

EVOLVE

TEACHER'S EDITION

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5

with teacher development by Amanda French,
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CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108405195

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First published 2020

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Mexico by Editorial Impresora Apolo, S.A. de C.V.

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-40533-1 Student's Book

ISBN 978-1-108-40511-9 Student's Book A

ISBN 978-1-108-40926-1 Student's Book B

ISBN 978-1-108-40534-8 Student's Book with Practice Extra

ISBN 978-1-108-40513-3 Student's Book with Practice Extra A

ISBN 978-1-108-40927-8 Student's Book with Practice Extra B

ISBN 978-1-108-40907-0 Workbook with Audio

ISBN 978-1-108-40881-3 Workbook with Audio A

ISBN 978-1-108-41195-0 Workbook with Audio B

ISBN 978-1-108-40519-5 Teacher's Edition with Test Generator

ISBN 978-1-108-41074-8 Presentation Plus

ISBN 978-1-108-41205-6 Class Audio CDs

ISBN 978-1-108-40800-4 Video Resource Book with DVD

ISBN 978-1-108-41450-0 Full Contact with DVD

ISBN 978-1-108-41156-1 Full Contact with DVD A

ISBN 978-1-108-41421-0 Full Contact with DVD B

Additional resources for this publication at www.cambridge.org/evolve

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

ACKNOWLEDGMENTS

The *Evolve* publishers would like to thank the following individuals and institutions who have contributed their time and insights into the development of the course:

Asli Derin Anaç, **Istanbul Bilgi University**, Turkey; Claudia Piccoli Díaz, **Harmon Hall**, Mexico; Daniel Martin, **CELLEP**, Brazil; Daniel Nowatnick, USA; Devon Derksen, **Myongji University**, South Korea; Diego Ribeiro Santos, **Universidade Anhembi Morumbi**, São Paulo, Brazil; Esther Carolina Euceda García, **UNITEC (Universidad Tecnológica Centroamericana)**, Honduras; Gloria González Meza, **Instituto Politécnico Nacional, ESCA (University)**, Mexico; Heidi Vande Voort Nam, **Chongshin University**, South Korea; Isabela Villas Boas, **Casa Thomas Jefferson**, Brasília, Brazil; Ivanova Monteros, **Universidad Tecnológica Equinoccial**, Ecuador; Lenise Butler, **Laureate Languages**, Mexico; Luz Libia Rey G, **Centro Colombo Americano Bogotá**, Colombia; María Araceli Hernández Tovar, **Instituto Tecnológico Superior de San Luis Potosí**, Capital, Mexico; Monica Frenzel, **Universidad Andres Bello**, Chile; Ray Purdey, **ELS Educational Services**, USA; Roberta Freitas, **IBEU**, Rio de Janeiro, Brazil; Rosario Aste Rentería, **Instituto De Emprendedores USIL**, Peru; Verónica Nollivos Arellano, **Centro Ecuatoriano Norteamericano**, Quito, Ecuador.

To our speaking competition winners, who have contributed their ideas:

Alejandra Manriquez Chavez, Mexico; Bianca Kinoshita Arai Kurtz, Brazil; Gabriel Santos Hernández, Mexico; Gerardo Torres, Mexico; Giulia Gamba, Brazil; Hector Enrique Cruz Mejia, Honduras; Jorge, Honduras; Ruben, Honduras; Stephany Ramírez Ortiz, Mexico; Veronica, Ecuador.

To our expert speakers, who have contributed their time:

Bojan Andric, Carolina Hakopian, Jacqueline Castañeda Nuñez, Lucia D'Anna, Odil Odilov, Wendy Sanchez-Vaynshteyn.

And special thanks to Wayne Rimmer for writing the Pronunciation sections, and to Laura Patsko for her expert input.

Authors' Acknowledgments

The authors would like to extend their warmest thanks to the team at Cambridge University Press. They'd particularly like to thank Gillian Lowe and Nino Chelidze for their kind, thorough, and encouraging support.

Leslie Anne Hendra would like to thank Michael Stuart Clark, as always.

Mark Ibbotson would like to thank Nathalie, Aimy, and Tom.

Kathryn O'Dell would like to thank Kevin Hurdman for his support throughout the project and for his contribution to this level.

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Key: REV = Review, U = Unit.

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Front cover photography by Bernhard Lang/Stone/Getty Images Plus/Getty Images.

Illustrations

Student's Book – U1, U3: Alessandra Ceriani (Sylvie Poggio Artists Agency); **U4:** Denis Cristo (Sylvie Poggio Artists Agency); **U9:** Ana Djordjevic (Astound US); **U12:** Lyn Dylan (Sylvie Poggio Artists Agency); **Teacher's Book – U6:** by 290 Sean (KJA Artists).

Audio production by CityVox, New York.

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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 expert speakers

Our expert speakers are highly proficient non-native speakers of English living and working in the New York City area.

Videos and ideas from our expert speakers feature throughout the Student's Book for you to respond and react to.

Scan the QR codes below to listen to their stories.



Wendy Sanchez-Vaynshteyn
from Bolivia
Data scientist



Bojan Andric
from Serbia
Interpreter



Carolina Hakopian
from Brazil
Dentist



Jacqueline Castañeda Nuñez
from Mexico
Urbanist



Lucia D'Anna
from Italy
Lead Promotion
Specialist



Odil Odilov
from Tajikistan
Finance Assistant



INSIGHT

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

CONTENT

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

RESULT

Students are motivated to speak and share their ideas.

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. Their ideas are included throughout the Student's Book.

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 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 around 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.



TIME TO SPEAK

Getting the job

LESSON OBJECTIVE
■ interview for a full-time position

A DISCUSS In many jobs, it's helpful to be good at the things below. In your opinion, what personal qualities do you need in order to do each of them well?
meet deadlines work on a team make decisions give your opinion at meetings

B Work with a partner. Read the text from a company's website. Then imagine you work for this company in human resources. It's your job to interview interns who may have the qualities to become full-time employees. Decide together what to ask in the interviews. Design two or three questions to find out about the things in part A. See the examples below.

MEET DEADLINES
What's the main reason for missing deadlines, and how would you avoid it?

WORK ON A TEAM
How would you handle working with a person you didn't like?

MAKE DECISIONS
What steps would you take before making an important decision?

GIVE YOUR OPINION AT MEETINGS
If you disagreed with everyone else in a meeting, would you speak up?



Our company has a high percentage of "home-grown" employees. These are people who joined us as interns, showed that they were valuable to the company, and were hired for full-time positions.

C PREPARE Work with a different partner. Test your questions from part B. Imagine your partner is an intern and interview them. Change roles and repeat. How well did your questions reveal whether you and your partner have the qualities to work at the company? If necessary, revise your questions to improve them.

D PRESENT Tell the class about your questions and why you chose them. The class compares all the questions and chooses the best four. What were the best answers you heard to the four questions?



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

USEFUL PHRASES

PREPARE
This question revealed that ...
Our question about ... shows someone who ... would be a good employee.

We thought this question would ... , but it didn't.
We could improve this question by ...

30



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 for the teacher 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

3.5 TIME TO SPEAK
Getting the job

LESSON OBJECTIVE
■ Interview for a full-time position

Time on each stage

Introduce the task Aim: Introduce the topic of job interviews.
• Ask *Have you ever had a job interview? What for?* Elicit answers.
• Ask *How should you behave? Do you have any advice for attending them?* Elicit ideas.

A [DISCUSS] Aim: Ss think about jobs.
• Read the instructions aloud. Ask volunteers to read the skills. Check pronunciation and meaning.
• **[PAIR WORK]** Ss discuss in pairs. Circulate and monitor. Elicit ideas.

B Aim: Ss prepare questions for a job interview.
• Read the instructions aloud. Ask different volunteers to read the questions. Check for pronunciation and meaning.
• **[PAIR WORK]** Give Ss time to write their questions. Circulate and monitor. Offer help if needed.
• If some pairs don't have many questions, bring the class back together and elicit some good questions that you can write on the board. Ss can use these in the next activity.
• **Preparation for speaking*** Give Ss time to write notes about what they are going to say. They can do the task twice; once with notes and once without.

C [PREPARE] Aim: Ss interview each other.
• Read the instructions aloud.
• **[PAIR WORK]** Ss work in new pairs to conduct job interviews. Circulate and monitor.
• Give Ss time to revise their questions if they need to.

D [PRESENT] Aim: Ss present their questions.
• Direct Ss to the **Useful phrases** box. Tell Ss they can use these phrases as they present their questions.
• **[PAIR WORK]** Do the task. Read the instructions aloud. Pairs present their questions to the class. Write the questions on the board (and correct them if necessary) and number them.

WHOLE CLASS [REVIEW] When all pairs have finished, ask *Which four questions were the best? Why?* Elicit responses. Ask *What is the best answer to each question?* Elicit responses.
• **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension. *These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xiii.

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 In Development Activity 1, how easy was it for students to react to what their partner was saying? In turn, did the first speaker respond to the reaction?
2 It is likely that some students found this a little difficult. Why do you think this is the case?
3 In Development Activity 2, how relevant were the questions that students asked? How good were they at listening to what their partners were saying?
4 Do you think the conversations were more natural when students reacted to each other?
5 Will you remind students to use strategies like this for other speaking activities?

T-30

- 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 around 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 speaking skills
- Optional videos of Expert Speakers as language models accessible via QR code
- Optional smart 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

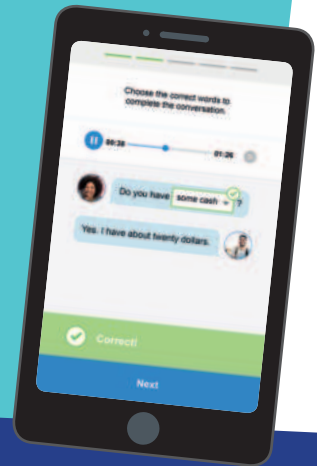


Also available:

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 tablet and desktop
- Allows teachers to easily track students' performance



For teachers

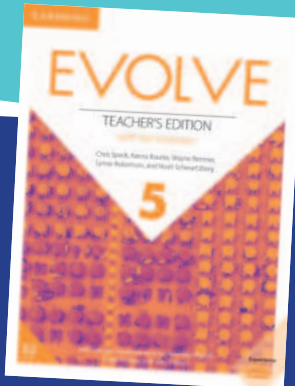
Teacher's Edition with Test Generator

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 video program and games



Video Resource Book

- Videos complement, consolidate, and extend language and themes in the Student's Book.
- Videos include short documentaries and Expert Speakers' answers to questions about their lives.
- 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 Step forward	■ Talk about how we deal with change ■ Talk about past difficulties ■ Discuss issues and agree strongly ■ Write an opinion essay ■ Talk about daily life in the past	■ Present habits ■ Past habits	■ Facing challenges ■ Describing annoying things	■ Listening for main stress ■ Saying /tʃ/
Unit 2 Natural limits	■ Talk about exploration and research ■ Talk about life forms in different environments ■ Exchange important information ■ Write a description of an area ■ Plan an outdoor experience	■ Comparative structures ■ Superlative structures; ungradable adjectives	■ Space and ocean exploration ■ The natural world	■ Listening for weak forms and rhythm ■ Saying /w/ and /v/
Unit 3 The way I am	■ Talk about personality types ■ Talk about things you love or hate ■ Make and respond to requests ■ Write a personal statement for a job application ■ Interview for a full-time position	■ Relative pronouns; reduced relative clauses ■ Present participles	■ Describing personality ■ Strong feelings	■ Listening for /t/ at the ends of words ■ Using polite intonation for requests
Review 1 (Review of Units 1–3)				
Unit 4 Combined effort	■ Talk about your support team in life ■ Make decisions ■ Discuss advantages and disadvantages ■ Write a summary ■ Plan a fund-raising event	■ Adding emphasis: <i>so ... that, such ... that, even, only</i> ■ Reflexive pronouns; pronouns with <i>other/ another</i>	■ Professional relationships ■ Assessing ideas	■ Listening for consonant-vowel linking between words ■ Using stress in compounds
Unit 5 The human factor	■ Discuss how new technology can help people ■ Discuss the future of communication ■ Consider and contrast ideas ■ Write an online comment with examples ■ Plan a community improvement project	■ Real conditionals ■ Conditionals: alternatives to <i>if</i>	■ Dealing with emotions ■ Willingness and unwillingness	■ Listening for lower pitch information ■ Saying front vowels /ɪ/, /e/, and /æ/
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Review 2 (Review of Units 4–6)				

Listening	Speaking skills	Reading	Writing	Speaking
Upgrade A conversation between two coworkers	Discuss issues and agree strongly	Back to basics An article about the Maker Movement	An opinion essay Organize information	- Talk about your attitude toward change - Talk about things from when you were younger that aren't around anymore - Compare things in your past and present life - Talk about the Maker Movement Time to speak - Talk about what life was like in a past decade
Finding out A conversation between a guide and a tourist	Exchange information	Extreme living An interview about living in Antarctica	A description of an area Use numerical words and phrases	- Talk about the most important areas of research and exploration - Talk about life forms in difficult environments - Give advice on doing a free-time activity you enjoy - Talk about living in an extreme environment Time to speak - Plan an outdoor vacation
Asking for favors Conversations between an intern, an employee, and their bosses	Make and respond to requests	The right job for me An advertisement for jobs in a zoo	A personal statement Compose and evaluate a personal statement	- Talk about introverts and extroverts - Talk about how different things or experiences make you feel - Make and respond to requests - Talk about a job you would like to do and a job you would be best at Time to speak - Interview a job candidate
Two people, one job A counseling session on job sharing	Discuss advantages and disadvantages	The me team An article about disadvantages of teamwork	Summary of an article Summarize main points	- Talk about an experience of coordinating a group of people - Talk about making group decisions - Discuss advantages and disadvantages of job sharing - Talk about your attitude toward teamwork Time to speak - Discuss organizing a fund-raising event
Stop blaming gaming A TV debate about video games	Consider and contrast ideas	What language barrier? An article about translation apps	Online comments State opinion and give examples	- Discuss how VR programs can help people in different areas of life - Discuss how the development of technology can affect the way we communicate with different people - Discuss benefits of video games - Discuss translation apps Time to speak - Plan a community improvement campaign
Something in the water An interview with a couple who thought they saw a shark	Make, contradict, and clarify assumptions	Getting it wrong Posts about being in the wrong place at the wrong time	A story Make a story interesting	- Tell a story about someone who went viral - Talk about managing expectations - Describe an interesting experience - Talk about unexpected situations resulting from small mistakes Time to speak - Tell a story for a contest

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Priorities	■ Discuss worthwhile experiences ■ Talk about purchases ■ Bargain for a purchase ■ Write a for-and-against essay ■ Negotiate a boat trip	■ Gerunds and infinitives after adjectives, nouns, and pronouns ■ Infinitives after verbs with and without objects	■ Positive experiences ■ Making purchases	■ Listening for vowel linking between words ■ Saying /ŋ/
Unit 8 Small things matter	■ Talk about neatness and messiness ■ Talk about side projects ■ Suggest and show interest in ideas ■ Write a complaint letter ■ Make a podcast on ways to reduce stress	■ Modal-like expressions with <i>be</i> ■ Future forms	■ Describing neatness and messiness ■ Talking about progress	■ Listening for emphasis ■ Saying words that show a contrast
Unit 9 Things happen	■ Talk about how your life might be different ■ Talk about mistakes ■ Reassure someone about a problem ■ Write an article giving tips ■ Talk about key events in your life	■ Unreal conditionals ■ Wishes and regrets	■ Luck and choice ■ Commenting on mistakes	■ Listening for different word groups ■ Using intonation in conditional sentences
Review 3 (Review of Units 7–9)				
Unit 10 People, profiles	■ Talk about people's characteristics ■ Talk about customer research ■ Give your impressions ■ Write a professional profile ■ Develop a plan to improve a company website	■ Gerunds after prepositions ■ Causative verbs	■ Describing characteristics ■ Describing research	■ Quoting from a text ■ Recognizing /eɪ/, /aɪ/, and /ɔɪ/
Unit 11 Really?	■ Talk about fake goods ■ Talk about untrue information ■ Express belief and disbelief ■ Write a persuasive essay ■ Share tips on solutions	■ Passive forms ■ Passives with modals and modal-like expressions; passive infinitives	■ Describing consumer goods ■ Degrees of truth	■ Listening for intonation on exclamations and imperatives ■ Saying /oʊ/ and /aʊ/
Unit 12 Got what it takes?	■ Talk about talent ■ Discuss how to make life better ■ Describe your ambitions ■ Write a review of a performance ■ Give a presentation about yourself	■ Adverbs with adjectives and adverbs ■ Making non-count nouns countable	■ Skill and performance ■ Describing emotional impact	■ Listening for sounds that change ■ Using syllable stress in words
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 129–140 Vocabulary exercises, pages 141–152				

Listening	Speaking skills	Reading	Writing	Speaking
A good bargain Price negotiation for a purchase	Negotiate a price	Money's worth An article about spending money on experiences vs. things	A for-and-against essay Organize an essay	- Talk about your job or a job you would like to do - Talk about purchases - Talk about bargaining - Discuss spending money on experiences vs. things Time to speak - Negotiate features of a boat trip
The little touches A podcast about event planning	Suggest and show interest in ideas	A smile goes a long way An article about complaining effectively	A complaint Avoid run-on sentences and sentence fragments	- Talk about qualities of a good roommate - Talk about side projects - Plan an event - Discuss effective ways to complain Time to speak - Discuss ways to reduce stress
My mistake A radio phone-in about an embarrassing situation	Give reassurance	Good conversations An online article about making small talk with strangers	An article Parallel structures	- Talk about how your life might be different if you'd made different choices - Talk about small regrets and make wishes - Describe a problem and offer reassurance - Discuss what makes a good conversationalist Time to speak - Talk about your news at a school reunion
A careful choice A conversation between two friends discussing which company to order a cake from	Give your impressions	A professional profile An article about rewriting your professional profile	A professional profile Use professional language	- Talk about the ways we like to be similar to or different from others - Talk about your customer profile - Choose a gym based on its online profile - Give advice on writing a professional profile Time to speak - Come up with tips on making the career section of a website attractive to potential employees
Believe it or not ... Two conversations about a NASA probe sent to the sun	Express belief and disbelief	Convince me An article with tips on identifying fake product reviews	Persuasive essay Use persuasive language	- Talk about counterfeit goods - Talk about false stories you've read online - Talk about rumors - Discuss how to identify fake news Time to speak - Talk about common problems people search for online and solutions for them
Maybe one day ... A college interview for a theater program	Describe ambitions; express optimism and caution	Success behind the scenes A personal narrative by a guitar tech	A concert review Show reason and result	- Talk about being good at something due to practice or natural talent - Talk about small things you can do to make people happy - Talk about your ambitions - Talk about what contributes to success in a job Time to speak - Make a presentation about yourself

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 an off-the-page dialogue that practices listening skills. It also models and contextualizes useful speaking skills. The final speaking task draws on the language and strategies from the lesson.

Lesson 4

This is a skills lesson based around an engaging reading 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 personality types
- talk about things you love or hate
- make and respond to requests
- write a personal statement for a job application
- interview for a full-time position

THE WAY I AM

3



START SPEAKING

A Imagine you were on this ride. Which person's expression would yours be most like? What would you say when you got off the ride?

B What does this picture tell us about the personalities of the people? Do you think their faces reveal their true feelings?

C What situations can you think of that reveal what people are really like? For ideas, watch Wendy's video.

EXPERT SPEAKER

Do you agree with Wendy's ideas?



21

Striking images

- get students talking

Start speaking questions

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

Expert Speaker videos

- provide students with achievable speaking models
- motivate students

LESSON 1

Grammar reference and practice

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

Audio scripts

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

Glossary

- encourages students to improve dictionary skills

Vocabulary

- is presented through definitions or context

3.1 POWER IN QUIET

LESSON OBJECTIVE

- talk about personality types

1 LANGUAGE IN CONTEXT

A **FAIR WORK** Look at the picture. Which person are you most like? Would you describe yourself as an outgoing person? Why or why not?

B **FAIR WORK** Read and listen to part of a radio show. What are the three personality types mentioned?

1.18 Audio script

Welcome to Book End. It's Saturday morning, when we discuss my choice of the week. Today, it's Susan Cain's book titled *Quiet: The Power of Introverts in a World That Can't Stop Talking*, as well as ideas on her website called Quiet Revolution. Cain, whose work explores the character of introverts, feels that American society often prefers extroverts. Her goal is to show that there is power in quiet. She says, "I prefer listening to talking, reading to socializing, and cozy chats to group settings. I like to think before I speak (softly)." She feels you don't have to be an extrovert to be heard. We often talk about extroverts and introverts, but what do we really mean by these words? An extrovert is someone who easily attracts attention, enjoys the company of others, and can be the life of the party. Some think that extroverts like to show off, whereas an introvert is someone who is reserved, may find it difficult to speak up and express opinions, and often feels left out in social situations. These are the two stereotypes accepted by most people, but there's a third personality type, which *Quiet Revolution* explores: an ambivert. This is a person who sometimes needs quiet and gets energy from it and at other times works best interacting with people. I'd never heard of an ambivert before but immediately realized I am one! Which means part of me is an introvert. And suddenly, the book got a whole lot more interesting.

GLOSSARY

stereotype (n) a set idea that people have about what someone or something is like

C **FAIR WORK** **THINK CRITICALLY** Listen and read again. What is the aim of Susan Cain's work? Why do you think she started this project? Do you think it will be helpful to people?

2 VOCABULARY: Describing personality

A **FAIR WORK** Look at the expressions in **bold** in the script in exercise 1B. Which describe introvert behavior? Which describe extrovert behavior? Can any of the expressions describe both? Define each expression using other words. Use a dictionary or your phone to help you. Listen and check your work.

B **Now go to page 142. Do the vocabulary exercises for 3.1.**

C **FAIR WORK** **THINK CRITICALLY** In what jobs or other areas of life do you think it's helpful to be an introvert? An extrovert? Explain why.

3 GRAMMAR: Relative pronouns; reduced relative clauses

A Read the sentences in the grammar box. Circle the correct options to complete the rules.

Relative clauses

It's Saturday morning, when we discuss my choice of the week. Cain, whose work explores the character of introverts, feels that American society often prefers extroverts. An extrovert is someone who easily attracts attention. These are the two stereotypes accepted by most people. (= that are accepted).

