
- 5 Most of the loud _____ comes from _____ like cars and trucks. Electric cars will make cities much quieter.
- 6 There is a lot of _____ in town, like sidewalks and buildings. Modern cities are much uglier than cities in the past.
- 7 Because _____ is so expensive in cities, young people cannot afford to live there.
- 8 There is a lot of _____ on the streets because people are too lazy to put it in garbage cans.

B Work in small groups. Do you agree or disagree with the sentences?

6.2 VOCABULARY

ADVERBS OF MANNER

Work in groups. Choose a card and read your sentence aloud to the group. Then write everyone's name in the correct place in the chart.

"I went out of the room and didn't say goodbye to anyone."	"We climbed the mountain with a guide and lots of equipment."	"Everyone was shouting and screaming, but I sat down and called the police."	"Never speak to me again!"
"No, you can't say <i>many</i> pollution. It's <i>much</i> pollution."	"It's very simple: there are traffic jams because too many people have cars."	"I was texting while I was driving."	"I shouted at the teenagers because they were drawing graffiti on the walls."
"I painted a fantastic picture of a bridge last night."	"Excuse me? Could you show me the way to the train station, please?"	"I needed 60% to pass the exam, but I only got 38%."	

Who ... ?

	spoke to you angrily.
	did something beautifully.
	did something calmly.
	explained something to you clearly.
	failed completely.
	said something correctly.
	did something dangerously.
	spoke loudly.
	spoke to you politely.
	left quietly.
	did something safely.

7.1 VOCABULARY

MUSIC

Work in small groups. Pick a card. Do not show the card to the other students or say what you picked. Take turns asking *yes/no* questions to guess what type of music the other students picked.

Hip-hop	Heavy metal	<i>Classical</i>	Folk
Country	Reggae	EDM	Rock
Pop	Jazz		

7.2 VOCABULARY

TV SHOWS AND MOVIES

A Work in pairs. Read the descriptions. Write the genre of TV show or movie.

- 1 _____ Martin moves to a new apartment. Everything seems fine and he becomes good friends with his neighbor, Justin. But Justin has a secret and soon Martin will have a terrible decision to make ...
- 2 _____ A group of students are on vacation and they sing and dance their way around the US.
- 3 _____ It is the year 2136. The people on planet Zog want to return to Earth. But what will they find when they go back there?
- 4 _____ The lion and the monkey don't like each other, but they have to work together to save their forest home from people who want to build a hotel there. Can they do anything to stop the hotel workers?
- 5 _____ The president of South Anglia will answer questions about the future of this new country and her decision to become president.
- 6 _____ In episode 16, there are more problems for the Gonzalez family: Daniela is refusing to go back to college and wants to work for her strange new "friend" Amanda.
- 7 _____ The whole town is terrified and no one can go out after dark. Dracula is back and he wants blood. Tonight.
- 8 _____ One of these six students could win \$500,000 tonight. But first they must complete these difficult challenges.
- 9 _____ Jane meets her new boss and immediately dislikes him. But this all changes when they are stuck in the office elevator for 12 hours ...
- 10 _____ 750 million people in the world can't read or write. This program explores the reasons why so many people don't have basic skills.
- 11 _____ Teresa must decide whether to go to the big city to follow her dreams or stay in her small town and care for her elderly parents.
- 12 _____ Tonight viewers will decide that one of the five people in the house must leave the show. Will it be unpopular Greg or maybe Hanako after last week's argument?
- 13 _____ A chef wants to build an underwater restaurant, and she thinks of some very funny ways of getting the money.

B Decide together which three you want to see.

8.1 VOCABULARY

DESCRIBING EXPERIENCES

A Complete the text with nouns that describe experiences.

Stella was working as a manager in a supermarket. She liked the company and the people she worked with, but she was bored with her job and needed a new ¹ **c** _____ or at least a ² **c** _____. Her boss agreed and he told Stella that there was a new ³ **o** _____ because the company was opening supermarkets in different countries. This was an important ⁴ **p** _____ for the company, and they really needed people to manage the whole ⁵ **p** _____ of starting a new business in a foreign country. Stella knew it would be a difficult ⁶ **j** _____. She might need to spend years away from home, but she was very hardworking – she even used to do ⁷ **c** _____ around the supermarket if they didn't have enough staff – and she had a lot of business experience. She was confident that the new supermarket would be a ⁸ **s** _____, and this would be a great personal ⁹ **a** _____ for her.

B Work in groups. Discuss these questions.

- What does Stella like about her job? What is the problem with it?
- What challenges will she have at her new job? What could go wrong?
- Do you think her experience makes her prepared for the new job?
- Would *you* move abroad for a job opportunity? What would be its biggest challenge?

8.2 VOCABULARY

DESCRIBING PROGRESS

Work in pairs. Choose a sentence, but do not tell your partner. Imagine a story to match your sentence and tell your partner. Then have them guess what sentence you chose.

A: *I really want to get 100% on my English exam. I study English every day at lunch. On Mondays, Wednesdays, and Fridays, I see an English tutor. On my way home each day, I listen to English podcasts, and in the evenings, my roommate quizzes me. If I have any free time, I study English!*

B: *Are you concentrating on one thing?*

C: *Yes, I am!*

I've been making good progress.

I've been taking it easy.

I've been getting nowhere.

I've been spending a lot of time doing that.

I've been having problems. / I've been having trouble with something.

I've been concentrating on one thing.

I haven't had time to do something. / I haven't had a chance to do something.

I've wasted a lot of time.