1 The relative pronoun can be the subject / the subject or the object of a relative clause.

2 Use **when** / which to add information about particular times, dates, and days.

3 In relative clauses, **who** / **whose** shows possession.

4 Reduced relative clauses **include** / **don't include** the relative pronoun and the verb be.

B **Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.**

C Make true sentences about yourself using relative clauses and the prompts below. Check your accuracy. Then share with a partner. Were any of your ideas similar?

- going to parties with a lot of people
- the kind of people you like to be friends with
- something you like to do in a certain type of weather
- something you read recently
- something to describe one of the jobs you've had

1 Use **which** with times, dates, and days when the word defined by the relative clause is a subject or object, **not** a time adverbial. She loves Fridays, which is the worst day of the week for me.

ACCURACY CHECK

Use an article or possessive pronoun with a singular noun followed by reduced relative clauses with **-ed**. Cain wrote about young introverts in her book called *Quiet Power*. Cain wrote about young introverts in *her* book called *Quiet Power*.

4 SPEAKING

A **FAIR WORK** **THINK CRITICALLY** Student A: Talk about advantages of being an introvert. Student B: Talk about advantages of being an extrovert. Then try to convince your partner that you're right. Change roles and repeat. Then say which you agree with more.

People who are introverts often make good choices. They think about things carefully, which helps them make good decisions.

People that are extroverts often speak up at meetings and attract the boss's attention. In the office where I work, people whose voices are heard are promoted faster.



Notice features

- contain important language information

Accuracy checks

- are Corpus informed
- help students avoid common errors
- encourage learner autonomy by giving them 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

Language in context

- contextualizes the language within a reading or listening text

Grammar

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

Vocabulary practice

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

3.2 THINGS AND EMOTIONS

LESSON OBJECTIVE
■ talk about things you love or hate

1 LANGUAGE IN CONTEXT

A Look at the pictures and identify the objects in them. What do you think of when you see these things? Then read the posts. What is each post about?

2 VOCABULARY: Strong feelings

A **1.20** Look at the words in the box. Cover the posts in exercise 1A on page 24 and look at the pictures. Can you remember which words were used to describe them? Which ones are used to talk about things that are good, bad, or unusual? Listen and check your work.

bizarre	creepy	disgusting	fabulous	impressive	irritating
satisfying	stunning	tense	uneasy	weird	

B Now go to page 143. Do the vocabulary exercises for 3.2.

C **PAIR WORK** Describe something that gives you one of the feelings in exercise 2A. Your partner guesses the feeling. Take turns. For ideas, watch Wendy's video.

EXPERT SPEAKER

Do the things that Wendy talks about make you feel the same way? Talk about other things that give you those feelings.

3 GRAMMAR: Present participles

A Read the sentences in the grammar box. Complete the rules.

Present participles

I'm just sitting here, **thinking** about the strange things I love and hate.
A crow **flying** slowly across the sky looks **stunning**.
Some people like to stand on beaches, **watching** sunsets.
... as a child **living** in New York City, I took it a lot with my mom.

1 To describe two events happening at the same time / different times, put the verb that describes the second event after a comma, and use the -ing form of the verb.
2 To add more information about a noun / verb, use the -ing form of the verb.

B Now go to page 132. Look at the grammar chart and do the grammar exercise for 3.2.

C Look at the present participles in the grammar box in exercise 3A. Make new sentences true for you, using the participles to describe two events happening at the same time or to give more information about a noun.

4 SPEAKING

A **PAIR WORK** Look at the pictures. How do you feel about these things? Think what you might be doing, seeing, or experiencing when you see these things.

I think freshly ground coffee smells **fabulous**. It's so nice to smell it, **relaxing** on the balcony every morning.

Comments

@danny522: I'm just sitting here, thinking about the strange things I love and hate. For example, most people think crows are **creepy**, but I think they're **impressive**. A crow flying slowly across the sky looks **stunning**. Some people like to stand on beaches, **watching** sunsets. But I watch big black birds flying by. What about you?

@dannys22: I find mushrooms **disgusting**. Not the taste. It's because they feel like rubber in my mouth. Gross!

@asans5: I love opening a jar of peanut butter and hearing that popping sound! It's more enjoyable than eating the peanut butter.

@davidortiz: Popping bubble wrap. It's so **satisfying**.

@happyjia: I can't stand touching wool. I find the feel of it really **irritating**. Just looking at it makes me feel **uneasy** and **tense**.

@mandymandy: This might be **bizarre**, but I think the smell of subway stations is **fabulous**. I hardly ever go on the subway these days, but as a child living in New York City, I took it a lot with my mom. Now, that smell reminds me of my childhood.

@greatj: The smell of a swimming pool reminds me of my childhood. I just love it!

@msalex5: I kind of like the smell of gasoline. It reminds me of trips with my family. Maybe we're all a little **weird**!

INSIDER ENGLISH

gross = something extremely unpleasant
Gross! That's gross!
Mushrooms are gross.

B Read the posts again. What does each person like or dislike?

C **GROUP WORK** What little things in life do you love and hate?

Pair and group work activities

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

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

Authentic listening texts

- have scripts in the back of the Teacher's Edition
- provide extended listening practice and present language that students are likely to encounter in authentic contexts

Speaking skills

- provide students with strategies to expand and enhance spoken communication

3.3 ASKING FOR FAVORS

LESSON OBJECTIVE
■ make and respond to requests

1 LISTENING

A How do you react when your boss or teacher asks you to do something you're not confident about?

B **1:21** Listen to the conversation. Kelly is an intern at the International Student Services office of a college. What is she asked to do? What is she worried about? What does her boss, Sandra, suggest?

GLOSSARY
intern (n) a student, or someone who has recently finished their studies, who works for a company for a short time, sometimes without being paid, in order to get work experience

C **1:22** Listen to Mateo and his boss, David. What is Mateo asked to do? What excuses does he make? What happens in the end?

GLOSSARY
deadline (n) a time or day by which something must be done

D **1:24 and 2:2** **LISTEN FOR INFERENCE** Listen to both conversations again. What does Kelly say to show that she's not comfortable talking about the program? What does Mateo say to show he's not happy about giving a presentation?

E **PAIR WORK THINK CRITICALLY** We can often guess how people feel, even if they don't say it directly. Discuss the speakers' situations and complete the sentences together. What clues or knowledge do you use to guess how people feel?

- Sandra probably understands that Kelly is uneasy because _____.
- Hwan is probably happy to help because _____.
- David wants Mateo to say yes. Therefore, David _____.
- Mateo probably feels uncomfortable saying no to David because _____.

F Do you think Mateo acts professionally with his boss? Why or why not?

2 PRONUNCIATION: Listening for /t/ at the ends of words

A **1:23** Listen to the /t/ sounds in this sentence. Which ones are pronounced differently?
I just want the rest of the team to get a general sense of the project.

B **1:24** Underline the /t/ sounds in the conversation. Which ones could be pronounced differently?
Listen and check.

A That's OK. I just want the rest of the team to get a general sense of the project.
B Um ... Sorry, but I wouldn't be comfortable speaking in front of the whole team. My English isn't very good for that kind of thing.
A Your English is fine. Don't worry about it. So, will you do it?
B Yes, I can probably manage that.

C **Circle** the correct options to complete the sentences.
When /t/ is at the beginning / end of a word and the sound before it is /n/ or a vowel / another consonant, then the /t/ may be pronounced silently. But if that /t/ is also followed by a vowel / consonant sound, it might be pronounced more like /d/.

3 SPEAKING SKILLS

A Look at the expressions from the conversations in exercises 1B and 1C on page 26. Write *M* (making a request), *A* (accepting a request), or *R* (refusing a request) next to each one.

Make and respond to requests

1 Is there any chance you could ... ?	5 Do you think it would be possible (for you) to ... ?
2 I don't mean to be rude, but ...	6 I don't know how much I'd be able to ...
3 Would you be willing to ... ?	7 Sorry, but I wouldn't be comfortable (-ing verb) ...
4 I'd be happy to help out.	8 Yes, I can probably manage that.

B **PAIR WORK** With your partner, take turns making and responding to requests in the two situations below. Use expressions from exercise 3A.

- You need help with an essay.
- You would like your partner to work next weekend.

C **PAIR WORK** Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

4 PRONUNCIATION: Using polite intonation for requests

A **1:25** Listen to each request said twice. Which version sounds more polite to you – the first or the second?

- Is there any chance you could finish the presentation today?
- Do you think it would be possible to help me right now?

B **1:26** Listen and **circle** the ending of the request that you think sounds more polite. Then repeat the polite requests.

- Could you please think about it? / wait for me outside?
- Do you think it would be possible for you to call me back later? / to be a little quieter?
- Is there any chance you could speak to her yourself? / spell that for me?
- Would you be willing to give the presentation? / check my presentation?

C **PAIR WORK** Take turns saying these requests to each other politely and agreeing to help. If you think the request is not said politely, try to explain why you feel this way. Then give your partner the chance to try again.

Would you be willing to work on Saturday? Would you be willing to share with Alex?
Do you think it would be possible to do that again? Do you think it would be possible to translate it into English?
Is there any chance you could come ten minutes earlier?

5 SPEAKING

A **PAIR WORK** Role play one of the situations. Decide who makes the request and who responds. The person making the request tries to convince the other to say yes. Then change roles, choose another situation, and repeat.

- Student A: You want help painting your apartment because you're having a party.
Student B: You don't like painting.
- Student A: You need someone to take care of your dog for a week because you're going on vacation.
Student B: You don't like dogs.
- Student A: You need someone to give English lessons to your child.
Student B: You've never worked with children before.

Is there any chance you could take care of my dog for a week, starting this Friday? *Your dog? Um ... I don't mean to be rude, but I'm kind of uncomfortable with dogs.*

Receptive pronunciation activities

- give students practice listening for features of spoken communication that commonly affect comprehension

Pair work practice

- gives students extra productive practice of new language

Speaking

- provides controlled and freer practice of functional 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

Authentic reading texts

- focus on subskills that students need to read academic and job-related texts

Writing skills

- focus on subskills that students need to write their texts

Think critically

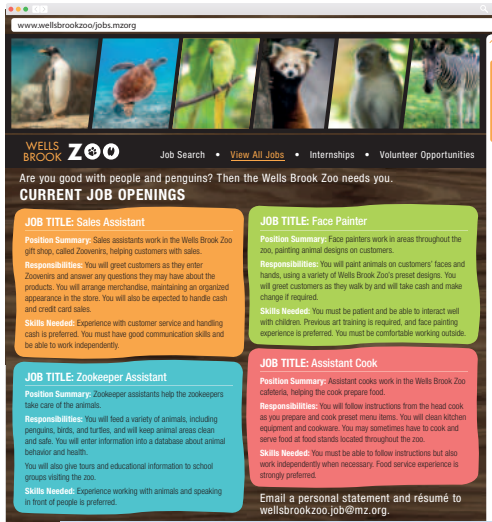
- encourages students to discuss and engage with the topic

3.4 THE RIGHT JOB FOR ME

LESSON OBJECTIVE
■ write a personal statement for a job application

1 READING

A Would you like to work with animals? What kind of work would you like to do? What kinds of zoo jobs do you think involve working with animals? Which don't involve working with animals? Read the text. Were any of the jobs you thought of mentioned?



WELLS BROOK ZOO Job Search • View All Jobs • Internships • Volunteer Opportunities

Are you good with people and penguins? Then the Wells Brook Zoo needs you.

CURRENT JOB OPENINGS

JOB TITLE: Sales Assistant

Position Summary: Sales assistants work in the Wells Brook Zoo gift shop, called Zookens, helping customers with sales.

Responsibilities: You will greet customers as they enter Zookens and answer any questions they may have about the products. You will arrange merchandise, maintaining an organized appearance in the store. You will also be expected to handle cash and credit card sales.

Skills Needed: Experience with customer service and handling cash is preferred. You must have good communication skills and be able to work independently.

JOB TITLE: Face Painter

Position Summary: Face painters work in areas throughout the zoo, painting animal designs on customers.

Responsibilities: You will paint animals on customers' faces and hands, using a variety of Wells Brook Zoo's pre-set designs. You will greet customers as they walk by and will take cash and make change if required.

Skills Needed: You must be patient and be able to interact well with children. Previous art training is required, and face painting experience is preferred. You must be comfortable working outside.

JOB TITLE: Zookeeper Assistant

Position Summary: Zookeeper assistants help the zookeepers take care of the animals.

Responsibilities: You will feed a variety of animals, including penguins, birds, and turtles, and will keep animal areas clean and safe. You will enter information into a database about animal behavior and health.

You will also give tours and educational information to school groups visiting the zoo.

Skills Needed: Experience working with animals and speaking in front of people is preferred.

JOB TITLE: Assistant Cook

Position Summary: Assistant cooks work in the Wells Brook Zoo cafeteria, helping the cook prepare food.

Responsibilities: You will follow instructions from the head cook as you prepare and cook preset menu items. You will clean kitchen equipment and cookware. You may sometimes have to cook and serve food at food stands located throughout the zoo.

Skills Needed: You must be able to follow instructions but also work independently when necessary. Food service experience is strongly preferred.

Email a personal statement and résumé to wellsbrookzoo.job@mz.org.

GLOSSARY
database (n) information stored in a computer system in an organized way so that it can be searched in different ways
cookware (n) items such as pans, bowls, knives, spoons, etc., used in cooking

2 WRITING

A Read Jonathan's personal statement for the zookeeper assistant job at the Wells Brook Zoo. What are his (1) qualifications, (2) experience, and (3) goals? How good of a candidate do you think he is?

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Personal Statement

I am a recent college graduate with a BS in Animal Science and Management. I have a lifelong interest in animals and birds. Summer jobs as an assistant animal keeper at Rosco Wildlife Center gave me practical experience in observing animals for signs of bad health, preparing their food and sleeping areas, cleaning and repairing their living areas, and educating the public about the inhabitants of the zoo. Interacting with children visiting the zoo was particularly rewarding. I am able to work year-round and on weekends and am excited about helping maintain the excellent standards of animal care at the Wells Brook Zoo. My goals are to expand my knowledge and experience in order to become a full-time zookeeper and to provide the animals with the best environment so that they can enjoy their life in the zoo.

REGISTER CHECK
In order to is often used in more formal writing. To is often used in less formal writing.
Formal
My goal is to expand my experience in order to become a zookeeper.
Less formal
My goal is to get more experience to become a zookeeper.

B PAIR WORK IDENTIFY AUDIENCE Read again. Who is the audience for the text? What do you think are the most important responsibilities and skills they need to do and have for each job?

C GROUP WORK Which job would you like to have the most? Which job would you be the best at? Give reasons.

D THINK CRITICALLY Which aspects of each job are good for introverts? Extroverts? Ambiverts?

B PAIR WORK These are useful words for personal statements: *lifelong interest, expand, maintain, standards*. Find them in the text and discuss what they mean. You can look online for help.

C COMPOSE AND EVALUATE A PERSONAL STATEMENT Read the guide to writing and evaluating personal statements. How well does Jonathan's statement follow this advice?

IS YOUR PERSONAL STATEMENT ...

CONCISE? Keep it short. Avoid unnecessary words that add no meaning. Avoid overusing the word "I." Vary the sentence structure. Put the information in one paragraph.

RELEVANT? Write about who you are and what you can do. Emphasize only skills and talents relevant to the job. Avoid common expressions such as "good at working on a team" or "a dedicated and enthusiastic worker." Say how you can contribute to the organization. Briefly mention your career goals.

ACCURATE? Check your punctuation (avoid exclamation points), spelling, and grammar.

WRITE IT

D PLAN You are going to write a personal statement. Work with a partner. Choose one of the other job listings from exercise 1A on page 28. Discuss the skills, experience, qualifications, and goals to include and things to avoid. Then, looking at Jonathan's statement, say how you are going to structure yours.

E Write your personal statement. Then look at the guide in exercise 2C. Have you followed all the tips? Make any changes if necessary.

F PAIR WORK THINK CRITICALLY Read your partner's personal statement. Which job did they apply for? What are the strongest points in their statement?

Model writing texts

- provide a model for students to analyze

Smartphone activities

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

Write it

- gives students productive written practice of the unit language

Register check

- gives extra information about how to communicate in different situations

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.

LESSON 5

Whole class speaking lessons

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

Task-based lessons

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

Scaffolding activities

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



TIME TO SPEAK

Getting the job

LESSON OBJECTIVE
■ interview for a full-time position

A DISCUSS In many jobs, it's helpful to be good at the things below. In your opinion, what personal qualities do you need in order to do each of them well?
meet deadlines work on a team make decisions give your opinion at meetings

B Work with a partner. Read the text from a company's website. Then imagine you work for this company in human resources. It's your job to interview interns who may have the qualities to become full-time employees. Decide together what to ask in the interviews. Design two or three questions to find out about the things in part A. See the examples below.



MEET DEADLINES
What's the main reason for missing deadlines, and how would you avoid it?

WORK ON A TEAM
How would you handle working with a person you didn't like?

MAKE DECISIONS
What steps would you take before making an important decision?

GIVE YOUR OPINION AT MEETINGS
If you disagreed with everyone else in a meeting, would you speak up?

Our company has a high percentage of "home-grown" employees. These are people who joined us as interns, showed that they were valuable to the company, and were hired for full-time positions.

C PREPARE Work with a different partner. Test your questions from part B. Imagine your partner is an intern and interview them. Change roles and repeat. How well did your questions reveal whether you and your partner have the qualities to work at the company? If necessary, revise your questions to improve them.

D PRESENT Tell the class about your questions and why you chose them. The class compares all the questions and chooses the best four. What were the best answers you heard to the four questions?



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

USEFUL PHRASES

PREPARE
This question revealed that ...
Our question about ... shows someone who ... would be a good employee.

We thought this question would ..., but it didn't.
We could improve this question by ...

30

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 skills that students will need for successful oral communication in their academic or professional pursuits. Lesson 3 of each unit of EVOLVE contains a section entitled “Speaking skills” 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.

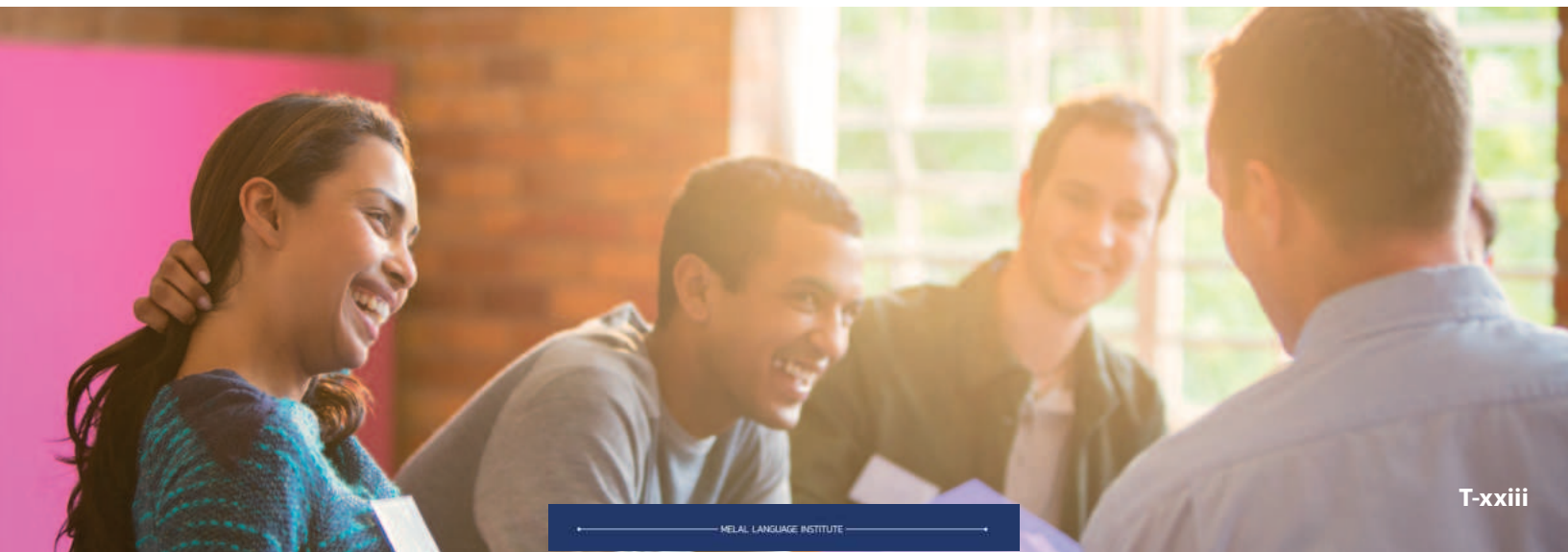
No notes When students have made notes in preparation for a task, they may be asked to repeat it without referring to their notes.

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, which we refer to using the acronym INSPIRE. 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 to 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.

B2 SYLLABUS

Strategy 1: Classroom and learner management	Strategy 2: Receptive skills and strategies	Strategy 3: Speaking
Unit 1: Building students' confidence - Getting students to identify their strengths and needs - Providing more support for a listening activity	Unit 2: Making predictions 1 - Prediction from tasks - Prediction from titles	Unit 3: Reacting to what other people say - How to react - Reacting with questions
Unit 4: Maximizing activities - Demonstrating an activity - Staging instructions	Unit 5: Making predictions 2 - Just the headings - Last paragraph first	Unit 6: Organizing what you say - Organizing bad news - Telling an interesting story
Unit 7: Dealing with mixed-ability classes - Assigning different tasks for the same stage of the lesson - Assigning the same task with a different level of challenge	Unit 8: Paragraph organization - Noticing common patterns - Using patterns to anticipate	Unit 9: Commenting and checking - Summarizing to check - Checking as you go
Unit 10: Helping students think about useful techniques - Getting students to reflect on the stages of a reading lesson - Including a personal review stage	Unit 11: Decoding words - Prefixes and meaning - Suffixes and word class	Unit 12: Taking turns - Offering a turn - Taking the floor

*These items are linked to Cambridge English Teacher qualification 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.

STEP FORWARD

1

TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Building students' confidence

In this unit, we're looking at how teachers can encourage students to feel positive about their performance and progress. For example, by getting students to identify their strengths – the things they can *already* do in English – teachers can help build their confidence. Students may then feel less anxious about identifying their needs – the things they can't do yet. We'll also look at providing more support for a listening activity, so that students have more of a sense of success.

Getting students to identify their strengths and needs (Activity 1): Ss use English and their first language for a speaking task. You can try this in lesson 1.1.

Providing more support for a listening activity (Activity 2): Ss create and complete a listening task. You can try this in lesson 1.3.