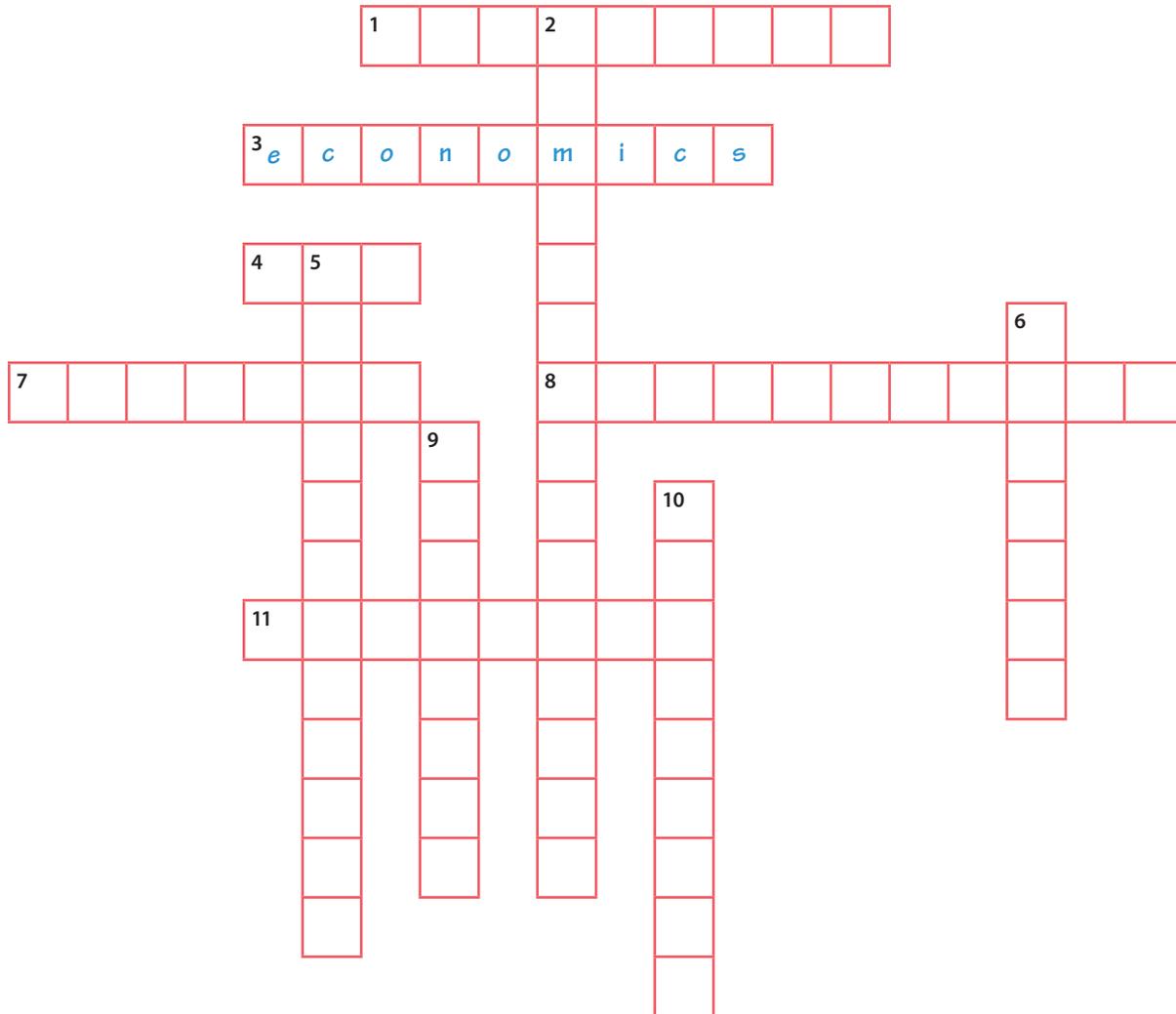
I've been doing my best.

I've saved a lot of time.

9.1 VOCABULARY

COLLEGE SUBJECTS

A Complete the crossword with college subjects.



Across

- 1 the teaching of children and adults
- 3 the study of how people earn and spend money
- 4 study of the rules of a country
- 7 the science of how things around us exist and work
- 8 how to design and build machines and buildings
- 11 how to make people healthier

Down

- 2 how machines can do complex things
- 5 the design and planning of buildings
- 6 the study of nature, humans, and animals
- 9 how companies make money
- 10 the science of what things are made of

B Work in small groups. For each of the college subjects discuss:

- What is interesting about this subject?
- What skills do you need to do well in this subject?
- What would be difficult about studying this subject?
- What opportunities will this subject give you after you finish college?
- Will this subject still be popular/useful in 20 years?

9.2 VOCABULARY

EMPLOYMENT

Work in small groups. Begin from card 1. Discuss what you should do and decide which card to go to next.

<p>1</p> <p>Choose a career. Chef – Go to 10. Architect – Go to 9.</p>	<p>2</p> <p>It is difficult to manage so many staff. Fire some of the bad workers. Go to 23. Do a management course. Go to 17.</p>	<p>3</p> <p>Maybe you could also increase their wages a bit more? Yes. Go to 13. No. Go to 21.</p>	<p>4</p> <p>You see a job with a higher salary but longer working hours. Apply for it. Go to 12. Change your mind. Go to 20.</p>
<p>5</p> <p>In the new restaurant your working hours are very long and you aren't happy. You leave the restaurant – and this activity.</p>	<p>6</p> <p>You can't change the contract in the middle of the project! Think again! Go to 18.</p>	<p>7</p> <p>How are you going to do this? Give the best workers higher wages. Go to 24. Give everyone a better salary. Go to 13.</p>	<p>8</p> <p>Your manager finds out. She tries to persuade you to stay. Agree. Go to 15. Leave. Go to 19.</p>
<p>9</p> <p>You have a contract to build a bridge, but you need to do it quickly. Hire a lot of workers. Go to 18. Change the contract. Go to 6.</p>	<p>10</p> <p>Your salary is low. Ask your employer for higher wages. Go to 14. Say nothing. Go to 23.</p>	<p>11</p> <p>Your employer wants to meet you to discuss progress. Say you're too busy. Go to 14. First increase workers' salaries. Go to 24.</p>	<p>12</p> <p>It's a great job, but some of the staff don't like you much. Who cares? Go to 16. Manage them carefully. Go to 22.</p>
<p>13</p> <p>This is very expensive, and it doesn't get results. Go to 14.</p>	<p>14</p> <p>Your employer fires you! Start the game again.</p>	<p>15</p> <p>Your manager wants you to be head chef in a new, bigger restaurant. Agree. Go to 5. Refuse. Go to 22.</p>	<p>16</p> <p>The staff is very unhappy and complains to your employer. Go to 14.</p>
<p>17</p> <p>It's an interesting course. Maybe you should change your profession. Apply for a management job. Go to 8. Stay a chef. Go to 15.</p>	<p>18</p> <p>Progress is still slow. Don't worry about it! Go to 11. Manage the workers better. Go to 7.</p>	<p>19</p> <p>You realize that you will need to go back to college to change your profession. See you in three years ...</p>	<p>20</p> <p>Are you sure? Yes, I'm leaving. Go to 12. Not really, I'll speak to my employer. Go to 14.</p>
<p>21</p> <p>The bridge is finished on time. What next? Apply for a job at a bigger company. Go to 4. Tell your employer you are thinking of leaving. Go to 14.</p>	<p>22</p> <p>Good decision! You will have a great career in a great profession, and have a happy early retirement. Well done!</p>	<p>23</p> <p>Your restaurant is very busy. You don't have enough staff. Hire more staff. Go to 2. Increase their working hours. Go to 16.</p>	<p>24</p> <p>This works well, but the staff thinks their working hours are too long. Make them shorter. Go to 3. Say "After we build the bridge." Go to 21.</p>

10.1 VOCABULARY

DESCRIBING MATERIALS

A Work with a partner. Write down an object for each description.
The first students to finish are the winners.

- 1 plastic / light water bottles
- 2 wood / strong _____
- 3 cotton / light _____
- 4 stone / heavy _____
- 5 plastic / artificial _____
- 6 glass / fragile _____
- 7 leather / natural _____
- 8 wool / soft _____
- 9 metal / light _____
- 10 light / warm _____
- 11 artificial / waterproof _____
- 12 cotton / warm _____
- 13 glass / light _____
- 14 leather / strong _____
- 15 metal / heavy _____
- 16 natural / waterproof _____
- 17 wool / natural _____
- 18 wood / hard _____
- 19 plastic / strong _____
- 20 fragile / natural _____

B Work with a partner. Write descriptions for each object.
The first students to finish are the winners.

- 1 table wood / heavy
- 2 eyeglasses _____
- 3 socks _____
- 4 hair _____
- 5 watch _____
- 6 dog _____
- 7 paper _____
- 8 pen _____
- 9 smartphone _____
- 10 soccer ball _____

10.2 VOCABULARY

PRODUCTION AND DISTRIBUTION

Work in groups of three. Take turns saying whether your word or phrase can go after the production and distribution vocabulary word.

catch coffee beans computers fish

Production and distribution vocabulary

1 catch	2 deliver	3 design	4 export	5 freeze	6 grow
7 import	8 manufacture	9 pick	10 produce	11 ship	12 store
13 transport	14 design	15 grow	16 export	17 produce	18 store

Student A

1 coffee beans	2 tables	3 a system	4 in a factory	5 fruit	6 staff
7 plastic	8 computer screens	9 wood	10 things people want	11 a service	12 potatoes
13 by foot	14 an idea	15 fish	16 paper products	17 supermarkets	18 high prices

Student B

1 computers	2 staff	3 transport	4 from a country	5 cotton	6 plants
7 an email	8 fresh flowers	9 tuna	10 to a different country	11 a product	12 choices
13 by email	14 new staff	15 roses	16 something not made here	17 business	18 fragile products

Student C

1 fish	2 the internet	3 fruit	4 locally	5 meat	6 beef
7 workers	8 software	9 mushrooms	10 a goal	11 a process	12 factories
13 by truck	14 a building	15 products	16 a factory	17 something artificial	18 buildings

11.1 VOCABULARY

SUCCESSING

A Complete the text with prepositions.

Greg was studying economics at college, but he gave ¹ _____ because he thought it wasn't for him. After that he had a few jobs, but nothing really worked ² _____, and he didn't have much money. So when it was the birthday of a friend's young son, Greg didn't know what he could afford. But then Greg figured something ³ _____. He decided to make a little toy for the boy. He took some wood and made some shapes out of it and painted them. The boy loved his present! He had lots of presents, but Greg's stood ⁴ _____ and he played with these shapes for hours. Greg was amazed but when he got ⁵ _____ his shock, he realized that this could be an opportunity for him. Five years later Greg set ⁶ _____ his own wooden toys company. The company is small but successful, and Greg is happy.

B Complete the text with verbs.

There are a lot of talented young doctors in our hospital, but Jimena really ¹ _____ out. Anyone who meets her ² _____ this out very quickly. She is a children's doctor, and she loves working with young people and helping them at very difficult times. Jimena understands their problems very well because she has been blind since she was a teenager. She was a great student at school, but then she had a terrible accident and was in hospital for three months. Many people would ³ _____ up in this situation, but Jimena went back to school, ⁴ _____ up her studies, and went to college. She is blind and you can never ⁵ _____ over that, but she ⁶ _____ at her studies and passed all the exams. Everything ⁷ _____ out in the end for Jimena.