Teachers can provide support and build confidence in a number of ways. To find out more, read "Being Supportive" from *Classroom Management Techniques* by Jim Scrivener, pp. 120–122. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Tell Ss about your grandmother's or grandfather's life. Exaggerate the lack of modern facilities. In pairs, ask Ss to write down the five most important changes that have happened to the world in the last 80 years. These could be technological, social, cultural, etc. Circulate and listen as Ss talk. Ask volunteers to share their ideas when they have finished.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

A In pairs, Ss look at the picture and discuss the questions. Elicit answers from the class. (The photo is of Hailey Dawson, seven, throwing out the ceremonial first pitch wearing a 3D-printed robotic hand at Minute Maid Park for the 2017 World Series Game 4 between the Houston Astros and Los Angeles Dodgers.)

B Ss work in pairs or groups to discuss the questions. Elicit ideas from the class.

C Read the instructions aloud. Give an example of an app, a gadget, or something else that has helped improve your life or that of someone you know.

- Ss discuss in pairs. Elicit ideas from the class.

D Read the instructions aloud. Give Ss time to think of their answers to the question.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss what they think of Jacqueline's example.

EXPERT SPEAKER

I think one of the most beneficial inventions was the bicycle.

The bicycle helps people to move around the city in a faster way and also in a more sustainable way, and it has a positive impact on our wellness.

EXTRA ACTIVITY

Ask Ss to rank inventions on their positive impact on human lives. On the board, write *the airplane, the internet, the text message, the bag, the wheel, the electric motor*. (Add other examples if you wish.) Ss work in pairs to rank the inventions on a scale from 1–5 with 1 having the most positive impact and 5 having the least positive impact. Give Ss time to talk before you elicit their ideas. Ask Ss to justify their rankings.



T-1

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 that will be included 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

Getting students to identify their strengths and needs

Alternative instructions for exercise 4A

- Tell Ss they are going to prepare for exercise 4A.
- Write or display the *Notes* chart on the board (without examples). Ask Ss to copy it.

Notes

Language I know

1 *quickly adapt*

2 *lose job = be unemployed*

3

4

5

6

7

8

Language I need

1

2

3

4

5

- Tell Ss they will write useful language they already know in column 1. Add examples to the chart.
- Ss work alone. Monitor by checking Ss' notes for accuracy.
- Ask Ss to imagine what they would say if they were doing the task in their first language. If they don't know how to express the same ideas in English, they can use a dictionary or ask a student with the same first language.
- Ss add new language to column 2. Monitor for accuracy.
- Using their notes, Ss do exercise 4A.
- Ss discuss the advantages and disadvantages of using their first language to prepare for a speaking task. Their views may influence your future planning.

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 For Development Activity 1, your students were allowed to use their first language. How did they respond to this? For what kind of activities or tasks would you allow the use of first language again?
- 2 What did you learn about your students' strengths from the structures and vocabulary they recorded in their *Notes* chart? Did their needs seem to be similar, or were they all very different?
- 3 For Development Activity 2, why do you think it might be important to write up students' suggestions? Think of at least three different reasons.
- 4 In general, why do you think many students require extra support with listening activities?

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 so-called "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 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 bubbles 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 good 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.

Students want to understand spoken English and be understood, but they often don't want to sound like a native English speaker. Therefore, 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. For example, the /tʃ/ in *watch*.

Consonant clusters a group of consonant sounds with no vowel sounds. For example, /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. For example, /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.



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LESSON OBJECTIVE

- talk about how we deal with change

- **Introduce the task** On the board, write *starting a new school, starting your first job, moving to a new house or city, the change in season, getting a new boss*. Ss ask and answer with a partner: *How did you deal with these changes in your life?* Monitor as Ss discuss. Elicit ideas from the class.

1 LANGUAGE IN CONTEXT

A Read the instructions aloud.

- Ss discuss the questions in pairs.
- Elicit suggestions from the class.

B 1.02 Do the task Ss look at the picture. Read the instructions aloud. Check understanding.

- Play the audio. Ss listen and read.
- Ask Ss to share their answers with a partner.
- Check answers as a class.

Answers

moved to a new city, changed jobs, starting college, getting your first job, having a baby

C 1.02 Read the instructions aloud.

- Play the audio again. Ss listen and read.
- Check answers as a class.

Answers

She realized that people adapt to new situations extremely well. They get through huge changes all the time. They are terrific at surviving.
Her attitude changed because now she welcomes change instead of resisting it.

2 VOCABULARY: Facing challenges

A 1.03 **PAIR WORK** Read the instructions aloud. Check understanding.

- Ss work in pairs to find the words in the podcast and write definitions. Circulate and monitor as Ss work.
- **OPTIONAL ACTIVITY** Ss use their phones or a dictionary to look up the meanings of the words.
- Play the audio for Ss to check their answers.
- Review by asking individual Ss to respond to your definitions, e.g., *What means change your behavior for a new situation?* to elicit *adapt*.

Answers

accept: admit something is true
adapt: change your ideas or behavior to make them suitable for a new situation
be a step forward: be an improvement or development
be capable of: have the ability, power, or qualities to do something
be frightened of: be afraid or worry about
can't take: not be able to deal with an unpleasant situation
cope with: deal successfully with a difficult situation
get a grip: control yourself and behave more calmly
get through: work through a problem or situation
resist: fight against or refuse to accept something
survive: continue to live, especially after a difficult or dangerous event
tackle: try to deal with something or someone
underestimate: not understand how important something is
welcome: be pleased about or support something

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

C **PAIR WORK** Ss discuss whether they agree or disagree with Christa.

- Circulate and monitor. Write notes on Ss' use of the vocabulary from exercise 2A. Share any examples of the vocabulary they used after you elicit ideas from the class.

3 GRAMMAR: Present habits

- **Introduce the task** Suggest a famous person that your Ss will know. Elicit some ideas about his/her daily habits. Write some of the verbs they mention on the board and review the -s on third-person verbs.
- In pairs, ask Ss to share their daily routines. Elicit routines from volunteers.

- A Present the grammar** Ask volunteers to read the sentences in the grammar box aloud. Give Ss time to complete the rules.
- Elicit answers by asking Ss to read the whole sentence.
 - Answer any questions Ss have about the grammar.

Answers

1 present continuous 2 present 3 tend to
4 present continuous

- B Direct Ss to page 129 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**
- C PAIR WORK Do the task** Give Ss time to complete the sentences individually.
- Ss compare their answers with a partner. Elicit answers from volunteers.
- D Do the task** Read the instructions aloud. Give Ss time to think of their answers individually.

4 SPEAKING

- A GROUP WORK THINK CRITICALLY** Read the instructions aloud. Ask a volunteer to read the example answer aloud. Check pronunciation.
- Put Ss into groups of three or four. Tell them to share their ideas with the group. They should explain their opinions using examples. Circulate and monitor as Ss talk.
 - Ask volunteers to share their ideas and examples with the class.



TEACHER DEVELOPMENT ACTIVITY 1

Getting students to identify their strengths and needs

Alternative instructions for exercise 4A

- Tell Ss they are going to prepare for exercise 4A.
- Write or display the *Notes* chart on the board (without examples). Ask Ss to copy it.

Notes

Language I know	Language I need
1 <i>quickly adapt</i>	1
2 <i>lose job = be unemployed</i>	2
3	3
4	4
5	5
6	
7	
8	

- Tell Ss they will write useful language they already know in column 1. Add examples to the chart.
- Ss work alone. Monitor by checking Ss' notes for accuracy.
- Ask Ss to imagine what they would say if they were doing the task in their first language. If they don't know how to express the same ideas in English, they can use a dictionary or ask a student with the same first language.
- Ss add new language to column 2. Monitor for accuracy.
- Using their notes, Ss do exercise 4A.
- Ss discuss the advantages and disadvantages of using their first language to prepare for a speaking task. Their views may influence your future planning.

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

- **Introduce the task** Ask Ss to explain what the lesson title means. Elicit that *a trip down memory lane* is an expression that means to think, often nostalgically, about the past.
- Ask Ss to share three memories from their childhood with a partner. Elicit some memories from the class.

1 LANGUAGE IN CONTEXT

- A** **PAIR WORK** Ss look at the pictures. Read the instructions aloud.

- Ss work in pairs to answer the questions. Encourage them to give reasons for their answers. Ask *Why do you think it comes from the [1970s]?*
- Elicit answers and reasons from the class.

Answers

The banana seat bike was first made in the 1960s. It was very popular in the U.S. in the 1970s and 1980s. They are still made, but they're not as popular today.

A wall phone with a cord was popular in the U.S. in the 1970s and early 1980s. In the U.S., people stopped using them in the mid-1990s.

People in the U.S. used cassette tapes in the 1970s, 1980s, and 1990s. People stopped using them first because of CDs, and then because of digital music players.

Remote controls for TVs didn't become common in the U.S. until the mid-1980s. Before then, you had to get up to change the channel.

- B** Ss read the blog post individually. Elicit answers from the class.

Answers

Amy talks about the 1980s when the show she was watching (*Stranger Things*) takes place. She must have been a child of around ten or a teenager. Now she's probably in her thirties or forties.

2 VOCABULARY: Describing annoying things

- A** **Introduce the task** Read the instructions aloud. Ss cover the blog post and look at the words and phrases in the box.

- Ss discuss the words/phrases they remember with a partner.
- Elicit answers from the class. Check for pronunciation.

Answers

Expressions used in the blog: frustrating (some things from the past)

drive you crazy (the author drove her brother crazy by talking on the phone for hours)

tricky (making calls away from home)

infuriating (never having enough coins for a pay phone)

complex (making a mixtape)

time-consuming (making a mixtape)

get on your nerves (having to get up to change TV channels)



- B** **1.04** Read the instructions aloud.

- Direct Ss' attention to the **Notice** box and read the information aloud.
- Ss work in pairs to do the task.
- Play the audio for Ss to check their answers.
- **OPTIONAL ACTIVITY** Ss use their phones or a dictionary to look up the meanings of the words.

Answers

Adjectives: awkward, clumsy, complex, frustrating, infuriating, time-consuming, tricky

Verb phrases: be a waste of time, be hard to operate, drive somebody crazy, get on somebody's nerves, lose patience

Annoying: drive you crazy, frustrating, get on somebody's nerves, infuriating, lose patience

Difficult: be hard to operate, complex, tricky

Uncomfortable: awkward, clumsy

Takes a lot of, or too much, time: be a waste of time, time-consuming

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

- D** **PAIR WORK** **THINK CRITICALLY** Model how to do this activity by talking about an object you use every day such as your computer or phone. Use vocabulary from exercise 2A.

- Ss do the task in pairs. Circulate and monitor.
- Ask volunteers to share their answers with the class.

3 GRAMMAR: Past habits

A Do the task Read the instructions aloud. Ask volunteers to read one line each from the grammar box. Check for pronunciation and meaning.

- Give Ss time to complete the rules individually.
- Ask Ss to share their answers with a partner. Elicit answers from the class.

Answers

1 repeated 2 (not) used to 3 can

- Read the **Notice** box aloud. Check understanding by writing the following sentences on the board.
I never used to have enough coins. [It happened a lot.]
I didn't have enough coins. [It happened once.]
I used to drive my brother crazy. [It happened a lot.]
I drove my brother crazy. [It happened once.]
- Ss explain the difference in meanings in pairs. Elicit answers from the class.

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

C Read the instructions aloud.

- Give Ss a few minutes to do the task.
- Direct Ss' attention to the **Accuracy check**. Ask a volunteer to read the information in the box. Ss check their work for accuracy.
- Ss compare their answers with a partner. Elicit examples from the class.

4 SPEAKING

A PAIR WORK Do the task Read the instructions aloud. Ask a volunteer to read the example answer aloud.

- Ss do the task in pairs. Circulate and monitor. Elicit some examples from the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss how similar Jacqueline's memories are to their memories.

EXPERT SPEAKER

One of the objects that are not anymore around, it is the Walkman and it was really cool that for the first time, you could bring with yourself the-, your music, your CDs, or even cassettes and, yeah. And I think it is not anymore around because now we have new gadgets to stream music, like MP3 players or cell phones or tablets, even our computers, so, like, it changed.

I really miss them because with that kind of gadget, you could only sit and listen to music, and only do that, and now with cell phones or MP3 players, you could be doing a lot of things. You could be listening to music on the subway, answering to emails, and you will be doing everything and anything at the same time.

EXTRA ACTIVITY

Ask Ss to write six sentences about what they did as a child using the target structures from exercise 3C. They make two of the sentences false and the other four true. Circulate and monitor. When Ss finish, ask them to share their answers with a partner who must guess which sentences are true and which are false.

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

LESSON OBJECTIVE

- discuss issues and agree strongly

- **Introduce the task** Ask Ss to read the lesson title. Ask whether they know what *upgrade* means (to improve something so that it is of higher quality or a newer model). Write the following on the board: *Life was a lot simpler without cell phones. Cities would be better without cars.*
- Ask Ss to discuss in pairs. Elicit ideas from the class.

1 LISTENING

- A** **PAIR WORK** Read the instructions aloud. Elicit the meaning of *pros and cons* (positive and negative points of something).

- Ss discuss the questions in pairs. Circulate and monitor.
- Elicit answers from the class. Do Ss have the same ideas? (Possible answers: Pros: quick and inexpensive; Cons: getting spam/junk mail, getting too many emails)

- B** **1.05** **Audio script p. T-173** Read the instructions aloud. Ask Ss to take notes on the ways of communicating they mention.

- Play the audio. Play it again, if necessary.
- Elicit answers from the class.

Answers

pen and paper; phone call; fax

TEACHER DEVELOPMENT
ACTIVITY 2**Providing more support for a listening activity**

This activity encourages students to think about the likely content of the audio and to focus on some of the vocabulary they will probably hear.

- Ss discuss the questions in exercise 1A.
- Invite Ss to suggest the cons, and write these on the board. Encourage Ss to use short but full sentences, e.g., *1 You could be in trouble if you send an email to the wrong person. 2 People can sometimes sound rude in email.*
- Ss write down the cons.
- Ask Ss to suggest three other ways of communicating, e.g., *calling someone*. Add these to the board, and ask Ss to copy.
- For exercise 1B, tell Ss to listen to Shawn and Lorena. Ss should check any cons or other ways of communicating that are mentioned in the audio.
- Ss compare answers in pairs. Confirm answers before moving on to exercise 1C.

- C** **1.05** **LISTEN FOR OPINIONS** **Audio script p. T-173** Read the instructions aloud. Ask Ss to write notes on anything they remember about the speakers' opinions.

- Play the audio. Ss listen and do the task.
- Elicit answers from the class.

Answers

Lorena thinks we get too many useless emails that waste our time.
Shawn didn't like using fax machines.

- D** **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Read the information in the **Insider English** box aloud. Ask *What other things could be down?* (the internet, telephone systems, etc.)
- Ss do the task in pairs. Tell Ss to take notes so they can share their ideas with the class.

2 PRONUNCIATION: Listening for main stress

- A** **1.06** **Books closed.** Read the following sentence aloud and stress each word equally. *Technology is useful, but it can waste your time.*

- Ask Ss why this sounds unnatural. (English does not stress every word equally and speech is broken up into different word groups, separated by pauses.) Have Ss pronounce the sentence more naturally as two word groups (*Technology is useful // but it can waste your time.*)
- Books open. Play the audio for Ss to check. Elicit that every word group has one word with main stress. This word has the main information, and it is said louder, longer, and with a change in pitch.

Answer

The underlined words have the main stress.

- B** **1.07** Ss predict the word in each word group that has the main stress.

- Play the audio for Ss to check.

Answers

1 technology 2 single 3 paper

- C** Ss choose the correct words to complete the sentence. Check as a class.

Answers

One word; end; new (and important)

3 SPEAKING SKILLS

- A**  **1.05** **Audio script p. T-173** **Do the task** Read the instructions aloud.
- Play the audio. Ss do the task individually.
 - Ss check their answers with a partner. Check answers as a class.

Answers

1 D 2 A 3 A 4 A 5 D 6 D 7 D

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

- Ss have conversations with a partner. If necessary, do the first one as an example.

Suggested answers

1A: When it comes to devices / Generally speaking, writing is easier on laptops than on tablets.

1B: I couldn't agree more. / That's so true!

2A: Generally speaking, / Looking at the big picture, / Overall, texting is the best way to communicate with [your friends].

2B: You can say that again. / I couldn't agree more. / That's so true!

3A: Generally speaking, / Looking at the big picture, / Overall, I think video calls are better for work than personal communication.

3B: You can say that again. / I couldn't agree more. / That's so true! / Have it your way!

- C** **PAIR WORK** Put Ss in pairs and assign each one to be either **Student A** or **Student B**. Direct Ss A to page 157 and Ss B to page 159.

- Ask Ss to read both the first and second part of their task. Answer any vocabulary questions they have.
- Ss role play the first task. Circulate and monitor. End the task when most Ss have stopped speaking or show signs of finishing. Ss do the second task.
- Share any comments you have with Ss when they finish.

4 PRONUNCIATION: Saying /tʃ/

- A**  **1.08** Books closed. On the board, write all the words from the box in exercise 4A. Ask Ss to tell you the sound they have in common (/tʃ/).

- Books open. Play the audio for Ss to listen and repeat the words.

- B**  **1.09** On the board, write an example *adventure* return. Ask Ss which word has the /tʃ/ sound (adventure).

- Tell Ss to underline the /tʃ/ sounds in each pair of words.
- Play the audio.
- Check answers as a class. Ss repeat the words. Reassure them that the sound /tʃ/ is not always clear from the spelling. For stronger Ss, ask them which spellings are common for /tʃ/ (*tch* and *ch*).

Answers

Audio script 1.09

status statue stomach watch

actual action nature major

- C** Tell Ss to read the conversation and ask *What do you think they are discussing?*

- Ss underline the /tʃ/ sounds. Check answers as a class.
- Put Ss into pairs to practice the conversation.

Answers

A Looking at the bigger picture, we've got more of a chance now.

B Actually, I don't think we're going to achieve very much. We need to make some big changes.

5 SPEAKING

- A** **GROUP WORK** **Do the task** Read the instructions and ideas aloud.

- Ask three Ss to read the example conversation aloud.
- Put Ss in small groups to do the task. Circulate and monitor. Offer help where needed.
- When groups have finished, elicit answers from volunteers.
- **Workbook Unit 1.3**

- **Introduce the task** Ask *What does back to basics mean?* Elicit that If you get back to basics, you return to the simplest and most important things.

1 READING

- A IDENTIFY MAIN IDEAS** **Do the task** Read the instructions aloud. Check understanding of the questions and explain that Ss can answer as they read.

- Ss read the article individually.
- Ss share their answers with a partner. Elicit answers from the class.

VOCABULARY SUPPORT *Evolve* (verb) means to develop gradually over time.

Workshop (noun) a place where people use tools and machines to make or repair things.

Lo and behold (phrase) something that you say when you tell someone about something surprising that happened.

Answers

Her grandparents passed on their creative skills and love of finding out how things work.
The Maker Movement was founded as a way to encourage DIY through art, electronics, and craft projects.

- B IDENTIFY SPECIFIC INFORMATION** Ss read the article again. Remind Ss they can underline or circle any information they need to find quickly.

- Ss share their answers with a partner. Elicit answers from the class.

Answers

- a 2005: The year the Maker Movement and *Make: Magazine* were founded.
- b 135,000,000: The (approximate) number of makers in the U.S., which is almost half the population.
- c 2015: The year Maker Faire had over 1.1 million visitors
- d The audience size of Taylor Swift's 1989 world tour.

- C THINK CRITICALLY** Read the questions aloud.

- Ss discuss in pairs or small groups. Circulate and monitor. Listen and write notes on any interesting ideas, comments, or language use you can give feedback on when the task is finished.
- Elicit answers from the class. Share your notes as feedback.

EXTRA ACTIVITY

Ask Ss to discuss these questions with a partner to find out how creative they are. *What can you make?* (For example: music, art, crafts, food, stories.) *What was the last thing you made with your hands?* *How important is creating things in your life? Why?* Ss discuss in pairs and share with the class. As a class, discuss the question: *How important is personal creativity?*

2 WRITING

A **Introduce the task** Read the instructions aloud.

- Ss read the essay and answer the questions.
- Ss share their answers with a partner. Elicit ideas from the class.

Answers

She mentions repairing watches, raising animals, sewing, preserving food, and raising chickens.

Repairing watches and raising animals: good for the environment, save money, can be extremely enjoyable
Sewing: Repairing clothes made them last until the kids grew out of them.

Preserving food: They enjoyed summer food in the winter; it cost less than buying them in the store.

Raising chickens: fresh eggs

VOCABULARY SUPPORT *Raise chickens* means to keep them and make them grow. *Sewing* is the activity of joining pieces of cloth together or repairing them with a needle and thread. *Tear* /ter/ can be a noun or a verb. It is a noun in the reading.

B **ORGANIZE INFORMATION** Read the instructions aloud. Ask volunteers to read the features aloud.

- In pairs, Ss decide whether Carmen's essay has these features. Elicit answers from the class.

Answers

Carmen's essay has all of the features listed.

1st paragraph: She introduces the topic and expresses her opinion: "Recently, there has been some discussion about reviving skills from the past ..."; "I think this is an excellent trend ..."

2nd paragraph topic sentence: "The first is sewing."

3rd paragraph topic sentence: "The second skill is preserving food."

4th paragraph: She restates her opinion: "... bringing back skills like these is a fantastic idea ..."

WRITE IT



C

PLAN Read the instructions aloud. Volunteers read the topics aloud.

- **OPTIONAL ACTIVITY** Ss use their phones to research other topics to write about.
- Before Ss start writing, elicit some ideas that Ss could write about each picture. Elicit helpful vocabulary from the class and write it on the board: knitting – wool, knit, knitting needles; baking – flour, mix, dough; beekeeping – protective suit, face mask, smoke, queen; making pottery – wheel, vase, clay, kiln

D **Do the task** Give Ss time to write. Set a time limit of 30 minutes. Circulate and monitor.

- Collect and comment on the essays (before the next exercise if possible). Look for: spelling and grammar errors, logical structure, good arguments, and use of academic vocabulary. Let Ss read your feedback and ask questions.

E **PAIR WORK** **Review** Books closed. Ask Ss to look for positive aspects in their partner's essay, such as strong topic sentences, good use of academic language, etc. Encourage them to look for things they could use in their own writing.

- Put Ss into pairs. They exchange essays and read their partner's essay.
- Circulate and monitor. Listen for any interesting ideas you could comment on at the end of the activity.
- Ask Ss to share positive things about their partner's essay with the class. Write them on the board. Display essays on the walls of your classroom or share them on the class social media page.
- **Workbook Unit 1.4**

- **Introduce the task** Elicit the meaning of *blast from the past* (something or someone that surprises you because you had almost forgotten about it). Ask *What do you think life was like for your grandparents when they were your age?* Elicit ideas from the class.
- Read the **Useful phrases** box aloud. Remind Ss that they can use the phrases at the relevant stages of the lesson.

A **PREPARE** **Aim: Ss think about life in the past.**

- Read the instructions aloud. Give Ss time to look at the pictures.
- **PAIR WORK** Ss discuss the questions in pairs. Circulate and monitor.
- **GROUP WORK** Put pairs together with another pair to share their ideas.

B **DECIDE** **Aim: Ss decide which decade to live in.**

- Read the instructions aloud.
- **GROUP WORK** Put Ss into groups of three or four.
- Ss discuss and choose a decade. Elicit which decade each group chose.



C **RESEARCH** **Aim: Ss answer questions.**

- Read the instructions aloud. Check understanding.
- **GROUP WORK** Set a time limit of about five minutes for Ss to talk and answer their questions. Circulate and offer any help Ss might need.
- **Preparation for speaking*** Give Ss time to research the topic they are going to discuss.
- **OPTIONAL ACTIVITY** Ss use their phones to research answers to the questions.

D **Aim: Ss compare daily life in the past and now.**

- Read the instructions aloud. Check understanding.
- **GROUP WORK** Ss answer the questions in groups. Monitor and write notes on the strong points of each group, for example, good use of unit vocabulary, interesting questions, natural-sounding interactions. You can use your notes to give feedback at the end of the lesson.

E **DISCUSS** **Aim: Ss debate whether it's better to live now or in another decade.**

- Read the instructions aloud. Check understanding.

- **GROUP WORK** Ss prepare their points for the debate in teams. Circulate and monitor.
- Ss debate within their groups. Circulate and monitor.

F **Aim: Ss report the results of their debates to the class.**

- **GROUP WORK** Groups take turns presenting their ideas to the class. Set a time limit of five minutes. Encourage Ss to take brief notes while each group is talking. Allow time for questions.
- **WHOLE CLASS** Have the class vote on whether they would like to live now or in the past.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-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 For Development Activity 1, your students were allowed to use their first language. How did they respond to this? For what kind of activities or tasks would you allow the use of first language again?
- 2 What did you learn about your students' strengths from the structures and vocabulary they recorded in their *Notes* chart? Did their needs seem to be similar, or were they all very different?
- 3 For Development Activity 2, why do you think it might be important to write up students' suggestions? Think of at least three different reasons.
- 4 In general, why do you think many students require extra support with listening activities?

NATURAL LIMITS

2



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Receptive skills and strategies – Making predictions 1

Prediction is an essential skill for successful reading or listening. As language users, we constantly make guesses about what we are going to read or listen to, and this in turn helps us to understand the texts we encounter. We can help students by introducing them to a range of prediction strategies.

Prediction from tasks (Activity 1): Ss predict the answers to a task before they listen to a podcast. You will have the opportunity to try this in lesson 2.1.

Prediction from titles (Activity 2): Ss use the title of an article to make predictions about its content and language. You can try this in lesson 2.2.

To learn more about prediction, read *Developing Reading Skills* by Francoise Grellet, pp. 58–67. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Choose a country that your Ss might like to visit, e.g., *Great Britain, Vietnam, Peru*. Talk about the environment and the wildlife there and give a description of the place. Use pictures from the internet or your smartphone, if possible. In pairs, ask Ss to tell each other about an interesting or exciting place they visited. If the use of smartphones in the classroom is possible, let Ss research pictures from the internet or their own photos to use as they talk. Ask volunteers to share their story with the rest of the class.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

- A** Elicit the meaning of *wildlife* (animals, birds, and plants living in their natural environment). Ss look at the picture and discuss the questions in pairs. (The picture is of clownfish and sea anemone in the ocean. There is also a plastic bag in the picture.) Elicit answers from the class.

- B** Ss discuss the questions in pairs. Elicit specific examples from the class. Share any examples you can think of from your own experiences.

- C** Pre-teach *justified* (fair or having a good reason). Read the instructions aloud.

- Ss discuss the questions in small groups. Ask Ss to share their ideas as a class.
- OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether their ideas are similar to Odil's.

EXPERT SPEAKER

The benefit of human activity in such a situation is we do some new researches, we discover new places, we improve our sciences.

The drawbacks are we destroy the nature and usual habitat of the animals. But in some situations, if we don't do that, we wouldn't be able to discover new places, do our researches, and improve our sciences, so in some cases it is justified.

- talk about exploration and research

- **Introduce the task** On the board, write *What's more dangerous, outer space or deep under the ocean?* Elicit answers from the class. Ask *Which would you most like to visit and why? What movies have you seen or do you know of that are about space or deep under the ocean?*

1 VOCABULARY: Space and ocean exploration

A Read the instructions aloud.

- Ss look at the pictures and work in pairs to discuss the questions.
- Check answers as a class.

Answers

The supernova is in space.
The amoeba is in the ocean.



B 1.10 Audio script p. T-173 **PAIR WORK** Read the instructions aloud. Check understanding by doing the first word with the class as an example. OPTIONAL: Ss use their phones or dictionaries to help.

- Ss work in pairs to do the task.
- Play the audio for Ss to check answers.

Answers

Space only: atmosphere, satellite
Ocean only: preserve, species
Both: come across, exploration, investigation, launch, monitor, observe, resources, surface, use up

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

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

- Ss work in pairs to discuss the questions.
- Elicit ideas from the class.



TEACHER DEVELOPMENT ACTIVITY 1

Prediction from tasks

Tasks in coursebooks – and on exams – can provide Ss with valuable clues about the content of texts they are about to read or listen to. Using tasks to make predictions both aids Ss' comprehension and motivates them to read or listen and check their ideas.

- On the board, write the first question from exercise 2A *What are the advantages and disadvantages of space and ocean exploration?* Ss discuss the question in pairs for a few minutes.
- Elicit Ss' suggestions and write them in a chart on the board:

	Advantages	Disadvantages
space		
ocean		

- Ss close their books, listen to the podcast, and identify the advantages and disadvantages mentioned. For feedback, discuss and compare Ss' predictions with the podcast: Which ideas were the same? Which were different?
- Invite Ss to reflect on the prediction task. Did it help them to understand the podcast more easily? Why or why not?

2 LANGUAGE IN CONTEXT

A 1.11 **PAIR WORK** Read the instructions aloud.

- Play the audio. Ss listen for answers to the questions.
- Elicit answers from the class.

Answers

Space exploration
Advantages: more can be learned from space than most people realize, possibly live on other planets one day
Disadvantages: very expensive, isn't as safe as ocean exploration
Ocean exploration
Advantages: discover new species, find out how to preserve the oceans' resources, less expensive and safer than space exploration
Possible disadvantages: living under the water might not be an inexpensive or realistic solution

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

3 GRAMMAR: Comparative structures

A Present the grammar Read the instructions aloud. Ask volunteers to read each sentence in the grammar box aloud. Monitor for pronunciation.

- Ss do the task individually.
- Ss check answers with a partner. Then check answers as a class. Be prepared to answer any questions and give further explanations in the way of example sentences. Use examples that your Ss will be familiar with, e.g., *There aren't enough parking spaces in the city. It's easier to find a job in a city than it is in a small town.*

Answers

- 1 *rather than*; base form of the verb
- 2 *after*
- 3 an infinitive
- 4 non-count; count
- 5 don't always have to

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

C Do the task Read the instructions aloud. Give Ss time to complete the sentences.

- Read the information in the **Accuracy check** aloud. Check for understanding. If necessary, ask Ss to translate *then* and *than* into their own language.
- Ss check their work for accuracy individually. They then share their answers in pairs.
- Elicit answers from volunteers.

4 SPEAKING

A THINK CRITICALLY Read the instructions aloud. Ask volunteers to read the examples aloud. Check understanding.

- Give Ss time to discuss their ideas and justify their answers. Circulate and monitor.
- Ask volunteers to share their ideas and examples with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether their ideas are similar to Odil's.

EXPERT SPEAKER

People usually explore places where they cannot get easy access to. It could be highest mountains, it could be deepest ocean. It also could be the hottest place in the desert.

The top three fields for research and explanation, I would say the first one would be Antarctica. Currently we have big issue and problem with climate change, so the more research we do on this field, it would improve our life on the planet. The second one, I would put micro-environment. We still have so much lack information about bacterias and small things, so micro-environment and nanotechnology is a current field we have to improve our knowledge about. And the third one, it would be space.

EXTRA ACTIVITY

Write the following topics on the board: *public and private transportation; cars and bicycles; working in an office and working from home; and renewable energy and fossil fuels*. Ask Ss to compare them using the comparative structures from this lesson, e.g., *transportation: Cars aren't clean enough to use in cities. Bicycles are more environmentally friendly, and there are more health benefits for us when we ride them. Fossil fuels aren't environmentally friendly enough to use in the future*. Compare other things that might be relevant to your learners. Ask volunteers to share some of their ideas with the rest of the class when they finish.

LESSON OBJECTIVE

- talk about life forms in different environments

- **Introduce the task** On the board, write *wild animals*. Ask Ss to suggest some animal names and write them on the board. Ask *What animals do you dislike and why? Which animals do you think are the most interesting? Why?*

1 LANGUAGE IN CONTEXT

- A** **PAIR WORK** Ss make a list of ten wild animals and where they can be found. Circulate and monitor.

- Elicit answers from the class and write them on the board.

- B** Read the instructions aloud.

- Ss read the article and answer the questions individually.
- Elicit answers from the class.

Answers

small green parrots that live in the Masaya Volcano in Nicaragua
wood frogs that live in Alaska
microbes called "extremophiles" that live in and around holes in the ocean floor off the coast of Ecuador
rats, which live almost everywhere

- Read the **Insider English** box aloud. Ask volunteers to read the example sentences aloud.

TEACHER DEVELOPMENT
ACTIVITY 2**Prediction from titles**

This activity shows students the value of understanding and making predictions from the title of an article. Note that predictions do not necessarily have to be accurate in order to activate useful ideas and language!

- Before doing exercise 1B, Ss close their books. On the board, write the title of the article, *Nature's "Tough Cookies."* Elicit/Tell Ss what is usually meant by the expression *tough cookie* (a person or animal who is strong either physically or emotionally and able to deal with difficult situations).
- Ss discuss questions in pairs. 1 *What animals might be included in the article?* 2 *What kinds of places, conditions, and challenges might be mentioned?* Elicit one or two examples to get Ss started, e.g., 1 penguins / 2 the Antarctic; extreme cold; blizzards.
- Invite each pair to share their ideas with the whole class.
- Ss complete exercise 1B. Discuss any ideas or words that Ss were able to predict.

- C** Give Ss time to read the article again and answer the questions.

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

Answers

The green parrots live in a volcano with poisonous gas.
The frogs freeze in the winter but are still alive.
The microbes live in and near holes with extremely hot water and poisonous gases.
Rats live almost everywhere, eat almost anything, and recover fast from whatever we do to them.

2 VOCABULARY: The natural world

- A** **1.12** **Present the vocabulary** Read the instructions aloud. Do the first word with the class as an example, if necessary.

- Give Ss time to classify the words.
- Play the audio for Ss to check their answers.

Answers

Not in the article: animal life, plant life

Nouns and noun phrases: animal life, creature, environment, form of life, habitat, origin, plant life, pond, sea life, survivor, territory, volcano

Adjectives: adaptable, endangered, poisonous

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

- C** **THINK CRITICALLY** Read the instructions aloud. Share any animals you know of that are endangered (e.g., white rhinos, giant pandas).
- Ss discuss the questions in pairs.
 - Elicit answers from the class. Did Ss talk about the same animals? Did they have similar ideas about how to protect endangered animals (e.g., conservation, animal sanctuaries, etc.)?

3 GRAMMAR: Superlative structures; ungradable adjectives

GRAMMAR SUPPORT Gradable adjectives can change, e.g., *cold, hot, happy, or sad*. You can be *a little cold* or *really cold*. Ungradable adjectives can't change because they are already at their extreme limit, e.g., *boiling* or *freezing*. You can't be *a little freezing* in English.

A Introduce the task Ask volunteers to read one line each from the grammar boxes. Check pronunciation.

- Ss complete the rules individually.
- Ask Ss to share their answers with a partner. Elicit answers from the class.

Answers

1 plural 2 forms of sea life 3 not always 4 can

B Direct Ss to pages 130–131 to complete the grammar exercise. Teacher tips for the grammar exercises are on page T-129.

C Read the instructions aloud.

- Ss do the task individually. Circulate and monitor.
- Ss share answers in pairs. Then they turn to page 160 to check their answers. Were Ss' guesses correct?

4 SPEAKING

A **PAIR WORK** **Do the task** Read the instructions and topics aloud. Check understanding. Ask a S to read the example aloud.



FIND IT

- Put Ss into pairs and ask them to choose a topic.
- Set a time limit of ten minutes for Ss to research their topics. Tell them to write notes on what they learn so they can share their information later.
- **OPTIONAL ACTIVITY** Let Ss use their smartphones to find information online. Circulate and monitor.
- When time is up, ask pairs to find another pair to share their ideas with. Circulate and monitor.
- Elicit any interesting facts from the whole class.

EXTRA ACTIVITY

Write the following items on the board: *the Eiffel Tower* (or a famous landmark near you); *the Arctic Circle* (or a similar wild area your Ss will know); and the president/prime minister of their country. Ask Ss to write sentences describing the items using superlative structures and ungradable adjectives, e.g., *The Brazilian rainforest is an absolutely wonderful place to visit and one of the most important natural areas in the world*.

Ss share their sentences with a partner. Volunteers share their sentences with the class.

- **Workbook Unit 2.2**
- **Worksheets: Grammar 2.2; Vocabulary 2.2; Speaking 2**

- exchange important information

- **Introduce the task** On the board, write four exciting places, e.g., *Mount Everest, the Amazon Rainforest, the Atacama Desert, the Arctic*. Ask Ss *What would you take if you went to these places? How would you prepare?* Ss discuss briefly in pairs.

1 LISTENING

- A** **PAIR WORK** Read the instructions aloud. Check understanding.

- Give Ss time to write questions before they share with a partner.
- Elicit Ss' questions and write some of them on the board.

- B** **1.13 Audio script p. T-173** Read the instructions aloud. Check understanding.

- Play the audio. Play it again, if necessary.
- Check answers as a class.

Answers

If it rains and you get wet, you get cold 25 times faster than when you're dry.
If your coat is too thick, you sweat, and your T-shirt gets wet, and then when you stop walking, you get cold.
Water is heavy, so the drinking water you carry adds a lot of weight to your backpack.
If you don't drink enough water, you lose 20 percent of your energy.

- C** **1.13 LISTEN FOR DETAILS Audio script p. T-173** Read the instructions aloud. Ask Ss to read the sentence stems. Check understanding.

- Play the audio. Ss do the task individually.
- Ss check their answers with a partner. Then check answers as a class.

Answers

1 waterproof, not thick 2 cotton 3 50 4 12 5 4

- D** Read the question aloud.

- Ss to work in pairs or small groups to discuss.

2 PRONUNCIATION: Listening for weak forms and rhythm

- A** **1.14** Books closed. On the board, write *a couple of questions*. Say *Can I ask a couple of questions? First, what are the important words here? (couple/questions) Second, are they pronounced differently from the other words? (Yes, they are said more loudly and fully).*

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

Answer

Pattern 2

- B** **1.15** Elicit examples of phrases that could go in each column according to their rhythm.

- Tell Ss to put the phrases into the columns then listen to the audio and check.
- Tell Ss to repeat the phrases following the rhythm. Explain that the rhythm can change if the emphasis is different, for example, *you* can be stressed in *I'm sure you know* if the speaker means "You know but others do not."

Answers

Pattern 1: a risk of snow; I'm sure you know
Pattern 2: what sort of coat; prepare for the worst
Pattern 3: at least 50 liters; a good waterproof coat

- C** Tell Ss to mark the statements true or false. Check answers as a class.

Answers

1 True
2 True
3 False

3 SPEAKING SKILLS

A  **1.13** **Audio script p. T-173** Read the instructions aloud.

- Give Ss time to read and identify the expressions.
- Play the audio.
- Check answers with the class.

Answers

Is there any danger of really bad weather? *D* (The functional words are unstressed: *Is, there, of*)

Is there a risk of snow? *D* (The functional words are unstressed: *Is, there, a, of*)

The most important thing to consider is that mountain weather is unpredictable. *E* (The functional words are unstressed: *The, to, is, that, is*)

First and foremost, you need a good waterproof coat.

E (The functional words are unstressed: *and, a*)

B **PAIR WORK** Put Ss in pairs and assign each one to be either **Student A** or **Student B**. Tell Ss **A** to turn to page 157 and Ss **B** to turn to page 159.

- Explain the task to Ss and give them time to read their roles. Answer any questions they might have about the vocabulary. Circulate and monitor as Ss do the first task. Listen for and write notes on any good examples of language you hear.
- When Ss have finished, ask them to switch roles.
- Ask volunteers to perform their conversations for the class.
- Share any of the notes you made with Ss and look for areas where you can praise them.

C Read the instructions aloud. Check understanding.

- Ss do the task in pairs. Circulate and monitor.
- Elicit answers from the class. Write some sentences using the target language on the board.

4 PRONUNCIATION: Saying /w/ and /v/

A  **1.16** Model the /w/ sound: show how the lips are rounded. Play the audio for Ss to listen and repeat the words, paying particular attention to /w/.

B  **1.17** Model the contrast between the /w/ and /v/ sound: show how with /v/ the upper teeth lightly touch the bottom lip. Play the audio for Ss to circle the word they hear twice. Check answers and ask Ss to repeat all the words.

Answers

1 wet 2 vine 3 worse 4 west

- Ss practice in pairs. They take turns reading out three words, two of which are the same. Their partner identifies the word repeated.

C Tell Ss to underline the /w/ and /v/ sounds. Check as a class and drill the questions. Then put Ss into pairs to ask one another the questions. As an extension, Ss work in pairs to make two more questions with /w/ and /v/ sounds and ask the questions to another pair. They can check if a word contains a /w/ or /v/ sound by looking in a learner's dictionary.

Answers

- 1 What's the worst weather you've experienced?
- 2 What would you wear if we were going hiking in winter?
[A /w/ between the two syllables of *going* is possible.]
- 3 Have you ever been worried about your safety?
- 4 What makes people do very dangerous or weird sports?

5 SPEAKING

A **Introduce the task** Read the instructions aloud. If possible, think of an activity or hobby that you enjoy to use as a model. Give Ss brief advice about how to do your activity/hobby.

- Give Ss time to write notes about their activity/hobby.

B **PAIR WORK** **Do the task** Read the instructions aloud. Read the example conversation aloud with a S.

- Ss give each other advice in pairs. Circulate and monitor. Listen for any good examples of language you can share with the class when they complete the activity. If time permits, ask Ss to share their answers with a different partner.
- Ask one or two volunteers to share their advice with the class. Encourage the class to ask questions. Share any good examples of language you heard.

HOMEWORK IDEAS

Ask Ss to watch an online video in English (for example, on YouTube) of a hobby that they like. They make notes on the video and tell their partner about it in the next class.

- **Introduce the topic** Ask *What's the temperature today?* Write it on the board. Ask *What temperature is comfortable for you?* Do you prefer hot or cold weather? Elicit answers from the class. Do they all have the same ideas about temperature?

1 READING

A Read the instructions aloud.

- Ss look at the picture and discuss the questions in pairs.
- Ss read the article individually. Tell them to keep the questions in mind while they read.

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

- Ss answer the questions in pairs. Circulate and monitor.
- Elicit answers from the class.

Answers

Weather: It's cold, dry, windy, and bright. It doesn't snow very much, but the wind can be full of snow and ice.

People: There are more people there in the summer and fewer people in the winter. They get along with each other/ have good attitudes. They love what they do. They're doing extremely important exploration.

Food: It's good because there's an amazing chef. People want food from New Zealand, not international dishes. There is no local food – it comes from other places.

- C UNDERSTAND NUMERICAL WORDS AND PHRASES** Books closed. Review big numbers. Write five- and six-digit numbers on the board and ask Ss to read them aloud.

- Books open. Read the instructions aloud.
- Give Ss time to find the expressions in the article.
- Elicit answers from the class.

Answers

about: it was about -15°C during the day, only about 1,000 (people) stay for the winter, about 25 (people)
average: the average temperature was -5°C in January ... and -28°C in August,
to: The area only gets 60 to 80 millimeters of snow a year
up to: The wind blows up to 185 kilometers per hour, up to 85 people, up to 100 days

- Ss work in pairs to think of other things to describe. Ask them to share their ideas with the class.

VOCABULARY SUPPORT An *average* is calculated by adding amounts together and then dividing by the number of amounts, for example, *The average age of the students is 18.*

- D THINK CRITICALLY** Read the instructions aloud. Elicit answers from the class.

Suggested answers

You might expect to see a lot of numbers in a scientific or academic text. The numbers may provide significant facts or dramatically reveal to the reader how extreme and unusual something is.

2 WRITING

- A Do the task** Give Ss time to read the description and note the town's attractions.

Answers

It's the Dinosaur Capital of the World. The Royal Tyrrell Museum has one of the world's largest collections of dinosaur fossils. The landscape is attractive. The hoodoos are fascinating.

- B USE NUMERICAL WORDS AND PHRASES** Ss complete the phrases individually.

- Ss check answers with their partner. Elicit answers from the class.

Answers

1 8,000 Q 2 138 D 3 40.6°C T 4 -18° to 26°C T
5 500,000 Q 6 200 Q 7 6 H

WRITE IT



- C PLAN** Read the instructions aloud. Give Ss time to think about a place. Encourage Ss to think about the questions and write notes to use when they write their descriptions in the next exercise.

- **OPTIONAL ACTIVITY** Let Ss look on their phones for any information they may need.

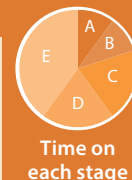
- D Do the task** Give Ss time to write. Circulate and offer help as needed. Set a time limit to encourage slower Ss to speed up and faster Ss to check their work when they finish.

EXTRA ACTIVITY

For Ss who aren't able to look up information online, you could ask them to write a description of where Noah was in Antarctica. They can use information from the reading but organize it into a description similar to the one in exercise 2A, with the focus on unusual or extreme aspects of the environment there.