C Circle the correct phrasal verbs.

Javier used to have everything: a job with a high salary, a big house, a fast car. He had to ¹ *work at / figure out* his success and it wasn't easy, but he was a rich man. Javier might not ² *work out / stand out* from the crowd, but he is one of the most successful people you could meet. Everything changed this winter. Javier went on vacation to Thailand and never returned. Everyone wondered where he was and couldn't ³ *set up / figure out* what happened. But now we know. Javier ⁴ *gave up / got over* his job at the bank, went to Thailand, and ⁵ *set up / worked at* his own café on the beach. Javier's boss couldn't understand why Javier didn't ⁶ *stand out / keep up* his great work at the bank and come home. I don't know either, but I hope his café ⁷ *figures out / works out*, and he is happier there.

D Work in small groups. Discuss these questions.

- What successes and failures have these people had?
- Who has had the most success?
- What will they do in the future?

11.2 VOCABULARY

OPPORTUNITIES AND RISKS

A Complete each situation with the vocabulary for opportunities and risks.

B Decide if the situation is an opportunity or risk.

C Work in pairs. Do you agree?

Situation	Opportunity (O) or Risk (R)?
<p>You have your own pizza business. You do some ¹ r_____ and find out that most of your customers buy pizza online. You ² c_____ closing all your restaurants and only having an online service.</p>	
<p>You want to rent an apartment, but it is very expensive. You could share with a colleague from work. The ³ a_____ is that you would save money. The ⁴ d_____ is that you don't know your colleague very well.</p>	
<p>You find a wallet in the street. There is a lot of money inside and an address. One ⁵ o_____ is to find the address and give the wallet back – maybe you'll get a ⁶ r_____. There is a lot of money in the wallet though ...</p>	
<p>You are not very healthy, and this year your ⁷ g_____ is to get in good shape. A friend recommends a special drink to you. She says it helps people lose weight, but you worry about the ⁸ e_____ on your health.</p>	
<p>You write an angry email to your boss. The ⁹ p_____ of this email is to explain why you and your coworkers are unhappy with the company. You hope that the ¹⁰ r_____ of your email will be that the company makes some changes.</p>	

12.1 VOCABULARY

DESCRIBING ACCIDENTS

Work in pairs. Take turns reading your sentences and writing the words and phrases in the crossword.

Across

- 1 A bus drove over my phone and _____ it.
- 5 My parents always _____ me if something goes wrong.
- 8 I still _____ forgetting Janice's birthday last week.
- 9 Be careful that you don't _____ in the snow and ice.
- 11 Put it on the shelf carefully so you don't _____ that vase.
- 12 I couldn't _____ the key because it was stuck in the door.
- 13 It's painful if you _____ hot coffee on yourself.

Down

- 2 The sun can _____ your eyes so wear sunglasses.
- 3 I _____ my sister because she broke a chair in our room.
- 4 I forgot to lock the door, so the apartment was _____.
- 6 The money was just _____ the table, so anyone could take it.
- 7 The dog took the doll and began to _____ it from side to side in its mouth.
- 8 I dropped my bag and all my books _____.
- 10 Everyone rushed to _____ what had fallen on the floor.

12.2 VOCABULARY

DESCRIBING EXTREMES

A Work in pairs. Complete the questionnaire with adjectives describing extremes.

B Ask and answer the questions. Then check your score at the end.

DO YOU LIKE EXTREMES?

1 Could you live for a week without the internet or social media?

- A Sure. It would be _____ (*very good*).
- B Maybe, but it wouldn't be easy.
- C No way! I'd feel _____ (*very sad*).

2 A friend invites you for a morning swim in a lake in winter. Do you agree?

- A Yes! I'd be _____ (*very happy*) to do it.
- B I'll think about it.
- C No, the water will be _____ (*very cold*).

3 You are on a long walk in the country and see a(n) _____ (*very beautiful*) castle at the top of a(n) _____ (*very big*) hill. Do you climb the hill and visit the castle?

- A Why not? Exercise is good for you.
- B I'll take a photo of it from here.
- C Are you joking? I'm _____ (*very tired*).

4 It's the middle of summer, and it's a(n) _____ (*very hot*) afternoon. What do you want to do?

- A Go for a run.
- B Stay inside.
- C Have a(n) _____ (*very big*) lunch and then sleep.

5 If you had a boring job with a(n) _____ (*very big*) salary, would you give it up for a very interesting job with a(n) _____ (*very small*) salary?

- A Yes, money is not everything.
- B I'd go and find an interesting job with a(n) _____ (*very big*) salary.
- C No! I would be _____ (*very scared*) of not having enough money.

6 Could you eat nothing for two days?

- A No problem!
- B Maybe one day.
- C No, because I'd be _____ (*very hungry*) after a couple of hours.

7 How do you like to celebrate your birthday?

- A I make a(n) _____ (*very big*) cake, and we have a(n) _____ (*very good*) all-night party with music and games.
- B I have a quiet meal with close friends.
- C I don't. I always feel _____ (*very sad*) because I'm one year older.

8 Would you go on vacation by yourself?

- A I would be _____ (*very happy*) because I could do what I want.
- B Maybe for a very short vacation.
- C No, I'd feel _____ (*very sad*) without family or friends.

What your score means:

Mostly As: You love extremes and you certainly have an interesting life.

Mostly Bs: You are sensible and don't like to do anything too extreme.

Mostly Cs: You don't like to take any risks so maybe life can be a little boring?

Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 WHO AM I?

page T-245

Pair work

Unit 1 vocabulary: Describing personality; Giving personal information

Unit 1 grammar: Information questions; Indirect questions
20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will each pretend to be a famous person, and they will each take turns asking questions to find out which famous person their partner is pretending to be.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems.
- Explain that in the first part of the task, Ss will find out information about the famous person they chose to be. In the second part, Ss will ask their partner questions to find out which famous person they are.
- **A** Give Ss five to ten minutes to look up information about the famous person they chose. Circulate through the class and help with vocabulary.
- **B** Put Ss into pairs. Remind them that each S will now pretend to be the famous person they took notes on. One partner asks questions to find out who the famous person is. Then they switch roles. Encourage Ss to act like their famous person would as they answer questions.
- When everyone has completed the task, have the class guess a few of the Ss' famous people by asking direct and indirect questions.
- **Review** For homework, ask small groups to practice making introductions with their famous people. Have a few Ss model their conversations for the class.

UNIT 2 I'VE NEVER ...

page T-246

Group work

Unit 2 vocabulary: Describing possessions; Tech features

Unit 2 grammar: Present perfect with *ever*, *never*, *for*, and *since*; Present perfect with *already* and *yet*

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss they are going to play a game in small groups. Explain that Ss will make a true statement about something that they have or haven't done. If the statement is only true for the speaker, that S gets a point. If the statement is true for anyone else in the group, no points are given. Explain that to win the game Ss try to get the

most points by saying things that are only true for them. Encourage Ss to think of things that are only true for them, and no one else.

- Give Ss an example of your own, such as: *I've never heard a song by Ed Sheeran*. Ss raise their hands if they haven't either. If no one raises a hand, explain that you would get a point. If anyone raises a hand, explain that no one would get a point.
- Have a S read the instructions aloud, and then go through the questions and explain any new vocabulary.
- **Do the task** Allow Ss five minutes to think about their true statement and take notes. Then put Ss into small groups to play the game. Encourage Ss to use the present perfect with *for* and *since* correctly. After 15 minutes, see who has earned the most points in each group. Ask groups to share some of their more interesting statements.
- **Review** For homework, ask Ss to ask a friend or family member if they have or haven't done some of the things that their classmates have done. Ss report back to the class what they've learned.

UNIT 3 TRAVEL AGENTS

page T-247

Pair work / Group work

Unit 3 vocabulary: City features; Public transportation

Unit 3 grammar: Articles; Modals for advice

30 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain that pairs will plan a trip to a city. Explain what a travel agent does (plans vacations and travel). Then ask what kinds of things a travel agent would plan, for example: *how to get there*, *how to get around*, *where to eat*.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary, and answer any questions.
- Explain that in part A, pairs will choose a city they'd like to visit. In part B, pairs will be put into small groups to exchange city names. Then each pair will answer the questions to plan a trip for another pair. Ss can use their phones to look up information. In part C, Ss will present their plans. Have the pair who wrote the city name say if they'd like to go on the trip and why or why not.
- **A** Put Ss into pairs. Give pairs five minutes to complete the task.
- **B** Have pairs complete the task. Circulate and help Ss to use modals for advice and transportation vocabulary.

- **C** After 20 minutes, put pairs into their groups again to present their plans. Circulate and monitor Ss for grammar and vocabulary. Then have groups present some of their plans to the class.
- **Review** For homework, Ss choose a city they think sounds interesting and create a list of places they suggest people visit. Encourage them to try to find a “secret spot.” Ss present their suggestions to the next class.

UNIT 4 SURPRISE PARTY

page T-248

Pair work

Unit 4 vocabulary: Describing opinions and reactions; Making decisions and plans

Unit 4 grammar: *be going to* and *will* for predictions; *will* for sudden decisions, present continuous for future plans

30 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss if they have ever had or been to a surprise party. How did they feel about it?
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. **A** Pairs ask and answer questions about their activities and hobbies, and discuss their opinions of them. Tell Ss they will use their partner’s information to plan a surprise party. Give them 15 minutes to ask and answer questions and take notes on their partner’s answers. Remind them to ask follow-up questions.
- **B** Change partners and have the new pairs work together to discuss fun activities and ideas for a surprise party for their original partner. Tell them to include activities they will find amusing and fascinating, but not frightening. Remind them to make predictions about which activities the person will like and how they think the person will react. Ss complete the party plan.
- Ss get together with their original partner. Pairs present their surprise party plans to each other. Circulate to make sure they are describing their opinions and making predictions about how they’ll react to the party.
- When everyone has completed talking about their party, compare some of the ideas as a class. Who is happy? Who is worried?
- **Review** For homework, Ss find a video of someone who has been surprised. Ss describe the event and the person’s reactions in the next class. If possible, have them show the videos they chose.

UNIT 5 WHAT’S THE STORY?

page T-249

Pair work

Unit 5 vocabulary: Losing and finding things; Needing and giving help

Unit 5 grammar: Simple past; Past continuous and simple past

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will take turns telling stories about the pictures. Ask the class to say what they notice about one of the pictures to get them thinking about how to describe things. Explain what *confetti* is in the first picture.
- **Do the task** Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems. Encourage Ss to be creative in imagining the story.
- Give Ss 15 minutes to prepare their stories individually before they share them with a partner. Circulate through the class and make sure they are using the correct past tense verbs. Ask them to change partners and tell their new partner a different story.
- When everyone has completed the task, have a few volunteers tell their stories to the class. Ask the class which stories were the most surprising or amusing.
- **Review** For homework, ask Ss to bring in one of their own photos to tell a story about it. Ss report back to the class.

UNIT 6 NEW SOLUTIONS

page T-250

Pair work

Unit 6 vocabulary: Urban problems; Adverbs of manner

Unit 6 grammar: Quantifiers; Present and future real conditionals

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Remind Ss that a *questionnaire* is a written list of questions that people are asked so that information can be collected. Discuss what kinds of improvements are being made at your school, for example, recycling or beautification programs. Divide the class into pairs and go through the instructions on the worksheet.
- **Do the task** **A** Give pairs ten minutes to prepare their questions. Remind Ss that they will each need a set of questions and that both partners should write them down.
- **B** When the questions are ready, switch partners and ask Ss to interview each other and take notes.