- E PAIR WORK** On the board, write *What vocabulary do you like in the description? What structures and grammar work well?* Ask Ss to think about the questions as they read their partner's description.

- Ss exchange papers in pairs and read their partner's description.
- Ss answer the questions in pairs.
- Read the **Register check** box as a class. Check for meaning and pronunciation. Check understanding by asking Ss to write a sentence describing something using the target structure. Give Ss a few minutes to write before they share their sentences with a partner. Elicit some answers from volunteers.



A **PREPARE** **Introduce the task** **Aim:** Get Ss thinking about outdoor activities.

- Give Ss time to discuss with a partner. Circulate and monitor.
- Elicit ideas from the class.
- Read the **Useful phrases** box aloud. Remind Ss that they can use the phrases at the relevant stages of the lesson.

B **Aim:** Ss discuss options for outdoor activities.

- **Do the task** Read the instructions aloud.
- Ask volunteers to read the ad and the questions aloud.
- **PAIR WORK** Give Ss time to discuss in pairs. Circulate and monitor.

C **Aim:** Ss share their ideas.

- Read the instructions aloud.
- **GROUP WORK** Pairs get together with another pair to do the task.
- Circulate and write notes on the strong points of each group, e.g., good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.



D **DECIDE** **Aim:** Ss choose the best ideas and prepare a presentation.

- Read the instructions aloud. Set a time limit for the presentations in part E (five minutes). This helps ensure that each group gets equal speaking time.
- Give Ss time to discuss and prepare their presentation. **Preparation for speaking*** Encourage Ss to rehearse mentally what they are going to say.
- **OPTIONAL ACTIVITY** If possible, let Ss use their phones to research information about outdoor activities and locations.

E **PRESENT** **Aim:** Ss give a presentation.

- Read the instructions aloud. Ask a volunteer to read the ideas aloud. Add any extra ideas your Ss may think of. Tell Ss that they should award each plan between one and five stars based on the criteria.
- **WHOLE CLASS** Pairs present to the class. Allow time for questions. Ss give each plan between one and five stars based on the criteria.

- **Review** When all pairs have finished, ask, *Which plan did you give five stars?* Find out the most popular plan.
- **Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-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 Development Activity 1 shows students how they can make predictions from a task question. What other kinds of tasks can be used as a basis for predictions? For example, True/False questions, fill-in-the-blanks, etc.
- 2 In Development Activity 2, students make predictions from the title of an article. What other parts of a text can be used as a basis for predictions? For example, headings; pictures, etc.
- 3 Both activities in this unit ask students to make predictions and then compare their ideas with those in the text. Do you think it matters whether students' predictions turn out to be accurate? Why or why not?
- 4 Do you think your students will use these prediction strategies outside of the classroom? How could you encourage them to do so?

THE WAY I AM

3



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Reacting to what other people say

A lot of speaking happens when people are having a conversation. This means effective speakers need to get their message across and, at the same time, they need to react to what the other person says. By B2 level, students often have confidence communicating, but they find it harder to react to the person they are talking to. Also, the kinds of words, expressions, and strategies that speakers of English use to react to each other are often different from those in students' first language. Good conversation means speakers need to take an active part in what they are saying and respond to the person they are talking to.

How to react (Activity 1): You demonstrate how to react and give some key expressions. You can try this in lesson 3.1.

Reacting with questions (Activity 2): You show how questions are effective for keeping a conversation going. You can try this in lesson 3.3.

To find out more about this kind of interaction, read pp. 61–62 of *Teaching Speaking: Holistic Approach* by Christine C. M. Goh and Anne Burns. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Write or display some jobs on the board, e.g., *firefighter, teacher, nurse*. Ask *What type of person does each job?* Ss share their ideas with a partner before you elicit ideas from the class. Write any personality adjectives on the board as Ss say them.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

- A** Ss look at the picture and discuss the questions in pairs. Elicit answers from the class.
- B** Ss discuss the questions in pairs. Elicit answers from the class.
- C** Ss work in pairs to discuss the question.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether they agree with Wendy's ideas.

EXPERT SPEAKER

I think situations that require some kind of grit or endurance. For example, I ran the marathon yesterday and I was not feeling well. I was actually a little sick. But I realized that this was a commitment that I made and it was not going to be easy, and it was not easy at all, but around mile eleven I made a determination to just stick through it, go slow, just keep going, that I'll eventually get there. And it revealed to me that I actually had more strength and patience than I thought I would.

- **Introduce the task** Ask Ss to look at the picture and say adjectives to describe the personalities of the people. Write their responses on the board.

1 LANGUAGE IN CONTEXT

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

- Ss discuss the questions in pairs. Ask volunteers to share what they learned about their partner. Do students agree with their partners' descriptions?

B **1.18** Read the instructions aloud.

- Play the audio. Ss write down the three personality types as they listen.
- Check answers as a class.

Answer

introverts, extroverts, and ambiverts

C **1.18** **THINK CRITICALLY** Read the instructions aloud. Check understanding.

- Play the audio for Ss to read and listen again.
- Elicit answers from the class.

Answers

The aim of her work is to show that there is power in quiet. Other answers will vary.

2 VOCABULARY: Describing personality



A **1.19** Read the instructions aloud.

- Ss work with a partner to categorize the expressions.
- **OPTIONAL ACTIVITY** Let Ss look up the definitions on their phones.
- Play the audio for Ss to check their answers. Check answers as a class.

Answers

Introvert behavior: be an introvert, be reserved, speak softly, feel left out

Extrovert behavior: attract attention, be an extrovert, be the life of the party, show off, speak up

Both: enjoy the company of, interact with somebody

Audio script

socialize: spend time enjoying yourself with other people

speak softly: talk in a quiet or gentle way

be an extrovert: be an energetic happy person who enjoys being with other people

attract attention: make people notice you

enjoy the company of: like being with somebody

be the life of the party: be energetic and funny and at the center of activity during social occasions

show off: try to make people notice you, especially in a way that is annoying

be reserved: not to talk much about or show your feelings or thoughts

speak up: speak in a louder voice so that people can hear you

feel left out: feel that you are not included in something

interact with somebody: to communicate with someone

be an introvert: be shy, quiet, and prefer to spend time alone rather than with other people

B Direct Ss to pages 142–143 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Check understanding.

- Ss discuss the questions in pairs. Circulate and monitor.
- Elicit some ideas from the class.

EXTRA ACTIVITY

As a class, decide on six to eight questions that might reveal someone's personality, e.g., *What would you do if you found a wallet full of money? What are your hobbies?* Avoid yes/no questions. Write the questions on the board. Ask Ss to interview three people from the class using these questions to find out what kind of personality they have. Ss share the personality of the Ss they interviewed.

3 GRAMMAR: Relative pronouns; reduced relative clauses

- A Present the grammar** Ask volunteers to read each sentence in the grammar box aloud. Monitor pronunciation.
- Ss complete the rules individually.
 - Elicit answers from the class. Be prepared to answer any questions and give further explanations in the way of example sentences.

GRAMMAR SUPPORT In reduced relative clauses, if the relative pronoun is the object of the verb then it can be left out, e.g., *This is the car (that) I drive.* Reduced relative clauses don't include relative pronouns.

Answers

- 1 the subject or the object 2 *whose* 3 *which*
4 don't include

- Read the **Notice** box aloud. Compare the following sentences with Ss:
I love Sundays when all my family gets together. [In this sentence, Sundays is a *time adverbial* – an expression that describes a time.]
I love Sundays, which is a day my family gets together. [Here, Sundays is the subject of the sentence.]
- Share more examples if necessary, e.g., *We usually go on vacation in July, when the weather is hot. We usually go on vacation in June, which is the month with the best weather.*

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

- C Do the task** Give Ss time to write their sentences individually.
- Read the **Accuracy check** aloud. Ss check their sentences for accuracy.
 - Ss share their answers with a partner.
 - Ask Ss to read the complete sentence when you elicit answers.

Answers

- Ss' own ideas follow the relative pronouns.
1 *where/which/that/X* 2 *who/whose/that/X*
3 *when/which/that/X* 4 *X*
5 *which/that*

4 SPEAKING

- A PAIR WORK THINK CRITICALLY** Read the instructions aloud. Ask volunteers to read the example conversation. Explain to Ss that they may need to argue for something they disagree with in one of the exchanges.

- Give Ss time to write reasons why extroverts or introverts are good. If your Ss don't have a lot of ideas, you could help them by writing two lists on the board.
- In pairs, Ss decide who will be Student A and who will be Student B. Circulate and monitor. Listen for good examples of language you can share with the class.
- Share any good examples of English you heard during the activity.

EXTRA ACTIVITY

Put Ss into pairs and give them ten words each that they have to describe to their partner without using the word. Use words that cover a range of topics and themes. Explain that they should use relative clauses to describe, e.g., *It's something you use when ... ; It's someone who ...*. Example words: *toaster, husband, morning, sandals, chicken, love, mother-in-law, butter, bus, snow, field, roof.*



TEACHER DEVELOPMENT ACTIVITY 1

How to react

Alternative instructions for exercise 4A

This activity practices reaction expressions so that students make their speaking more interactive.

- After Ss have thought about what they want to say, ask a strong S to do an example with you.
- Let the S speak, but don't react. When they finish just say *OK*.
- Tell the class you and the same S will repeat the activity.
- This time, as the S speaks, react using the expressions *Oh, that's interesting. Yes, that's right. Really? Oh, you think so? Yeah, maybe.*
- Elicit from the class the difference between the two examples and establish that the second was a) more interactive and b) a bit more natural.
- Elicit the reaction expressions and write them on the board.
- Tell Ss to react to each other as they do the activity.
- After the activity, ask Ss how it felt to have a more reactive partner.

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

- talk about things you love or hate

- **Introduce the task** Tell Ss about something that you absolutely love. This could be a book, food, a picture, or anything else. Tell Ss about it and show pictures if you have them.
- Ask Ss to tell a partner about something they absolutely love. Elicit some examples from volunteers.

1 LANGUAGE IN CONTEXT

A Read the instructions aloud.

- Ss look at the pictures and discuss in pairs. Elicit ideas before Ss read.
- Give Ss time to read the posts and answer the questions.
- Check answers as a class.

Answers

@dougj: crows
 @dannys22: mushrooms
 @asans5: peanut butter
 @davidortiz: bubble wrap
 @happyjia: wool
 @mandymandy: the subway
 @greatj: a swimming pool
 @msalex5: gasoline

- Read the **Insider English** box. Check understanding by asking Ss to tell you something they think is gross.

B Ss read the posts again. Tell Ss to write notes on what the people like and dislike before sharing their answers.

- Check answers as a class.

Answers

@dougj: likes crows
 @dannys22: dislikes mushrooms
 @asans5: likes the sound of opening a jar of peanut butter
 @davidortiz: likes popping bubble wrap
 @happyjia: dislikes touching wool
 @mandymandy: likes the smell of subway stations
 @greatj: likes the smell of a swimming pool
 @msalex5: likes the smell of gasoline

C **GROUP WORK** Ask Ss to work in groups to make a list of the top five things they love and hate. Circulate and monitor.

- Elicit ideas from the class. Do they love and hate the same things?

2 VOCABULARY: Strong feelings

A  1.20 **Present the vocabulary** Read the instructions aloud.

- Give Ss time to look at the words and match them to the pictures in exercise 1A. They then categorize the words.
- Play the audio for Ss to check their answers.

Answers

crow: creepy, impressive, stunning
mushrooms: disgusting
opening a peanut butter jar: enjoyable
popping bubble wrap: satisfying
wool: irritating, uneasy, tense
subway stations: bizarre, fabulous
smell of a swimming pool: enjoyable
gasoline: weird
Good: fabulous, impressive, satisfying, stunning
Bad: creepy, disgusting, irritating, tense, uneasy
Unusual: bizarre, weird

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

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

- Ss discuss in pairs.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss how they feel about the things Wendy describes.

EXPERT SPEAKER

Things that make me feel fabulous, I think my top one would be massages. I love getting a body massage. For those 30 to 60 minutes, I feel completely pampered and relaxed. It's just fabulous.

Situations that make me feel tense, I think one of the main ones would be if one of my kids is sick and I have to take them to the emergency room, or a very unplanned trip to a doctor's office. Something that I know I don't have much control of or I don't know the outcomes, there's a lot of uncertainty – those things make me very nervous.

3 GRAMMAR: Present participles

- **Introduce the task** On the board, write: *I like the look of ... ; I don't like the look of ... ; I hate the sound of ... ; I love the sound of ...*
- Ask Ss to finish the sentences any way they wish, e.g., *I like the look of smiling people.; I love the sound of falling rain.; I hate the sound of ...*. Elicit examples. Explain that any verbs used after these structures are used in the *-ing* form. These are *present participles*.

A Ask volunteers to read the sentences in the grammar box aloud. Check pronunciation.

- Ss complete the rules individually.
- Ask Ss to share their answers with a partner. Elicit answers from the class.

Answers

1 at the same time 2 noun

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

C Read the instructions aloud.

- Ss make sentences individually.
- Ss share their answers with a partner. Circulate and monitor. Elicit answers from the class.

4 SPEAKING

A **PAIR WORK** Books closed. Write the following on the board to see whether they generate good or bad feelings with Ss: *a rainy day; a cup of hot tea; a snowy street with lots of traffic.*

- Read the instructions aloud. Direct Ss' attention to the pictures. Ask a volunteer to read the example aloud.
- Ss discuss in pairs. Circulate and monitor.
- Elicit ideas from the class. Do they feel the same about the things in the pictures?

EXTRA ACTIVITY

Ask Ss to write for five minutes about things they love and hate and why. Tell them to use the sentences in the grammar box for ideas. When Ss finish, ask them to swap their descriptions with a partner. They read and comment on their partner's work. Collect and comment on Ss' work if possible, and then stick them on the walls of your classroom or share on the class social media page.

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

3.3

ASKING FOR FAVORS

LESSON OBJECTIVE

- make and respond to requests

- **Introduce the task** Ask *What is a favor? Who do you ask for favors? Who asks you for favors?* Elicit answers from Ss.
- Ask Ss to shout out ways to ask for favors in English. Write their suggestions on the board, e.g., *Could you do me a favor?; Would you mind ... ?*

1 LISTENING

- A** Read the instructions aloud. Check understanding. Elicit some ideas from the class.

- B** **1.21** **Audio script p. T-174** Read the instructions aloud.

- Play the audio. Ss listen and do the task. Play it again if necessary.
- Ss share their answers with a partner. Elicit answers from the class.

Answers

Kelly was asked to talk at a social event. She is worried about answering questions because she is new and doesn't know much about the program.
Her boss suggests that Hwan tell her about the program and questions students are likely to ask.

- C** **1.22** **Audio script p. T-174** Read the instructions aloud.

- Play the audio. Ss listen and do the task.
- Elicit answers from the class.

Answers

Mateo is asked to give a presentation about his project. Mateo's excuses are that the project is not finished and that his English isn't very good.
In the end, he agrees to give a presentation on his project.

- D** **1.21 and 1.22** **LISTEN FOR INFERENCE** **Audio script p. T-174** Read the instructions aloud.

- Play the audio for both tracks, one after the other.
- Ss compare their answers in pairs. Check answers as a class.

Answers

Kelly says, "I feel uneasy about that. I really don't know very much about the program yet, since I just started last week."
Mateo says, "I don't know how much I'd be able to say" and "I wouldn't be comfortable speaking in front of the whole team."

- E** **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Give Ss time to work in pairs to discuss and then complete the sentences.
- Elicit answers to the questions first and then the sentences.

Suggested answers

- 1 (implied) she's an intern and doesn't have a lot of experience
- 2 he knows a lot about the program and (implied) likes sharing what he knows
- 3 presses him to say yes by ignoring his excuses, says he wants the team to hear about the project, praises Mateo's English, and (implied) he's determined to have Mateo's presentation as one of the conference events and won't take no for an answer
- 4 (implied) David is the boss; in addition, Mateo probably knows his excuses are not very good

- F** Read the questions aloud.

- Ss discuss the questions in pairs.
- Elicit ideas from the class.

2 PRONUNCIATION: Listening for /t/ at the ends of words

- A** **1.23** Ask Ss to read the sentence and predict where they might hear a /t/ sound. Ask Ss to focus on the /t/ sound. Then play the audio. Give them a couple of minutes to try to identify a pattern. Ask *Why are some /t/ sounds pronounced differently?* (It depends on which sounds come before and after them.)

Answers

/t/ sounds that are pronounced differently: I just want the rest of the team to get a general sense of the project.

- B** **1.24** Tell Ss to underline all the /t/ sounds in the conversation and identify which ones could be pronounced differently. Play the audio and check as a class. Then put Ss into pairs to practice the conversation, paying attention to the /t/ sounds.

Answers

The underlined /t/ and /d/ sounds are missing. The /t/ sounds in brackets are pronounced more like /d/.

- A** That's OK. I just want the rest of the team to ge[t] a general sense of the project.
B Um ... Sorry, but I wouldn't be comfortable speaking in fron[t] of the whole team. My English isn't very good for that kind of thing.
A Your English is fine. Don't worry about [t] it. So, will you do it?
B Yes, I can probably manage that.

- C** Have Ss complete the rule. Check as a class.

Answers

When /t/ is at the **end** of the word and the sound before it is /n/ or a **vowel**, then the /t/ may be pronounced silently. But if that /t/ is also followed by a **vowel** sound, it might be pronounced more like /d/.

3 SPEAKING SKILLS

- **Introduce the task** On the board, write the following requests: 1 *Do you think it would be possible for you to open the window?* 2 *Can you open the window?* 3 *Is there any chance you could open the window?* Ask *Which one do you think is more polite? Why?* Elicit answers from Ss (1 is most polite, then 3, then 2). Ask *Which one is a direct question?* (2) Tell Ss that direct questions are usually less polite in English.

A Read the instructions and do the first item with the class as an example, if necessary.

- Ss do the task individually.
- Ss compare answers with a partner. Elicit answers from the class. Ask Ss to read the whole sentence and check for pronunciation.

Answers

1 M 2 R 3 M 4 A 5 M 6 R 7 R 8 A

B PAIR WORK Read the instructions aloud. Check understanding.

- Ss do the task in pairs. Circulate and monitor.
- Ask volunteers to perform their conversation for the class.

C PAIR WORK Put Ss in pairs and assign each one to be either Student A or Student B. Tell Ss A to turn to page 157 and Ss B to turn to page 159.

- Give Ss time to read the three situations before they talk. Answer any questions and explain any vocabulary.
- Ss do the task in pairs.

4 PRONUNCIATION: Using polite intonation for requests

- A**  **1.25** Books closed. On the board, write *Can you help me with something?* Say it first with a falling tone at the end and then with a rising tone at the end. Elicit that the first might sound more like an order, but the second might be understood as a request. Remind Ss that in different languages and different cultures, people have different opinions about what sounds polite, so it is important to be sensitive to listeners' reactions and use polite words in addition to intonation. Tell Ss that, especially for some native English speakers, a rising intonation at the end of a request can make it sound more polite – but that the grammar and vocabulary in making the request are also important.
- Books open. Play the audio for Ss to listen and say which version sounds more polite to them. Have Ss repeat the polite versions. If Ss disagree, encourage them to discuss why.

Suggested answers

Is there any chance you could finish the presentation today? Second
Do you think it would be possible to help me right now? First

- B**  **1.26** Tell Ss to listen to the intonation and choose the polite ending of the request. Check and then have Ss repeat the polite requests.

Suggested answers

Could you please think about it?
Do you think it would be possible for you to be a little quieter?
Is there any chance you could speak to her yourself?
Would you be willing to check my presentation?

- C PAIR WORK Books closed. Demonstrate with an example. Say to a S (rudely): *Would you be willing to do it by yourself?* Elicit a refusal, e.g., *I don't mean to be rude, but I don't know how.* Repeat the request with a more polite intonation and elicit acceptance of the request.**

- Books open. Put Ss into pairs to practice making the requests polite. If some Ss disagree about how rude/polite their partner's requests sound, encourage them to discuss why. (This exercise is about developing self-awareness and audience-awareness, not about finding one "perfect" or "correct" intonation.) As an extension, Ss could then continue the activity by making up their own requests.

5 SPEAKING

- A PAIR WORK Introduce the task** Read the instructions and the situations aloud. Check understanding. Ask volunteers to read the example conversation.

- **Do the task** Ss do the role play in pairs. Make sure Ss use the target language from exercise 3A.
- Ask Ss to change roles and complete another role play.



TEACHER DEVELOPMENT ACTIVITY 2

Reacting with questions

In this activity, students use follow-up questions as a reaction strategy.

- Ss do exercise 5A once.
- Review the reaction strategies from Development Activity 1 in lesson 3.1 exercise 4A, and tell Ss you are going to show another reaction strategy.
- Choose a strong S to take the Student B role. You take the Student A role.
- Do an example of the first situation only.
- When Student B gives their excuse, ask follow-up questions, e.g., *Oh, why is that? Did you have a bad experience painting? Do you know new paints are easy to use?*
- Elicit from Ss the strategy you used – asking questions. Point out that this means they need to listen carefully to what their partner is saying.
- Put Ss in new pairs and ask them to repeat the activity, but this time, the person in the Student A role asks follow-up questions.

- Workbook Unit 3.3

- write a personal statement for a job application

- **Introduce the task** Ask Ss to write a list of jobs and the main responsibility of each one, e.g., *police officer – keeping people safe; nurse – caring for sick people*. Give Ss two minutes to write as many jobs and their responsibilities as they can. Ss then compare their lists with a partner. Elicit some examples from the class.

1 READING

A Do the task Read the instructions aloud.

- Give Ss two minutes to discuss the questions before they read.
- Ss read the website individually.
- Elicit answers from the class.

VOCABULARY SUPPORT *Position* can also mean *job*. *Face painting* is when children have their faces decorated. *Preset* is something that has been decided before.

The animals pictured are (from left to right): penguin, turtle, bird, red panda, monkey, zebra.

B PAIR WORK IDENTIFY AUDIENCE Read the instructions aloud.

- Give Ss time to read the website again and take notes.
- Ss answer the questions in pairs. Elicit answers from the class.

Answers

The audience is people who are looking for a job.
Answers to the second question will vary. Possible answers:

Sales Assistant

Assisting customers who have questions is the most important responsibility because people won't buy the products if their questions aren't answered.

Customer service experience is the most important skill because it's the main part of the job.

Zookeeper Assistant

Feeding the animals is the most important responsibility because the animals have to eat.

Experience working with animals is the most important skill because it will help the animals.

Face Painter

Painting animals on customers' faces and hands is the most important responsibility because it's the main part of the job.

Previous art training is the most important skill because it's required to get the job.

Assistant Cook

Preparing and cooking preset menu items is the most important responsibility because it's the main part of the job. Food service experience is the most important skill because it will be the most useful for the job.

C GROUP WORK Read the instructions aloud. Put Ss into groups of three or four.

- Groups do the task. Circulate and monitor.

D THINK CRITICALLY In their groups from exercise 1C, Ss answer the questions. Circulate and monitor.

Answers

Introverts: Assistant Cook because it has the least amount of time working with others

Extroverts: all of the jobs because they all have times when they work with others

Ambiverts: Sales Assistant, Zookeeper Assistant, Assistant Cook because they have times when they work with others and independently.



B PAIR WORK Read the instructions aloud but don't explain the words.

- Give Ss time to find the words in the text. Circulate and monitor.
- Elicit answers from the class.

Suggested answers

lifelong interest: something you've been interested in all your life

expand: increase

maintain: continue to have

standard: a level of quality

C COMPOSE AND EVALUATE A PERSONAL STATEMENT Read the instructions aloud. Ask volunteers to read the advice aloud. Check understanding. Ask *How well does Jonathan's statement follow the advice?*

- Elicit answers from the class.

Answers

Jonathan's personal statement is short. He avoids unnecessary words and doesn't use "I" often. His sentence structure is varied, and he uses one paragraph.

He describes briefly who he is and his experience. He mentions only what's relevant to the job. He says what he can contribute: he's excited about helping maintain the excellent standards of animal care. He avoids common expressions. He mentions his two career goals.

His personal statement is accurate.



WRITE IT

D PLAN Give Ss time to choose which job they are going to apply for before they start writing. Ss can write a personal statement for a job in their own field if they wish.

- Ss discuss in pairs. Direct their attention to Jonathan's personal statement to review the structure.

E Do the task Give Ss time to write. Circulate and monitor.

- When Ss finish, ask them to re-read their work and check for mistakes.

F PAIR WORK THINK CRITICALLY Before Ss exchange papers, ask them to look for strong elements in their partners' vocabulary, grammar, sentence structure, content, and punctuation.

- Put Ss into pairs. They exchange papers and read their partner's personal statement.
- Collect and comment on the statements. Display the statements on the walls of your classroom or on the class social media page.
- **Workbook Unit 3.4**

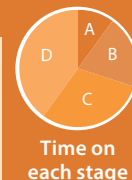
2 WRITING

A Do the task Read the instructions aloud.

- Give Ss time to read and take notes individually.
- Ss share their answers with a partner. Elicit answers from the class.

Answers

- 1 Qualifications: He has a BA in Animal Science and Management.
- 2 Experience: He had summer jobs as an assistant animal keeper at Rosco Wildlife Center, so he learned how to observe animals for signs of bad health, prepare food and sleeping areas, clean and repair living areas, and educate the public about the inhabitants of the zoo.



- **Introduce the task** **Aim:** Introduce the topic of job interviews.
- Ask *Have you ever had a job interview? What for?* Elicit answers.
- Ask *How should you behave? Do you have any advice for attending them?* Elicit ideas.

A **DISCUSS** **Aim:** Ss think about jobs.

- Read the instructions aloud. Ask volunteers to read the skills. Check pronunciation and meaning.
- **PAIR WORK** Ss discuss in pairs. Circulate and monitor. Elicit ideas.

B **Aim:** Ss prepare questions for a job interview.

- Read the instructions aloud. Ask different volunteers to read the questions. Check for pronunciation and meaning.
- **PAIR WORK** Give Ss time to write their questions. Circulate and monitor. Offer help if needed.
- If some pairs don't have many questions, bring the class back together and elicit some good questions that you can write on the board. Ss can use these in the next activity.
- **Preparation for speaking*** Give Ss time to write notes about what they are going to say. They can do the task twice; once with notes and once without.

C **PREPARE** **Aim:** Ss interview each other.

- Read the instructions aloud.
- **PAIR WORK** Ss work in new pairs to conduct job interviews. Circulate and monitor.
- Give Ss time to revise their questions if they need to.

D **PRESENT** **Aim:** Ss present their questions.

- Direct Ss to the **Useful phrases** box. Tell Ss they can use these phrases as they present their questions.
- **PAIR WORK** **Do the task** Read the instructions aloud. Pairs present their questions to the class. Write the questions on the board (and correct them if necessary) and number them.

- **WHOLE CLASS** **Review** When all pairs have finished, ask *Which four question were the best? Why?* Elicit responses. Ask *What is the best answer to each question?* Elicit responses.

- **Feedback for speaking activities*** When Ss speak, only correct errors that impede comprehension.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-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 In Development Activity 1, how easy was it for students to react to what their partner was saying? In turn, did the first speaker respond to the reaction?
- 2 It is likely that some students found this a little difficult. Why do you think this is the case?
- 3 In Development Activity 2, how relevant were the questions that students asked? How good were they at listening to what their partners were saying?
- 4 Do you think the conversations were more natural when students reacted to each other?
- 5 Will you remind students to use strategies like this for other speaking activities?

REVIEW 1 (UNITS 1–3)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Speaking skills* 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 speaking skills language from 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 complete the paragraph with words from the box.

- Check answers as a class.

Answers

1 frightened 2 cope 3 left 4 extrovert
5 socialize 6 complex (or time-consuming)
7 time-consuming (or complex) 8 waste 9 resist
10 accept 11 adapt 12 company

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

- Ss work in pairs to give advice.
- Check answers as a class.

2 GRAMMAR

- A** Read the instructions aloud.

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

Answers

1 used to hate
2 wouldn't eat/didn't use to eat
3 would push/used to push
4 always used to cause/would always cause/was always causing
5 tend to change
6 used to play/would play
7 never play
8 the least active
9 more athletic
10 used to spend/would spend
11 biggest
12 isn't useful enough to spend
13 more important to see
14 (to) drive

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

- Ss discuss in pairs.
- Ask Ss what they learned about their partners.

3 VOCABULARY

A Read the instructions aloud.

- Ss choose the correct options to complete the paragraph individually.
- Check answers as a class.

Answers

1 species 2 environment 3 endangered 4 pond
5 come across 6 observe 7 habitat 8 exploration
9 preserve 10 life 11 forms of life 12 investigation

B PAIR WORK Read the instructions aloud.

- Ss complete the sentences in pairs.
- Pairs get together with another pair to compare answers.
- Ask volunteers to share their answers with the class.

4 GRAMMAR

A Read the instructions aloud.

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

Answers

1 that/which 2 where 3 living 4 whose 5 who
6 considered 7 when 8 which 9 found 10 selling

B PAIR WORK Read the instructions aloud.

- Ss ask and answer the questions in pairs.
- Elicit ideas from the class.

COMBINED EFFORT

4



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Maximizing activities

In this unit, we're thinking about how students can get the most out of an activity. This often means reducing teacher talking time and maximizing student talking time. It also means that students need to be very clear about what they are required to do and achieve, so that they can get started immediately. For these reasons, demonstrating an activity can often be a better approach for teachers than explanation. And for complicated activities, staging a series of instructions can be more effective than giving them all at once.

Demonstrating an activity (Activity 1): Ss describe situations in which a personality type would be helpful or harmful. You can try this in lesson 4.1.

Staging instructions (Activity 2): Ss discuss how people make group decisions. You can try this in lesson 4.2.

Giving clear instructions can be a challenge for many teachers. 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

Elicit the meaning of *team player* (someone who is good at working closely with other people). Ask *Are you a team player? Why or why not?* Elicit answers. Ask *How can you find out whether someone is a team player?* Elicit answers from the class.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

- A** Ss look at the picture and discuss the questions in pairs. Elicit ideas from the class. The picture shows people skydiving.
- B** Ss discuss the questions in pairs. Elicit answers from the class.

Suggested answers

Teamwork makes everyone feel more confident and helps them complete a task more effectively.

- C** Ss discuss the questions in pairs.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether Lucia's ideas were different from their own and whether they agree with her.

EXPERT SPEAKER

Sometimes it could happen that you find yourself in a team where, like, the other team members, for example, are not compatible. So this could be challenging because they don't get along, for example. Or another disadvantage could be that people are working at a different speed than yours. So this can cause delays to the project, or a project can be stuck because the different timings are not in sync.

- talk about your support team in life

- **Introduce the task** Tell Ss about the different teams and groups you work and play with in your life. These could include your family, friends, work friends, sports friends, etc.
- Ask *Which different teams do you work with in your life?* Ss discuss in pairs. Elicit examples from volunteers.

1 LANGUAGE IN CONTEXT

A Do the task Read the instructions aloud.

- Ss read the article individually.
- Elicit the answer from the class.

Answer

The Long-Timer

VOCABULARY SUPPORT Tell Ss we often use *they, them, and their* (plural pronouns) to talk about someone (singular noun) when we don't know or don't want to say whether the person is female or male.

B Read the instructions aloud.

- Ss read the article again and summarize each person with a partner.
- Check answers as a class.

Suggested answers

The Listener watches and listens to you.
The Fixer solves all kinds of problems.
The Organizer takes care of your arrangements.
The Reporter shares what your group does online.
The Memorizer reminds you of important things.
The Teacher gives you good advice.
The Long-Timer knows almost everything about you.
The Joker makes you laugh and feel happy.

2 VOCABULARY: Professional relationships



FIND IT

A 1.27 Read the instructions aloud.

- In pairs, Ss try to explain the vocabulary.
- **OPTIONAL ACTIVITY** Let Ss use their phone or dictionary to look up the words.
- Play the audio. Pause after each definition for Ss to check answers.

Audio script 1.27

act as: do a particular job, especially one you don't normally do
assist: help someone or support something
build a relationship: develop a connection with someone
build trust: increase the feeling (with someone) that you're safe and reliable

contribute: give something in order to achieve something with other people
demonstrate: show or make something clear
enable (somebody) to: make someone able to do something
keep an eye on: to watch or take care of someone or something
oversee: to watch or organize a job or an activity to make sure that it is being done correctly
steer (somebody) away from: guide someone away from (something)
take on: accept a particular job or responsibility
turn to: ask (someone) for help or support

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

C PAIR WORK THINK CRITICALLY Read the instructions aloud. Check understanding.

- Ss discuss the questions in pairs. Circulate and monitor.
- When Ss finish, elicit some ideas from the class.



TEACHER DEVELOPMENT ACTIVITY 1

Demonstrating an activity

Alternative instructions for exercise 2C

By demonstrating this activity, teachers can ensure students give extended explanations, instead of giving minimal answers.

- Choose a personality type from the reading in exercise 1A.
- Write this structure on the board so Ss can refer to it in their explanation: *I have a friend/colleague/relative named ... who fits the description of ...*
- Begin your own explanation, e.g., *I have a friend named Penny who fits the description of the Memorizer. That's because she never forgets any conversation we've ever had.*
- Continue by describing a particular situation in which Penny was helpful. Use phrases that you would like Ss to use, e.g. *And I was grateful because ...*, and write them on the board.
- You may also describe a situation in which Penny's ability to memorize things caused more harm than good. Add useful phrases to the board.
- Ss think of two people they know that fit the descriptions of two helpers in exercise 1A.
- In pairs, Ss explain the situations in which those people were helpful/caused more harm than good.

3 GRAMMAR: Adding emphasis: so ... that, such ... that, even, only

- A Present the grammar** Ask volunteers to read the sentences in the grammar box aloud. Monitor for meaning and pronunciation.
- Give Ss time to complete the sentences individually before they check answers with a partner.
 - Elicit answers from the class. Be prepared to answer any questions and give further explanations in the way of example sentences, e.g., *I've spent so much time cleaning the house that I'm exhausted.; It's such an important part of my life that I couldn't live without it.*

Answers

1 so; such 2 Even; Only

- B Direct Ss to page 132 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**
- C Do the task** Ss complete the sentences individually.
- Read the **Accuracy check** box aloud. Tell Ss to read their sentences again and check for accuracy.
 - Elicit answers from the class. Ask Ss to read the complete sentence when they answer.
- D GROUP WORK** Read the instructions aloud. Put Ss into groups of three or four.
- Ss discuss in groups. Circulate and monitor.
 - Ask Ss who they agree with as a class.

4 SPEAKING

- A PAIR WORK** Read the instructions aloud. Ask a volunteer to read the example aloud.
- Give Ss time to prepare and write notes about the situation before they discuss in groups.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether their experience was similar to Lucia's experience.

EXPERT SPEAKER

One time I had to organize travel for a group of eight people who were traveling to Europe, and it was quite complicated because they were traveling from different states in the U.S. And I had to organize all the flights and find, like, the connections for them.

I was feeling quite nervous because of the responsibility and-, but eventually, I got positive feedback from this group of people and from my manager, so I felt quite good and quite helpful.

EXTRA ACTIVITY

Tell Ss that they are going to sell a vehicle to the class. Put Ss in pairs and assign them a vehicle: *van, sports car, bus, bicycle, motorcycle, hot-air balloon, flying carpet*. Ss decide what features the vehicle has and add emphasis to make their product better, e.g., *This bus is so big that you can fit a soccer team inside. You only need to fill the gas tank once a month!* Pairs present their vehicle to the class. The class votes on which vehicle is the best. For variation: *types of houses, electronic devices, vacations, etc.*

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

- **Introduce the task** On the board, write *criticism* [n], *criticize* [v], and *critical* [adj]. Ask Ss to say what part of speech each one is and teach the meanings.
- Tell Ss about a light-hearted time when someone criticized you and how this made you feel. This could be at work, at home, playing a sport, etc.
- Ask *When was the last time someone criticized you?* Ss discuss in pairs.

1 LANGUAGE IN CONTEXT

A Read the instructions aloud.

- Ss discuss in pairs. Elicit ideas from the class.

B 1.28 Read the instructions aloud. Check understanding.

- Play the audio. Ss listen and read.
- Ss check their answer with a partner. Elicit answers from the class.

Answer

They are teams that honestly assess a project and point out problem areas.

VOCABULARY SUPPORT A *management consultant* is a qualified professional who works with managers and assists them to improve self-awareness, set and achieve goals, and makes them better at their job.

C 1.28 Read the instructions aloud.

- Play the audio.
- Ss check their answers with a partner. Check answers as a class.

Answers

The “bad guy” looks for weaknesses and draws attention to any negative consequences.

2 VOCABULARY: Assessing ideas

A 1.29 Present the vocabulary Read the instructions aloud.

- Give Ss time to look at the words and categorize them.
- Play the audio for Ss to check their answers.

Answers

Audio script 1.29

Verbs and verb phrases: assess, draw attention to, point out, think through, weigh the pros and cons

Adjectives: constructive, destructive, unreasonable, valid

Nouns: aspect, consequence, strength, weakness

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

EXTRA ACTIVITY

Ask Ss to think back to when they were last criticized. They choose five of the words or expressions from exercise 2A and then make five sentences using these expressions to describe the situation. Ss share their ideas with a partner before volunteers share with the class.

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

- Give pairs a few minutes to discuss. Do Ss think red teams are a good idea?

Suggested answers

Pros: They allow teams to be critical of their own ideas.

Cons: They may make people feel demotivated or upset.

3 GRAMMAR: Reflexive pronouns; pronouns with *other/another*

- **Introduce the task** Write three sentences on the board about yourself as a teacher. Use reflexive pronouns if possible, e.g., *I need to get my students to participate. Every day I get myself ready for class.*
- Ask Ss to write three sentences about themselves. Ss share their answers with a partner or small group. Elicit examples from the class.

A **Present the grammar** Ask volunteers to read the sentences in the grammar boxes aloud.

- **Do the task** Give Ss time to complete the rules individually.
- Ss share their answers with a partner. Elicit answers from the class. Ask Ss to read the whole sentence when they answer.

Answers

1 the same 2 can 3 alone, without help
4 The other; Another 5 are several more 6 the same

- Be prepared to answer any questions and give further explanations in the way of example sentences, e.g., *I don't always enjoy myself at work.; Trust yourself to do the right thing.; The job was so easy it did itself.*

B Direct Ss to page 133 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Ss complete the questions individually. They then ask and answer the questions in pairs.
- Elicit answers from the class.

Answers

1 themselves; yourself 2 yourselves 3 others
4 other; another

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

- Ss discuss in pairs. Circulate and monitor. Listen for any interesting ideas or information that you can comment on at the end of the task.

4 SPEAKING

A **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Check understanding. Ask volunteers to read the example conversation aloud.

- Give Ss time to write notes about a time they made a decision with a group.
- Ss share their stories in pairs, and then answer the questions. Circulate and monitor.
- Volunteers share their stories with the class.

VOCABULARY SUPPORT *Effective* means successful or achieving the result that you want.



TEACHER DEVELOPMENT ACTIVITY 2

Staging instructions

Alternative instructions for exercise 4A

This activity helps students prepare for their Think Critically task.

- Before reading the questions in exercise 4A, write words on the board that relate to your own experience of group decision making, e.g., *Tom, Annie, Jodie, 12th grade, fund-raising event, frustrating.*
- Write prompts for questions: *Who is/are ... ? Why did you write ... ?*
- Ss ask you questions, e.g.,
S *Who are Tom, Annie, and Jodie?*
T *They were my classmates in high school.*
S *Why did you write fund-raising?*
T *The four of us had to come up with an idea for a fund-raising event in 12th grade. But the experience was frustrating because it took a long time to reach a decision.*
- Tell Ss to think of times when they made a group decision and to write down key words.
- Ss exchange key words and ask questions such as the ones in the above example.
- Direct Ss to the second part of their discussion (the questions in exercise 4A).
- Ss continue the discussion in pairs.

- **Workbook Unit 4.2**
- **Worksheets: Grammar 4.2; Vocabulary 4.2; Speaking 4**

- discuss advantages and disadvantages

- **Introduce the task** On the board, write *share*. Ask *What things can we share?* Elicit answers such as *car share, home share, share food and drink, share good times*. Ask *Do you think it's good to share? Why or why not?*

1 LISTENING

- A Introduce the task** Read the instructions aloud. Elicit some ideas from the class. (*Job sharing* means dividing the duties and the pay of one job between two people who work at different times during the day or week.)

- B**  **1.30 Audio script p. T-174** Read the instructions aloud.
- Play the audio twice if necessary.
 - Direct Ss' attention to the **Insider English** box and read the information aloud.
 - Ss share their answers with a partner. Elicit answers from the class.

Answers

Advantages: work fewer hours; employees have more time for themselves; perfect for people who have young children or someone who is starting a business at home; good for Rafael because he's in a band and can work in the afternoons; good for someone just starting a job so they can learn from job-sharing partner; can do the parts of a job you're best at; with more time off during the week people won't be so stressed at work

Disadvantages: you may never see the person you're job-sharing with which could be frustrating; difficult to decide how to divide up the work (who takes on what aspect of the job); might get stuck with all the awful work (especially as a new employee); less money

- C**  **1.30 LISTEN FOR ATTITUDE Audio script p. T-174** Read the instructions aloud.
- Play the audio. Ss listen and answer the questions.
 - Elicit answers from the class.

Answers

Rafael: a
Shelby: b
Heather: a

- D** **PAIR WORK THINK CRITICALLY** Ss discuss the questions in pairs.

2 PRONUNCIATION: Listening for consonant–vowel linking between words

- A**  **1.31** Books closed. Play the audio. Ask *How many words is that?* (six). Tell Ss that it can be difficult to separate out the words because some words link together.

- Books open. Ss underline the words that are linked. Check and then elicit that linking is possible when one word ends with a consonant sound and the next word starts with a vowel sound.

Answers

It's an interesting idea worth considering.

- B**  **1.32** Ss underline the examples of consonant–vowel linking.

- Play the audio for Ss to check their answers. (Note that there is an example of vowel–vowel linking in *the advantage*. This is covered in Unit 7.)

Answers

- 1 So you're interested in job sharing?
- 2 I'm interested in finding out more about it.
- 3 ... the advantage of doing the parts of a job you're best at ...
- 4 ... that's what I read in an article ...

- C** Remind Ss that a word group contains one word with the main stress and is separated from other word groups by a pause. Have Ss complete the sentence individually. Check answers as a class.

Answers

vowel; the same word group

3 SPEAKING SKILLS

A  **1.30** **Audio script p. T-174** **Do the task** Read the instructions aloud. Check understanding.

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

Answers

1 A 2 A 3 D 4 D 5 A 6 D 7 A 8 D

B **PAIR WORK** Put Ss in pairs and assign each one to be either **Student A** or **Student B**. Tell Ss A to turn to page 157 and Ss B to turn to page 159.

- Give Ss time to read and understand the task. Ss discuss offices in pairs. Circulate and monitor. Listen for good examples of language use you can share with Ss when they finish.
- Elicit ideas from the class. Ask *What kind of office do you think is best?*

4 PRONUNCIATION: Using stress in compounds

A  **1.33** Tell Ss to look at the pairs of words and predict which word in each pair is stressed.

- Play the audio. Then check answers as a class. Can Ss identify the pattern?

Answers

college
children

The pattern is: noun + noun = the first noun is stressed;
adjective + noun = the noun is stressed
(You may choose to tell Ss that noun + noun pairs are also called "compound nouns.")

B  **1.34** Tell Ss to complete the chart headings with appropriate stress patterns.

- Play the audio. Ss listen and write the pairs of words in the chart.

Answers

noun + noun	adjective + noun
college student	young children
job sharing	graphic designer
truck driver	good idea

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

- Ss work in pairs. Give them a time limit to make a short story with compounds (about three noun + noun pairs and three adjective + noun pairs). Encourage them to think of their own examples.
- Monitor and check the sentences are grammatically correct.
- Pairs swap stories and read them aloud. Ss give one another feedback on how they pronounce the pairs of words.

5 SPEAKING

A **PAIR WORK** **THINK CRITICALLY** **Introduce the task** Read the instructions and the jobs aloud. Check understanding. Ask volunteers to read the example conversation aloud.

- Ss discuss in pairs. Circulate and monitor. Make sure Ss use the target language from exercise 3A. Listen for good examples of language you can share with Ss when the activity is over.
- If time permits, ask volunteers to give advantages and disadvantages of each job.

EXTRA ACTIVITY

Ask Ss to discuss the advantages and disadvantages of various topics. On the board, write the following ideas (or any others you think will connect with your learners): *living in a city; riding a bike to work or school; speaking another language; recycling; getting married; living in the country*. Ss discuss the advantages and disadvantages in pairs. Elicit ideas from the class.