- **C** Put Ss into small groups and ask them to discuss their answers. For each answer, members of the group should try to point out one positive and one negative result. Ask groups to discuss and then share some of their ideas with the class.
- **Review** For homework, ask Ss to interview a teacher at the school using their questionnaires. In the following class, ask them to report on what differences they found, if any. Do teachers have different opinions than Ss?

UNIT 7 A NEW TV SHOW

page T-251

Pair work

Unit 7 vocabulary: Music; TV shows and movies

Unit 7 grammar: *used to*; Comparisons with (not) as ... as

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Review types of TV shows and movies and write them on the board to introduce the topic. Tell Ss they're going to think of a new TV show or movie by combining different genres.
- **Do the task** **A** Divide the class into pairs. Give each S a copy of the worksheet. Go over the instructions. Ask Ss to talk about the pictures in part A. Read the sample conversation with a S. Explain any new vocabulary and answer any questions. Point out the comparisons that use *as ... as* in the conversation and remind Ss to compare types of shows in their discussion.
- Give pairs ten minutes to talk about types of shows. Circulate and encourage Ss to make comparisons.
- Read the part B instructions. Ss look at the pictures. Read the sample conversation with a S. Ss talk about how to combine two different types of shows.
- When everyone has completed the task, compare some of the new shows in small groups or as a class. Ask the class which ones they'd like to watch.
- **Review** For homework, ask Ss to imagine an episode of the show they created and write a summary. Ss report their summaries during the next class.

UNIT 8 WHAT HAVE YOU BEEN DOING LATELY?

page T-252

Whole class activity

Unit 8 vocabulary: Describing experiences; Describing progress

Unit 8 grammar: Present perfect continuous; Present perfect vs. present perfect continuous

30 minutes

- **PREPARE** Make one copy of the worksheet for each S.

- **Introduce** Explain to Ss that they will interview their classmates to find who's been doing different things.
- **Do the task** Hand out the worksheets. Go through the instructions and clarify any problems with vocabulary. **A** Ss complete the phrases in the chart with their own ideas and think of questions for the last two.
- **B** Give Ss 15 minutes to circulate around the room and talk to their classmates. Tell Ss to take notes and ask follow-up questions.
- **C** When everyone has completed the task, have small groups ask and answer questions about what their classmates have been doing.
- **Review** For homework, ask Ss to ask a friend or family member who is much younger or older what they've been doing and report back to the next class. Are people of different ages doing and thinking about different things?

UNIT 9 JOBS

page T-253

Group work

Unit 9 vocabulary: College subjects; Employment

Unit 9 grammar: Modals of necessity: *have to, need to, must*; Modals of prohibition and permission

45 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will apply for one of the jobs on the job site. Their group will ask questions to interview them. To introduce the topic, ask Ss what kinds of questions they've asked or have been asked in an interview.
- **Do the task** Divide the class into small groups. Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems. **A** Ss read the job descriptions and decide which job to apply for.
- **B** Give groups 20 minutes to hold their interviews. Circulate through the class and make sure they are using modals correctly. Encourage Ss to think of additional interview questions and encourage the interviewee to ask questions about the job, too.
- When everyone has completed the task, have groups share some of the more successful interview answers they've heard.
- **Review** For homework, ask Ss to think about their responses. They take notes on their responses. Ask Ss to share their new responses in the next class.

UNIT 10 WHY WOULD YOU WANT TO BUY THAT?

page T-254

Pair work

Unit 10 vocabulary: Describing materials; Production and distribution

Unit 10 grammar: Simple present passive; Simple past passive

20 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will see pairs of items and will discuss with a partner which one they'd buy. Remind Ss of questioning and approving someone's choices, as well as the vocabulary for describing materials on page 98.
- **Do the task** Give each S a copy of the worksheet. Go through the instructions and read the example conversation with the class. Ss talk about the pairs of items. Offer help with vocabulary to describe the items, as needed.
- Give Ss five minutes to take notes individually on the list. Then divide the class into pairs to discuss which items they would want and why. Circulate through the class and make sure they are using the vocabulary and passive. If you notice pairs are in agreement, tell Ss they can choose a different opinion to make a more interesting conversation.
- When everyone has completed the task, ask a few pairs to share their discussions with the class. Does the class generally agree or are there different opinions?
- **Review** For homework, Ss ask a friend or family member about some of the pairs of items. Ss report back in the next class. Do other people have different ideas?

UNIT 11 WHAT IF ... ?

page T-255

Pair work

Unit 11 vocabulary: Succeeding; Opportunities and risks

Unit 11 grammar: Phrasal verbs; Present and future unreal conditionals

30 minutes

- **PREPARE** Make copies of the worksheet and give one to each pair of Ss.
- **Introduce** Tell Ss they will try to predict their partner's answers to imaginary situations.
- **Do the task** Divide the class into pairs. Give each pair a copy of the worksheet and ask them to cut it in half. Go through the instructions and any new vocabulary. Clarify any problems. Give an example using a S in the class. For example, *If (Carlos) could take a month off work, I think he would go fishing every day.*

- **A** Give Ss ten minutes to prepare their answers.
- **B** Ss take turns asking the questions and giving answers. Circulate through the class and make sure they are using the correct phrasal verbs. Give Ss about 20 minutes to complete the task.
- When everyone has completed the task, have a few pairs share some of their discussions with the class. Who knew their partner the best? Ask the class if it seemed like the partners did a good job of guessing their answers.
- **Review** For homework, ask Ss to try the activity with a close friend or family member and report back in the next class. Were they more successful?

UNIT 12 STORY TIME

page T-256

Pair work/Group work

Unit 12 vocabulary: Describing accidents; Describing extremes

Unit 12 grammar: Indefinite pronouns; Reported speech

30 minutes

- **PREPARE** Make one copy of the worksheet for each S.
- **Introduce** Give each S a copy of the worksheet. Ask them to explain what they see in the pictures. Explain to Ss that they will imagine they are one of the people in the pictures and they will make up a story about the picture.
- **Do the task** **A** Go through the instructions and clarify any problems. Explain that Ss will tell their stories, then switch partners and retell their first partner's story.
- Give Ss five minutes to prepare their stories. Circulate through the class and help with vocabulary. Then put Ss into pairs. Ss take turns telling their stories to each other, asking about or guessing their partner's feelings.
- **B** After ten minutes, play the telephone game. Put Ss into small groups of about five or six. Make sure Ss understand what *whisper* means (talk in a very quiet voice). Ss stand in a line. The first person tells their story to the person next to them, who listens and repeats, and so on down the line. Once the story reaches the end of the line, the last person retells the story to the group, and the first person checks how accurate it is.
- **Review** For homework, ask Ss to bring in an old photo and tell the class a story about it in the next class.

UNIT 1 SPEAKING

WHO AM I?

A Choose a famous person: an actor, a singer, a world leader, or a well-known character from TV or movies. Use the ideas below to think of information about the person. You can use your phone to find out more information.

- where the person is from
- where the person lives
- how the person became famous
- what the person's family and friends are like
- other things the person does or likes

B Use the information you found in part A to pretend you are the famous person. Ask and answer questions with a partner to find out which famous people you are pretending to be. Ask questions, such as:

- What do you do for work?
- Where do I know you from?
- What are you doing these days?
- Who are your friends?

UNIT 2 SPEAKING

I'VE NEVER ...

In a small group, make a true statement about something you have (or haven't) done before. If no one has the same answer as you, you get one point. If another person in the group has the same answer as you, no one gets a point. The person with the most points wins. Use the ideas below or add your own ideas. Add *for* and *since* where possible.

To get the most points, try to think of something that makes you different from your classmates. For example:

- *I've visited Antarctica.* = only true for you; you get a point.
- *I've been studying English for three years.* = probably true for some others; no points
- *I've never been to the moon.* = true for everyone; no points

Things you have done that no one else has:

- where you've lived _____
- where you've visited _____
- what you have done this year _____
- something you've owned _____
- a special interest, hobby, or collection you have _____
- an unusual food or drink you've tried _____
- an award you've won _____

I've lived in Quito since I was born.

Things you haven't done that everyone else has done:

- where you haven't visited _____
- what you haven't done this year _____
- a common activity or hobby you haven't done _____
- a common food or drink that you've never had _____
- a popular movie or TV show that you haven't watched _____
- an activity you have done for two years _____
- a food you haven't eaten for a month _____

I haven't been to the movie theater in two years.

UNIT 3 SPEAKING

TRAVEL AGENTS

- A In pairs, think of a city you would both like to visit. Write the city and country on a small piece of paper. Exchange your paper with another pair.
- B You and your partner are travel agents. Look at the city you got from the other pair. Use the ideas below to plan a trip to that city. Try to think of the best places and the best things travelers should see and do. You can use your phones to do extra research.

- interesting sightseeing spots:

- great restaurants:

- any other unique things to do:

- transportation: how to get there from where you live:

- transportation: traveling around and in the city:

- C Present your plan to the “travelers” who want to visit that city.

In Tokyo, you should take the subway to get around. You should go to Harajuku to shop and see fun fashions.

UNIT 4 SPEAKING

SURPRISE PARTY

A Ask your partner questions about the topics in the list. Talk about which activities are fascinating, amusing, or annoying.

- their hobbies
- what they do in their free time
- their friends and family
- their special events, classes, or parties
- their work
- places they visit: city, beach or lake, mountains, forest

What kinds of hobbies do you have?

On weekends, I play soccer and take photos. But during the week, I like to watch TV.

Who do you usually spend free time with, friends or family? Or do you like to be by yourself?

I usually see friends on the weekend and my family during the week.

What do you do with your friends? Where do you go?

B Plan a surprise party for friends. Include activities from part A that they think are fascinating or amusing.

Where: _____

Who: _____

What: _____

When: _____



UNIT 5 SPEAKING

WHAT'S THE STORY?



Make up a short story about each picture. Or connect some of the pictures together to make one story. Include the answers to these questions in your story:

- When did it happen?
- Where did it happen?
- What were the people doing?
- What was happening? Name the events that happened before, during, and after the picture.
- How did the people feel?

UNIT 6 SPEAKING

NEW SOLUTIONS

A **Work with a partner to create a questionnaire about your school. Write ten questions about things you'd like to improve. Use the ideas below, and add your own ideas.**

- class size
- costs
- traffic and parking
- food options
- extra activities for students
- school sports or clubs
- trash and recycling

Do you think class size should be larger or smaller?

Do you think students should pay more or less per class?

B **With a new partner, interview each other to complete your questionnaires. Take notes on your partner's answers. Ask follow-up questions to find out reasons for your partner's ideas.**

I think class size should be smaller.

Why is that?

If class size is smaller, the teacher can pay more attention to each student.

C **In small groups, share what you've learned from your questionnaire. Be sure to think of the positive and negative results of your ideas.**

Juanita said that class size should be smaller. If class size is smaller, students will get more personal attention. I disagree. If class size is smaller, it may be difficult to sign up for classes!

UNIT 7 SPEAKING

A NEW TV SHOW

A Talk about types of movies or TV shows with your partner. What kind did you use to like? What do you like now?