- **Workbook Unit 4.3**

- **Introduce the task** On the board, write *summary*. Then tell Ss about a famous movie that you saw and summarize the plot in a few sentences. Ask Ss to summarize a movie, book, or video game for their partner. Ask volunteers to share their summaries.

1 READING

- A **PAIR WORK** Read the questions aloud. Ss discuss in pairs.

- B **UNDERSTAND AUTHOR'S ATTITUDE** Read the instructions aloud. Check understanding.

- Ss read the article and circle the correct answers individually.
- Ss share answers with a partner. Elicit answers from the class.

Answers

1 b 2 b 3 a

- C Read the instructions aloud.

- Ss read the article again and write notes on their answers.
- Ss compare answers with a partner. Elicit answers from the class.

Answers

Personalities can make teamwork difficult.
Lack of time together can also make teamwork challenging.
There's often no training on how to work on a team.
Her last thought about teamwork is that she realizes what she did wrong in the past and that teamwork can be good if done correctly.

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

- Ss discuss in pairs
- Elicit answers from the class.

Answers

Personalities: The author gives examples of a team member who puts their own needs first, an introvert that finds it difficult to speak up, a team member who likes to argue, and a team member who likes to please everyone.

Lack of time together: The author gives an example of being on a team with people who were busy with other work responsibilities.

No training: The author compares working on a team to football players who practice and train before they play their sport.

- E **GROUP WORK** **THINK CRITICALLY** Extending an argument Read the instructions aloud.

- Put Ss into groups of three or four to discuss the questions. Circulate and monitor.
- Ask volunteers to share their group's answers. Share anything interesting you heard.

2 WRITING

A **Introduce the task** Read the instructions aloud.

- Ss read the summary and write notes on the main argument individually.
- Ss check answers with a partner. Elicit answers from the class.

Answers

No one can achieve as much alone as they can on a team.

- Read the **Register check** box aloud. Check understanding by asking Ss to write a sentence with *state* and another with *say*. Ask volunteers to share their sentences.

B **SUMMARIZE MAIN POINTS** Read the instructions aloud.

- Ss complete the task individually.
- Elicit answers from the class.

Answers

- 1 The writer mentions personal, educational, and professional situations.
- 2 The main points are: personal teamwork: The family assists and cares for each member in order to make sure the entire family is secure.; educational teamwork: Teachers encourage their students to work together in order to produce superior projects or presentations.; professional teamwork: Without this, any company would fail. Even healthy competition between teams can build trust and improve relationships with others in the company.
- 3 Yes. The last sentence emphasizes the importance of individual contribution, but says the main thing is that everyone on the team knows they are working toward a common goal.

WRITE IT

C **PLAN** Read the instructions aloud.

- Ss work with a partner to review the work they did in exercises 1B and 1C on page 40 and to summarize their ideas orally. Circulate and monitor.
- Pairs plan the structure of their written summary.

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

- Ss write their summaries individually. Circulate and monitor. Give help if asked.
- When Ss finish, ask them to read their work again and check for mistakes.

E **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Tell Ss to look for strong elements in their partner's vocabulary, grammar, sentence structure, content, and punctuation.

- Ss exchange papers. Circulate and monitor. Listen for anything interesting you could share with the class later.
- Collect and comment on the summaries. Display the summaries on the walls of your classroom or share them on the class social media page.
- **Workbook Unit 4.4**

- **Introduce the task** **Aim:** Introduce the topic of events.
- Ask Ss to look at the photos and identify the occasions.
Ask *What was the last event that you attended?*

A **AGREE** **Aim:** Ss choose a charitable cause.

- **GROUP WORK** Put Ss into groups of three or four. Read the instructions aloud. Ask volunteers to read the causes. Check understanding and discuss what the programs do.
- Give groups time to select a cause.

B **DISCUSS** **Aim:** Ss discuss advantages and disadvantages.

- Read the instructions aloud. Ask volunteers to read the events and the **Useful phrases**. Give examples if needed. **Preparation for speaking*** Extend the list of phrases that are provided at the bottom of the page, e.g., *One drawback/advantage is ... ; I would/wouldn't be worried about ...*
- **GROUP WORK** Groups discuss the advantages and disadvantages of the events. Circulate and monitor. Check that everybody is on task. Listen for good language use you can share when the task is over.

C **DECIDE** **Aim:** Ss decide which event to hold.

- Read the instructions aloud.
- **GROUP WORK** Ss discuss and decide on an event in groups. Circulate and monitor.

D **Aim:** Ss discuss responsibilities and assign roles.

- Read the instructions aloud.
- **GROUP WORK** Ss complete the task in their groups. Circulate and monitor. Again, listen for language structures from the unit.
- As Ss work, visit each group and explain that they will present their event. Set a time limit for them to complete their discussion and to choose who will present.

E **PRESENT** **Do the task** **Aim:** Ss present their events to the class.

- **WHOLE CLASS** Ask groups to present their events to the class. Set a time limit for presentations (five minutes) to encourage Ss to speak more. Listen and make notes on good examples of language use.
- Allow Ss to ask questions about the events.
- When all groups have finished, ask *Which event do you think would be the best?* Elicit responses.

- **Feedback for speaking activities*** **Review** Share any notes you made about Ss' language. Draw attention to examples of accurate and appropriate language (e.g., avoiding a very common mistake).

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

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-154 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 Development Activity 1, did students do the activity in the way you had intended? Did they use any of the phrases you wrote on the board? How might you amend your demonstration next time?
- 2 In Development Activity 1, students were asked to talk about two specific people and situations from their own experience, rather than to discuss all the personality types in an abstract way. Which task do you think would be more challenging for your students? Why?
- 3 In general, what are the advantages of demonstration compared to explanation? What other kinds of activities could you set up through demonstration?
- 4 Is it ever OK to interrupt an activity in order to repeat instructions? Why or why not?
- 5 For Development Activity 2, what were the benefits of dividing the Think Critically task into two clear stages? E.g., *Students had time to prepare some ideas.*

THE HUMAN FACTOR

5



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Receptive skills and strategies – Making predictions 2

Different kinds of texts – stories, articles, essays, emails – tend to be organized in particular ways. Opinion articles, for example, often summarize the main arguments at the end. In this unit, we look at two more prediction activities that show students how they can use knowledge of such organizational features to quickly work out the main points of a text.

Just the headings (Activity 1): Ss practice previewing a narrative article using the title and subheadings. You will have the opportunity to try this in lesson 5.1.

Last paragraph first (Activity 2): Ss learn to understand the gist of an opinion article by focusing on the closing paragraph. You can try this in lesson 5.4.

To find out more, read *Developing Reading Skills* by Françoise Grellet, pp. 28–42. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Ask Ss to tell a partner about every machine or device they have used this week. Ask *What machines or devices couldn't you live without?* Ask volunteers to share their ideas with the class.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

- A** Ss look at the picture and discuss the questions in pairs. Elicit answers from the class. Ask Ss to explain their answers.
- B** Ss discuss in pairs. Elicit ideas from the class.
- C** Ss discuss in small groups. Elicit ideas from the class.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss what they think of Carolina's ideas.

EXPERT SPEAKER

In my opinion, things that will always be made by humans are diagnosis, teaching, and judgments, and also the arts. I think there's a deep, profound human component to these things.

LESSON OBJECTIVE

- discuss how new technology can help people

- **Introduce the task** Ask *How does technology help you every day?* Ss discuss in pairs. Elicit ideas from the class.

1 LANGUAGE IN CONTEXT

A Read the instructions aloud.

- Ss look at the picture and discuss the questions in pairs.
- Elicit answers from the class.

Possible answer

He feels terrified/nervous/anxious.

B Read the instructions aloud.

- Set a time limit for Ss to read silently.
- Ss compare answers with a partner. Elicit answers from the class.

Answers

He used virtual reality (VR) three times. The experience was very successful: He says, "VR therapy had worked."

TEACHER DEVELOPMENT
ACTIVITY 1**Just the headings****Alternative instructions for exercise 1B**

This activity shows Ss how they can use headings to preview narratives and understand the basic story before reading the text as a whole.

- Ss close their books. Tell Ss they're going to read an article about a man's experience with virtual reality. On the board, write the title of the article in exercise 1B and the headings in order:

Can VR Therapy Cure Me?

Get a Real Therapist

Panic

Repeat

Fly

- Ask Ss *How many times did the man use VR therapy? Was he successful?* In pairs, Ss answer the questions using the headings on the board.
- Ask Ss to explain their answers. 1 at least twice (suggested by *Panic* and then *Repeat*) 2 probably yes (from *Fly*).
- Now Ss read the whole article to check. Ask Ss. *How much of the article were you able to predict from just the headings? Was this a helpful strategy? Why or why not?*

C Ss read the article again.

- Ss discuss their answers in pairs. Elicit answers from the class.

Answers

Before: He was scared of flying.

During: The first time he tried VR, he felt surprised at his reaction. He panicked. The second time, he was excited, but still had a lot of fear. Then he calmed down. The third time, he felt almost relaxed.

After: On the plane, he felt a little nervous, but the VR therapy worked and he wasn't afraid.

2 VOCABULARY: Dealing with emotions



A Read the instructions aloud. Do the first expression with the class as an example.

- Read the **Notice** box aloud. Ss work in pairs to complete the task.
- **OPTIONAL ACTIVITY** Let Ss use their phone or dictionary to look up the phrases.
- Elicit answers from pairs.

Suggested answers

anxiety level: the amount of worry you feel

be conscious of: to know that something is there or is happening

be in control of: have the power over something or someone

be rational: show clear and sensible thinking

be scared to death: be extremely frightened

breathing technique: a way to take breaths that help you relax

calm down: stop feeling upset, afraid, angry, or excited

cure (an illness): make (an illness) better again

overcome fear: deal with and control fear

panic (about something): to suddenly feel so worried and frightened about something that you can't think or behave calmly

regain control: get back your feeling of power

try a therapy: do or test a medical treatment to see if it works

B 1.35 **Audio script p. T-174** Read the instructions aloud.

- Ss do the task in pairs.
- Play the audio for Ss to check answers. (See audio script for answers.)

C Direct Ss to pages 144–145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

D **PAIR WORK** **THINK CRITICALLY** Ss discuss the questions in pairs. Elicit ideas from the class.

3 GRAMMAR: Real conditionals

- A Present the grammar** Read the instructions aloud. Ask Ss to read the information in the grammar box in pairs.
- Ss complete the task individually.
 - Elicit answers by asking Ss to read the whole sentence.
 - Answer any questions Ss may have about the grammar.

GRAMMAR SUPPORT Real conditionals talk about situations that may be possible, e.g., *If I have enough money, I'll get you a good present.; I'll give you the money when I see you.; You'll get wet if you go outside in the rain.*

Answers

1 if clause 2 main clause

- B Direct Ss to page 133 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.**

- C Do the task** Read the instructions aloud.

- Ss write sentences individually. If needed, write the first sentence with Ss as an example. Circulate and monitor.
- Read the **Accuracy check** box aloud. Tell Ss to check their sentences for accuracy.
- Ask Ss to share their answers with a partner, and then ask follow-up questions.

4 SPEAKING

- A** **GROUP WORK** **THINK CRITICALLY** Read the instructions aloud. Check understanding. Ask volunteers to read the example conversation.

- Put Ss into groups of three or four. Encourage them to share their ideas using examples. Monitor for good examples of language and keep them on task by asking questions if Ss become silent.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether Carolina's views were similar to theirs.

EXPERT SPEAKER

I see virtual reality having a big impact in medicine and dentistry. I think it could make the experience at the dental chair much more comfortable for the patients. Nobody likes to go to the dentist and being able to use such a simple goggle that can take you out of that stressful situation, that would be amazing. Also, for training purposes, it could have a huge impact because you can practice an entire surgery without having any risk for anybody just with models and the goggles.

- **Workbook Unit 5.1**
- **Worksheets: Grammar 5.1; Vocabulary 5.1**

- discuss the future of communication

- **Introduce the task** On the board, write *communication*. Ask Ss to brainstorm as many different ways of communicating as they can. Write their ideas on the board. Ask *Which ways of communicating didn't exist 10 years ago?*

1 LANGUAGE IN CONTEXT

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

- Ss answer the question in pairs.
- Elicit answers from the class.

B **1.36** Read the instructions aloud. Check understanding.

- Play the audio. Ss read along.
- Elicit answers from the class.

Answer

No. Their attitudes stay the same.

C **1.36** Read the instructions aloud. Check understanding.

- Play the audio.
- Ask Ss to share their answers in pairs. Elicit answers from the class.

Answers

Ramon thinks offices will disappear because: 1) Millennials (who will soon be the largest group of workers) are happy to communicate with apps and video calls. They don't want to go to an office just to meet. 2) Offices are expensive and companies will want to close them to save money. 3) People will want to work from home if the apps are good. 4) You can see people's expressions on video calls.

Jack thinks face-to-face communication is important because you can only express yourself completely in person, since your body language, expressions, and emotions are as important as your words.

2 VOCABULARY: Willingness and unwillingness



A **1.37** Present the vocabulary Read the instructions aloud. Give Ss time to find the expressions in the audio script from exercise 1B.

- **OPTIONAL ACTIVITY** Let Ss use their phones to find examples online of the expressions not used in exercise 1A.
- Categorize the first expression with the class as an example, if needed.
- Ss categorize the words in pairs.
- Ask volunteers to categorize the phrases. Play the audio for Ss to check their answers.

Answers

You want to do something: be anxious to, be dying to, be eager to, be more than happy to, be passionate about, be prepared to

You don't want to do something: be against, be reluctant to, be unwilling to, have no desire to, have no intention of, hesitate to

B Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Review Read the instructions aloud. Check understanding. Give some examples from your own family.

- Ss discuss in pairs. Circulate and monitor.
- Elicit ideas from the class.

EXTRA ACTIVITY

Ask Ss to write three to five sentences using the expressions in exercise 2A about themselves, e.g., *I have no desire to visit Antarctica*. Circulate and monitor. Ask Ss to share their sentences with a partner. Elicit some examples from the class.

3 GRAMMAR: Conditionals: alternatives to *if*

- A Introduce the task** Read the instructions aloud. Ask volunteers to read the sentences in the grammar box aloud.
- **Do the task** Ss complete the task individually.
 - Ask Ss to share their answers with a partner before you elicit answers from the class.
 - Read the **Notice** box aloud.
 - Explain by giving more examples, e.g., *I'll help you even if you don't want me to.; I'll help you as long as/provided that you help me.; I won't help you unless you help me.*

Answers

1 will 2 won't 3 negative

EXTRA ACTIVITY

For more practice with conditionals, write conditional sentences with the target phrases from exercise 3A on the board, but don't write the words in the correct order. Ask Ss to put them in the correct order. Make sentences that will be relevant to your learners, e.g., *You will never win **unless** you play the game.; I'll give you the money **as long as** you give it back.*

- B** Direct Ss to page 134 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.
- C** **PAIR WORK** Read the instructions aloud.
- Give Ss time to complete the sentences individually.
 - Ss compare their answers with a partner and discuss.
 - Ask Ss to use complete sentences when they share their answers with the class.

4 SPEAKING

- A** **GROUP WORK** **THINK CRITICALLY** Read the instructions and the terms in the box aloud. Check understanding. Ask volunteers to read the example conversation.

- Ss work in groups to complete the task. Circulate and monitor. Listen for any expressions or good use of the target language that you can share with Ss when the activity is over.

HOMEWORK IDEAS

If possible, Ss use their smartphones to do this activity. Ss choose a topic about how a particular thing will change in the future, e.g., *how teaching will change in the future; how transportation will be different in the future; future developments in communication*; or any other engaging topic. Ss prepare an essay or video on the topic to share in class. Presentations should be approximately 3 minutes long. Ss give feedback.

- **Workbook Unit 5.2**
- **Worksheets: Grammar 5.2; Vocabulary 5.2; Speaking 5**

- **Introduce the task** On the board, write *famous video games* as a title. Ask Ss to call out names of video games and write them on the board. In pairs, Ss say which games they know, like, or hate. Elicit some ideas from the class after a few minutes of discussion.

1 LISTENING

- A  **1.38** **Audio script p. T-174** Read the instructions aloud. Elicit the meaning of *debate* (a discussion about a subject).

- Ss talk about video games in pairs or small groups. Elicit ideas about what things people say about video games.
- Play the audio.
- Ask Ss how many of their ideas were mentioned.

- B  **1.38** **Audio script p. T-174** Read the questions aloud. Check understanding.

- Play the audio.
- Ss check their answers with a partner. Check answers as a class.

Answers

Parker: It's a problem if you're not in control of your gaming and play for hours and hours without stopping.
Nadia: Most gamers play online with other people. They constantly talk together. They meet new people and make friends.

- C  **1.38** **LISTEN FOR SPEAKER'S DEGREE OF CERTAINTY**
Audio script p. T-174 Read the instructions aloud.

- Ss read the sentences before they listen. Check understanding.
- Play the audio.
- Elicit answers from the class.

Answers

Certain: 1, 3, 4, 5

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

- Ss discuss the questions in pairs.
- Elicit ideas from the class. Do Ss agree with each other?

 EXTRA ACTIVITY

On the board, write *Student A – There is a link between real life and video game violence. Student B – Video games are just entertainment.* One S is Student A and the other is Student B. Pairs debate each other. Circulate and monitor. Elicit Ss' real opinions on the subjects when they finish. Change the topics to vary this activity.

2 PRONUNCIATION: Listening for lower pitch information

- A  **1.39** Play the audio and ask Ss to identify the function and pronunciation of the underlined phrases. You could explain that grammatically this function is called apposition and that, more generally, intonation is often used to separate "extra information" from the rest of the sentence.

Suggested answers

The phrases underlined give extra information about the noun phrases.

They are pronounced as a separate tone unit (word group) and in a lower key. (It might help Ss to think of a lower key as a "deep voice," like a giant would speak, and compare this with a higher key, like a mouse would speak. Even adult Ss can benefit from memorable associations like this when trying to understand complex pronunciation concepts.)

- B  **1.40** Play the audio for track 1.39 and then track 1.40. Direct Ss' attention to the pronunciation of the words in parentheses. Ask Ss to repeat both versions so that they get a feel of the difference in pronunciation.

- C Ss complete the sentence individually.

- Check answers as a class.

Answers

When extra information is added next to a noun phrase, for example to define, explain or give more details about the noun phrase, this extra information is usually pronounced with a different tone unit in a lower key.

 EXTRA ACTIVITY

To make Ss more aware of how changes in pitch/key can indicate information status, play a news report and show how the beginning of a new story is said at a noticeably higher pitch.

3 SPEAKING SKILLS

A Do the task Read the instructions aloud.

- Ss categorize the expressions individually.
- Elicit answers from the class. Ask Ss to read the complete expression.

Answers

Certain: It's a well-known fact (that) ...; You can bet (that) ...; I guarantee (that) ...
 Uncertain: Who knows ...; I don't have a clue ...
 Giving a contrasting idea: At the same time, ...; On the contrary, ...; That said, ...

B Read the instructions aloud.

- Ss complete the sentences individually.
- Ss share their answers with a partner and decide whether they agree or disagree.
- Elicit some answers from volunteers.

Answers

- 1 It's a well-known fact (that) / You can bet (that) / I guarantee (that) most children like playing video games.
- 2 Video games are not relaxing. On the contrary, they're stressful.
- 3 VR games are the future, but you can bet (that) / I guarantee (that) / That said, there will soon be something even better.
- 4 You never know / I don't have a clue / Who knows what crazy video game creators will come up with ten years from now.
- 5 Many games help develop useful skills and should be encouraged. That said, / At the same time, we have to be careful about the time we spend playing them.

C PAIR WORK Put Ss into pairs and assign each one to be either **Student A** or **Student B**. Tell Ss A to turn to page 157 and Ss B to turn to page 160.

- Read the instructions aloud. Give Ss time to read the points relating to their sport.
- Ss do the task. Take notes on any good or bad language use you hear and share it with Ss when they finish.

VOCABULARY SUPPORT Chlorine is a chemical used to keep water clean. Routes are planned ways to go running. Infection is a disease in a part of your body that is caused by bacteria or a virus.

4 PRONUNCIATION: Saying front vowels /ɪ/, /e/, and /æ/

A 1.41 Books closed. On the board, write /ɪ/, /e/, and /æ/ and elicit examples of words with each vowel sound.

- Books open. Ss listen to the recording and repeat the words. Direct Ss' attention to the position of their tongues and jaws as they say the vowels. It may help them to put their hand under their jaw as they say each sound, so they can feel it moving.

B Ss complete the rule.

Answers

The tip of the tongue is nearer the *front* of the mouth for these vowels. The jaw moves *down* as you go from /ɪ/ to /e/ to /æ/.

C 1.42 Demonstrate by going through each set, reading out a word and having Ss repeat it back to you.

- Play the audio for Ss to identify each word. Then drill all the words as a class.

Answers

1 bet 2 slapped 3 tin 4 sit 5 wrap 6 head

D PAIR WORK Put Ss into pairs. Ss take turns saying one of the words from exercise 4B. Their partner should repeat the word said.

5 SPEAKING

A PAIR WORK THINK CRITICALLY **Introduce the task** Read the question aloud. Ask a volunteer to read the example aloud. Ask Ss to write notes about the positive aspects of video games so they can share their answers.

- **Do the task** Ss discuss the question in pairs. Listen for good use of language you can share when the task is finished.
- Elicit answers from volunteers.
- **Workbook Unit 5.3**

- write an online comment with examples

- **Introduce the task** Ask Ss *What language apps do you know of? Have you used a language app?* Elicit answers from volunteers.

1 READING

A Do the task Read the instructions aloud.

- Set a time limit of three to five minutes for Ss to read and answer the questions individually.
- Ss share their answers with a partner. Elicit answers from the class.

Answers

Can do: You can look up words on them. Apps can translate words, sentences, and paragraphs.

Can't do: Apps can't help you express your thoughts and feelings like you would in your own language. It's difficult for apps to translate a joke into another language.

- Read the **Insider English** box aloud. Give Ss more examples of *be in for*, e.g., *I forgot my homework.; I'm in for it in class today.*



TEACHER DEVELOPMENT ACTIVITY 2

Last paragraph first

Alternative instructions for exercise 1A

Opinion articles often summarize their main arguments in the final paragraph. This activity shows students how they can exploit this feature to gain a very quick overview of such articles.