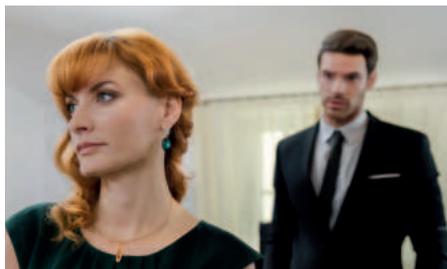
comedy



game show



drama



soap opera



science fiction



talk show

A I used to like reality shows when I was younger.

B Me, too. But reality shows aren't as interesting as science fiction now.

B Talk about how to combine two different types of shows. You can use specific examples from your favorite show.



talk show

+



drama

How about a drama and a talk show? You know, what happens behind the scenes.

That's good. But it might not be as funny as a talk show with science fiction characters.

Oh, that sounds good. How would that work?

Science fiction characters would be on the talk show as guests. The talk show host could be a character, like Captain Picard from *Star Trek* ...

UNIT 8 SPEAKING

WHAT HAVE YOU BEEN DOING LATELY?

A Complete the phrases in the chart below with your own ideas.

Find someone who's been ...	Name	Notes
1 working on _____		
2 thinking about _____		
3 concentrating on _____		
4 reading _____		
5 watching _____ on TV		
6 studying _____		
7 trying to learn _____		
8 making progress on _____		
9 _____		
10 _____		

B Use your chart to interview ten classmates. Ask questions and follow-up questions, such as:

- What have you been working on lately?
- How long have you been studying that?
- How's it going?

C In small groups, ask and answer questions about your classmates' news.

What has Mario been up to?

How has Amelie been?

What's going on with Petra?

UNIT 9 SPEAKING

JOBS

A Choose one of the jobs below to apply for. Take notes on:

- why the job interests you
- how your skills apply to the job's responsibilities
- why you're qualified for this job

The screenshot shows a web browser window with a green header for 'JOB SEARCH'. The navigation menu includes 'Search', 'Careers', 'Applications', and 'Interviews'. Three job listings are visible, each with a title, description, and requirements.

TEACHING ASSISTANT
Teaching assistants needed for college subjects: math, biology, IT, English, art, and PE. Responsibilities may include: grading papers and tests, tutoring, and updating online course schedule and grading system.
Flexible hours; tuition as payment

TECH SUPPORT
Learn while you earn! Retail technology chain needs tech support assistants. Must be skilled with computers; additional training provided on latest systems.
Must be confident and patient to deal with customers.
Excellent pay and part-time hours; some evenings required.

SMALL BUSINESS ASSISTANT
Small business needs general office help. Tasks may include: writing blog and social media posts, answering customer phone calls and emails, and some website design and maintenance.
Part-time hours
Requires good customer service skills, writing ability, and a positive attitude.

B In small groups, take turns applying for one of the jobs in part A. The rest of the group asks interview questions.

Interview questions:

- Which job are you interested in?
- What interests you about this job?
- How would your skills help you to do this job?
- Are there any skills you don't have?
- Why are you the perfect person for this job?

UNIT 10 SPEAKING

WHY WOULD YOU WANT TO BUY THAT?

For each pair of items, discuss with your partner which one you would buy and why. Do you and your partner have the same opinions?

Milk in a glass bottle

Milk in a recycled plastic bottle

A used bicycle from your local shop

A new bicycle imported from Italy

Chocolate imported from Switzerland

Chocolate from your local farmer's market

A polyester jacket made from recycled plastic bottles

A leather jacket dyed bright red

A pair of artificial material sneakers made in China

A pair of natural material sneakers made in the US

Expensive designer jeans made in Japan

Inexpensive, organic cotton jeans imported from Brazil

I'd buy a used bicycle. It will probably cost less and is more eco-friendly.

I'd buy a new bicycle. I really like bikes.

Are you sure you'd want a new one? It uses a lot of resources to ship it from Italy.

Yes, but I know a new bike will last longer since I'll use it a lot.

UNIT 11 SPEAKING

WHAT IF ... ?

Student A

A Answer these questions with the answer you think your partner will say. Take notes.

If you had to give up one food, what would it be? I think you'd give up chocolate.

If you could set up your own business, what would you do? _____

If you could work out one world problem, which would it be? _____

If you could give someone a new car, what kind and who would you give it to? _____

If you had to get over your biggest fear to get a million dollars, would you do it? _____

If you could have a famous person help you do something, who and what would it be? _____

B Take turns asking and answering questions with your partner. Take notes on your partner's answers.



Student B

A Answer these questions with the answer you think your partner will say. Take notes.

If you had to give up one food, what would it be? I think you'd give up chocolate.

If you could set up your own business, what would you do? _____

If you could work out one world problem, which would it be? _____

If you could give someone a new car, what kind and who would you give it to? _____

If you had to get over your biggest fear to get a million dollars, would you do it? _____

If you could have a famous person help you do something, who and what would it be? _____

B Take turns asking and answering questions with your partner. Take notes on your partner's answers.

UNIT 12 SPEAKING

STORY TIME



A Imagine you are a person in one of the pictures. Use the ideas below to describe your experience. Then tell your partner your story.

- Think of an expression to describe your experience: *What a _____!*
- Try to use extreme adjectives to describe your experience:

amazing	enormous	exhausted	freezing	huge
magnificent	miserable	starving	terrified	thrilled

- Be sure to describe your feelings:
 - at the beginning of the story (before the picture)
 - during the story
 - after the story (after the picture)

B Play a “telephone” game with a group. Stand in a row. The first person whispers their story to the next person. The next person repeats the story to the next person in line. When the story gets to the last person in line, they retell it to the group to check how accurate it was.