- On the board, write *Does Lance think translation apps are a good idea? According to Lance, what are the pros and cons of translation apps?*
- Ss open their books to page 50 and try to answer the questions on the board by reading only the last paragraph in 30 seconds.
- After 30 seconds, Ss close their books and, in pairs, decide on likely answers. Then discuss answers as a class. 1 It seems Lance hasn't yet decided. (*Anyway, I'm still thinking about ...*) 2 Apps may allow us to communicate but also can be a barrier and make it harder to show feelings.
- Ss read the whole article. Ask *Did you find it helpful to read the last paragraph first? Why or why not?*

B UNDERSTAND PROBLEMS AND SOLUTIONS Read the instructions aloud. Check understanding.

- Set a time limit (three to five minutes) for Ss to read again and answer the questions individually.
- Ss check their answers in pairs. Elicit answers from the class.

Answers

Lance expected to have problems fixing his bike and to have problems with the language barrier. But both problems were easy to solve because he found help quickly and was able to use gestures to communicate.

C Read the question aloud.

- Ss discuss in pairs.
- Elicit answers from the class.

Answers

Lance thinks translation apps are useful and they have their place. For example, he will use it in a store if he needs something specific. But when he wants to have a conversation, he will just talk with people and not worry about the app.

D PAIR WORK THINK CRITICALLY Read the instructions aloud.

- Ss work in pairs to discuss the questions.
- Check answers as a class. Ask pairs to explain their opinions.



MIXED ABILITY

Some Ss may need more time to do exercise 1D. While these Ss are doing the task, ask stronger Ss to discuss additional questions in pairs. On the board, write: *Do you think the problems of the world would be solved if we all spoke the same language? Will humans all speak the same language in the future?*

2 WRITING

A **Introduce the task** Read the instructions aloud.

- Ss read and write notes on their answers individually.
- Ss share their answers with a partner. Elicit answers from the class.

Answers

She thinks they're great and is a big fan of them.
She describes three situations to support her opinion.

- Direct Ss' attention to the **Register check**. Ask them to underline the examples in Julieta's comment.

B **STATE OPINION AND GIVE EXAMPLES** Read the instructions aloud. Ask volunteers to read the ways to organize an opinion comment aloud. Check understanding.

- Ss check Julieta's comment in pairs to see whether it has all the features listed. Ask Ss to identify the features in the text – they can circle or underline them.

Answer

Yes, it has all the features.

WRITE IT

C **PLAN** Read the instructions aloud.

- Give Ss time to plan. Circulate and monitor.

D **Do the task** Ss write their comments individually.

E **PAIR WORK** Read the instructions aloud. Tell Ss to look for strong elements in their partners' vocabulary, grammar, sentence structure, content, and punctuation.

- Ss exchange papers with a different partner from the one they worked with in exercise 2C and discuss the questions in pairs. Circulate and listen for anything interesting you could share with the class later.
- Collect and comment on the comments. Display the comments on the walls of your classroom or share them on the class social media page.

HOMEWORK IDEAS

Begin by asking Ss to discuss what type of apps they use, which ones they like, and which apps they hate. Explain that they should choose one app and write an opinion comment about it. Collect and grade the comments, if possible. When you return their papers, Ss share their comments with a partner. Share the best examples with the class.

- **Workbook Unit 5.4**

5.5

TIME TO SPEAK

Community improvement campaign

LESSON OBJECTIVE

- plan a community improvement project



A Introduce the task Aim: Ss talk about community projects they know.

- PAIR WORK** Ss discuss a community project and answer the questions. Circulate and monitor.
- OPTIONAL ACTIVITY** Let Ss use their phone to look for ideas online.

B DECIDE Aim: Ss decide on a project.

- Read the instructions and the projects in the box aloud. Check understanding and give examples if needed.
- GROUP WORK** Put Ss into groups of three or four. Circulate and monitor as Ss choose a project and discuss. **Preparation for speaking*** Allow Ss to brainstorm ideas with their group.

C DISCUSS Aim: Ss plan their projects.

- Read the instructions. Ask volunteers to read the **Useful phrases** aloud.
- GROUP WORK** Set a time limit of ten minutes for Ss to talk and answer the questions. Circulate and monitor. Offer any help or suggestions Ss might need.

D PREPARE Aim: Ss prepare a presentation of their plan.

- Read the instructions. Ask one S from each group to act as a note-taker who will record the most important ideas their group discusses.
- GROUP WORK** Groups prepare a plan for their project. Listen for any good examples of the target language you can share with Ss when the activity is finished. Give Ss time to take notes about what they are going to say.

E PRESENT Aim: Ss present their plans to the class.

- GROUP WORK** Ask groups to present their plans to the class. Set a time limit of five minutes so they don't speak too long or finish too quickly. Allow time for questions from the class. Ask questions yourself if there is time. Make notes on good and bad examples of language to use later.
- WHOLE CLASS** When all groups have presented, the class votes on which project would be the most beneficial to the community and why. Which project would most Ss like to work on? **Feedback for speaking activities*** Write (anonymized) examples of things you heard on the board but mix up examples of errors and good language use. Ss identify the examples of good language use.

*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 T-xxii.

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-154 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- Development Activity 1 shows students how they can use headings to get a general understanding of a narrative article. Were your learners successful in previewing the story? Did they see this as a helpful strategy? Why or why not?
- Not all narrative articles include helpful headings. How could you adapt this strategy for stories without headings?
- Development Activity 2 exploits a common organizational feature of opinion articles: There's usually a summary at the end. How easy did you find it to set up this task? Were there any problems? How did students react to the 30-second time limit?
- Can you think of any other kinds of texts in which we could get a quick general understanding by reading just the closing paragraph? the opening paragraph?

EXPECT THE UNEXPECTED

6



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Organizing what you say

In the same way that we expect written language to be clearly organized, spoken language should also follow logical sequences. This is particularly the case when someone is speaking for an extended period of time. For example, if someone is explaining a problem, they will usually give some background information, tell you what the problem is, and then indicate what they think should happen. Giving this information in reverse order would confuse the listener. The way speakers organize information is sometimes different from one language or culture to another. It helps to show students some typical ways of organizing longer spoken turns of language.

Organizing bad news (Activity 1): You show Ss how they can break bad news gently. You can try this in lesson 6.2.

Telling an interesting story (Activity 2): You show Ss ways of making their stories clear and interesting. You can try this in lesson 6.5.

To find out more about this kind of interaction, read *Teaching Speaking: A Holistic Approach* by Christine C. M. Goh and Anne Burns pp. 116–124. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Ask Ss *What does the title Expect the Unexpected mean?* Elicit that it means you should be ready for anything. Ask *What kind of unexpected problems can you expect from everyday life?* E.g., Trains are late.; The weather is hot or cold.; People let you down (disappoint you). Ask Ss to think of some examples with a partner before you elicit ideas from the class.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

- A** In pairs, Ss look at the picture and discuss the questions. Elicit suggestions from the class.
- B** Read the instructions aloud. Ask volunteers to read the situations in the box aloud.
 - Put Ss into groups of three or four to discuss. Circulate and monitor.
 - Elicit answers from the class.

- C** Before you begin, share a story from your own life when something totally unexpected happened to you. It doesn't have to be long, exciting, or true.

- Read the instructions aloud. Gives students time to think of their answers to the questions.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss how they would handle the situation Bojan describes.

EXPERT SPEAKER

Well this past June I was traveling back from Europe, back home here to New York, and I was flying from Amsterdam to London, and while waiting for my flight in Amsterdam, I was sitting in the lounge and there were just a few of us in this lounge, and a few tables away from me there was this lady who seemed familiar to me but I was not sure if I knew her or not. And I didn't approach her but I just sat there, and then when we got to London, when there was a very short time between the flights, so a gentleman who was also in the lounge and myself, we were transferred from one flight to another. So we got the chance to talk and then he asked me, "Have you seen the famous celebrity that was sitting in the lounge?" and I said, "Well, I kind of think I have," cause I was not sure at the time, "I think that that was Mrs. Janet Jackson." And he said, "Yes, it was her."

Well at the time, since I was not sure that it was her, I didn't react at all. And in hindsight, even if I knew it was her, I think I wouldn't approach her because she needed her peace and quiet.

- **Introduce the task** On the board, write *What makes people famous these days?* Ss discuss in pairs. Elicit some ideas from the class. Ask Ss *What does it mean to go viral?*

1 LANGUAGE IN CONTEXT

A Read the instructions aloud.

- Ss look at the pictures and read the article individually.
- Ss work in pairs to check whether their ideas were correct.
- Elicit answer from the class.

Answers

Kyle MacDonald traded these objects online. He started with a red paperclip and ended up with a house. This made him famous.

B Read the instructions aloud.

- Set a time limit for Ss to read the article again.
- Ss compare answers with a partner. Elicit answers from the class.

Answers

Kyle achieved his goal by trying hard and waiting for the right opportunity. He kept trading things online for a year, and finally got offered a two-story, three-bedroom, 1920s farmhouse in Kipling, Canada.
The other person in the story is the mayor of Kipling, Pat Jackson. He was trying to promote tourism in his town to make it more popular. So, he offered Kyle the house, the key to the town, and an opportunity to be mayor for one day to get publicity.



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

- Ss discuss in pairs.
- **OPTIONAL ACTIVITY** Ss use their phones to look for stories online.
- Elicit some stories from the class.

2 VOCABULARY: Talking about fame

A **1.43 PAIR WORK** In pairs, Ss talk about the meaning of the expressions in the box.

- Play the audio for Ss to check answers.

Answers

catch somebody's attention: make someone notice you and feel interested
do a/the broadcast: be on a TV or radio program
get hits: have people view your photo or video online
get publicity: be in the newspapers, on TV, etc.
have a good/bad reputation: the opinion people have about you based on your past behavior
have heard of: know someone or something exists
have never heard of something: not know someone or something exists
make an appearance: appear in public, on TV, etc.
make something entertaining: make something interesting and help someone have a good time
make headlines: be one of the main stories in the newspaper, on TV, or on the internet
praise somebody: to say that someone or something is very good
raise awareness of something: increase people's knowledge about something
seek fame: try to become known by many people

B Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the instructions aloud. Ss discuss in pairs. Circulate and monitor. Elicit suggestions from the class.

D **PAIR WORK** Read the instructions aloud. Ss discuss in pairs.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether Bojan's reaction was similar to their reaction.

EXPERT SPEAKER

I think I would be shocked! I would be really surprised, and I don't think I would be very happy about it.
What would I do about it? Well, that's a difficult one. It depends in what context my name would show up. If it's something bad, I would probably reach out and find a lawyer as soon as possible. If it was something good, then in that case I would have to sit and think about it.

3 GRAMMAR: Narrative tenses

- A Present the grammar** Read the instructions aloud. In pairs, Ss read the sentences in the grammar box.
- Ss complete the sentences individually.
 - Elicit answers by asking Ss to read the whole sentence.
 - Answer any questions Ss have about the grammar.

GRAMMAR SUPPORT Narrative tenses are used when telling a story, and often two tenses work together to build a picture, e.g., *I was watching TV when the phone rang.; I'd been living in London for three months before I discovered that my cousin lived there too.*

Answers

- 1 past perfect continuous (*had + been + verb + -ing*)
- 2 past perfect (*had + past participle*)
- 3 simple past; past continuous

- B** Direct Ss to page 134 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.
- C PAIR WORK Do the task** Read the instructions aloud. Ask volunteers to read the first and last lines of the story. Check understanding of *marriage proposal* (a request in which you ask someone to marry you).
- Ss read the example in pairs, and then continue the story themselves. Circulate and monitor.
 - Elicit some suggestions from the class.

4 SPEAKING

- A PAIR WORK** Put Ss into pairs and assign each one to be either **Student A** or **Student B**. Tell Ss A to turn to page 158 and Ss B to turn to page 160.
- Set a time limit for Ss to read and understand their stories. If the use of smartphones is permitted, they can look up unfamiliar words on their phone. Circulate and monitor.
 - Ask one S A and one S B to tell their stories to the class.

HOMEWORK IDEAS

Explain that telling stories is a vital language skill. Ask Ss to find a true story that's also funny or entertaining to share in class using the narrative tenses from the lesson.

- **Workbook Unit 6.1**
- **Worksheets: Grammar 6.1; Vocabulary 6.1**

- talk about unexpected situations

- **Introduce the task** Ask Ss *Do you do anything to prepare for the unexpected?* (e.g., carry an umbrella, back up your photos online) Ask Ss to discuss in pairs before you elicit ideas. Do Ss do the same things to be prepared for problems?

1 LANGUAGE IN CONTEXT

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

- Put Ss into groups to share their stories. Monitor as Ss discuss.
- Elicit examples or stories from the class.

B **1.44** Read the instructions aloud. Check understanding.

- Play the audio as Ss read along.
- Elicit answers from the class.

Answers

The first situation was disappointing because the flight was delayed by four hours, and the airline kept changing the information they gave the passengers.

The second situation was disappointing because Tessa's friend was always late but did not want to admit this or agree on a later time.

Managing expectations means trying to prevent disappointment by explaining in advance what the realistic result of something may be.

C **1.44** **THINK CRITICALLY** Read the instructions aloud. Check understanding.

- Play the audio.
- Ss share their answers in pairs. Elicit answers from the class.

Answers

The airline could have given the passengers a realistic time of departure from the beginning.

Tessa's friend could have given a more realistic arrival time. To manage people's expectations, you could keep them informed; promise less than you think you can achieve – that way they will get a pleasant surprise, rather than disappointment.

2 VOCABULARY: Reporting verbs

A **1.45** **Present the vocabulary** Read the instructions aloud.

- Ask Ss to find the words in the text first. Explain meanings if needed.
- Ss work in pairs to categorize the words.
- Play the audio to check answers. Elicit from the class situations in which Ss would use these verbs.

Answers

In both sentences: announce, confirm, deny

In sentence 1 only: argue, boast, claim, estimate, insist, swear

In sentence 2 only: have doubts about, propose

In neither sentence: hope to

Answers to the last question will vary. Possible answers:

announce: when you want to tell people new information, especially officially

argue: when you want to give reasons to support or oppose an idea, action, etc.

boast: when you want to talk proudly about something good that you have done or that you own

claim: when you want to say that something is true

confirm: to say or show that something is true

deny: to say that something is not true or that you have not done something

estimate: when you are not sure about the size, value, amount, cost, etc., of something and you are making a guess

have doubts about: when you are not certain about something

hope to: when you believe that something you want is likely to happen

insist: when you want to say that something is certainly true, especially when other people do not believe you

propose: when you want to suggest a plan or action

swear: when you want to promise something

B Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **Review** Read the instructions. Check understanding.

- Ss tell partners their stories. As a follow up, ask Ss to write their stories using the target vocabulary and the narrative tenses from exercise 3A on page 55.

3 GRAMMAR: Reported speech with modal verbs

- **Introduce the task** Review reported speech. Draw a face on the board with a speech bubble. Write a name under the face. Write a sentence in the speech bubble, e.g., *I love you*, and ask Ss to report it, e.g., *He said he loved me*. Replace the sentence with another example. In this way, go through the most important tenses, e.g., present simple and continuous, past simple and continuous, and present perfect. Ss practice reporting these as a class.

A Introduce the task Ask volunteers to read the sentences in the grammar box aloud.

- Give Ss time to complete the rules individually.
- Ss compare answers with a partner. Elicit answers from the class. Direct Ss' attention to the grammar box and ask them to notice how the verbs change from direct to reported speech.

Answers

would; could; might

EXTRA ACTIVITY

Ask Ss to write three reported speech sentences using *tell* that someone said to them that day. Ss share answers with a partner. Elicit some sentences from volunteers.

B Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C **1.46 PAIR WORK** **Audio script p. T-175** Read the instructions aloud.

- Play the audio for the first announcement and pause. Ask Ss to report it to a partner. Play the rest of the audio. Tell Ss to take notes so they can report to their partner.
- Read the **Accuracy check** box aloud. Tell Ss to check their work for accuracy.
- Ss take turns reporting what was said in pairs.

Answers

- 1 An announcement on a train/subway: They announced that we/they were delayed because of train traffic ahead of us/them. They said that we/they should be on our/their way shortly and thanked us/the passengers for our/their patience.
- 2 In-flight announcement: He said his name was Martin, and he was our/their chief flight attendant. He told us that the captain and the crew welcomed us/the passengers on board. He asked us/them to make sure our/their seat belts were correctly fastened. He also said that our/their portable devices had to be set to airplane mode for the duration of the flight.
- 3 Announcement in a supermarket or other public place: She said it was a customer announcement. She asked whether Oliver's mom could go to the customer services. Oliver was waiting for her there.

- 4 Voicemail: The woman said that she had been trying to reach Lorena. She asked why Lorena wasn't answering her phone or messages. The woman asked whether Lorena could call her back when she heard the message, as they might need to reschedule their meeting.

4 SPEAKING

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

- Give Ss time to read the situations. Check understanding. Ss report the situations in pairs.
- Elicit some examples when Ss finish. Do Ss agree on the best way to handle the situations?



TEACHER DEVELOPMENT ACTIVITY 1

Organizing bad news

Alternative instructions for exercise 4A

Students practice organizing what they want to say in a logical way.

- Ss choose their scenario and think about what they want to say.
- As they do this, put these headings on the board in a random order: *Sympathize with your friend*; *Give background information about the situation*; *Report the bad news*.
- With the whole class, ask Ss to put the headings in a logical order – they could discuss in pairs.
- Elicit the answer. (Answer: 1 *Give background information about the situation*. 2 *Report the bad news*. 3 *Sympathize with your friend*.)
- Explain that providing background is a gentle way to introduce the bad news.
- Ss look at their notes and revise them according to this structure. Get them to think of a background if they don't have one.
- Ss do the activity.
- Ask Ss whether their partner's explanation was easy to follow.

B PAIR WORK **THINK CRITICALLY** Read the instructions aloud. Check understanding.

- Ss discuss in pairs.

VOCABULARY SUPPORT A *strategy* is a plan that is used to achieve something.

- **Workbook Unit 6.2**
- **Worksheets: Grammar 6.2; Vocabulary 6.2; Speaking 6**

- **Introduce the task** On the board, write *assumption* and elicit the definition (something that you think is true without having any proof). Ask Ss to write three assumptions about their career, job, etc. E.g., *Bankers always get paid well*; *Expensive items are always better quality than cheaper ones*. Ss share their ideas with a partner.

1 LISTENING

A Read the instructions aloud.

- Ss look at the picture and discuss the question in pairs.
- Elicit ideas from the class.

B 1.47 **Audio script p. T-175** Read the instructions aloud. Play the audio. Ss share their ideas with a partner. Elicit answers from the class.

Answers

They saw a V-shaped fin sticking out of the water. They were both scared. They got out of the water fast.

C 1.47 **Audio script p. T-175** Read the instructions aloud.

- Play the audio. Ss write notes as they listen.
- Elicit answers from volunteers.

Answers

Brice remembers some people screaming, but a lot of people were calm. Cynthia remembers it was a little bit like a scene from the movie *Jaws*, with everyone shouting and panicking.

D 1.48 **Audio script p. T-175** Read the instructions aloud. Play the audio. Ss share their ideas with a partner.

- Elicit the answer from the class. Were Ss' predictions correct?

Answers

Everyone was calm in the end because the "shark" turned out to be an ocean sunfish, which is not dangerous.

E 1.49 **UNDERSTAND MEANING FROM CONTEXT** **Audio script p. T-175** Read the instructions aloud.

- Play the audio. Ss share their answers with a partner. Elicit answers from the class.

Suggested answers

Fin is a part of a fish, which it uses to help it swim. *V-shaped* and *sticking out of the water* help with meaning.
Shaken means to be upset/afraid because of an event.
A narrow escape is when you only just avoid something bad, e.g., an accident. *From a shark attack* helps with meaning.

F **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss in pairs. Listen for any good examples of language use you can share at the end of the activity.

Answers

"You must have been terrified." = partly correct according to Brice; totally correct according to Cynthia

"I suppose everyone got out of the water quickly." = totally correct

"People were screaming, I assume. I imagine it must have been like a scene from *Jaws* ..." = partly correct

"I suppose they were still really upset." = incorrect

"I assume that was a relief." = totally correct according to Cynthia; partly correct according to Brice

2 PRONUNCIATION: Listening for complex verb phrases

A 1.50 Play the audio for Ss to write the words then compare answers with a partner. Elicit from Ss that a complex verb phrase has a main verb, one or two auxiliary verbs, and/or one modal verb. Ss circle the missing words that are stressed. Elicit that these are main verbs, not auxiliaries. Modals are sometimes also stressed, especially if they are modals of deduction (e.g., *must*, *may*, *might*).

Answers

- 1 You must have been terrified.
- 2 I was swimming pretty fast myself.
- 3 And if you've never seen an ocean sunfish ...

B 1.51 Tell Ss to underline the verb phrases and then read them aloud. Play the audio for Ss to compare their pronunciation against it.

Answers

I've never seen Brice swim so fast.
 It must have been like a scene from *Jaws*.
 There may have been some screaming.
 It would've been cool to tell people we'd had a narrow escape.

C Ss complete the sentence. Check answers as a class.

Answers

unstressed contractions

3 SPEAKING SKILLS

- A **Introduce the task** Read the instructions aloud. Ask volunteers to read the expressions in the chart aloud.
- **Do the task** In pairs, Ss categorize the expressions.
 - Elicit answers from the class.

Answers

Clarifying assumptions mean "That's partly true."
Contradicting assumptions mean "That's not true."
Suppose and *assume* could be changed to *guess*.

- B **PAIR WORK** Read the instructions aloud. Put Ss into pairs.
- Ss interview their partner. Then they switch roles and do the interview again.
 - Ask volunteer pairs to perform their role plays for the class.

4 PRONUNCIATION: Saying short and long vowels

- A  **1.52** Demonstrate the lax/tense distinction by writing *ship* and *sheep* on the board. Tell Ss to point at the word they hear when you say *ship* or *sheep*, then read out *ship* or *sheep* several times until you are sure Ss can hear the length distinction. Ss repeat the words.

Short (Lax): Long (Tense):

/ɪ/ list /i:/ least

/ʊ/ full /u:/ fool

- B  **1.53** Tell Ss to circle the short vowels and underline the long vowels. Play the recording for Ss to check. Point out that function words like *had* could be pronounced with a strong pronunciation, *had* with /æ/, or in the (more usual) weak form with /ə/.

Answers

Sue /u:/ could /ʊ/ see /i:/ a shark /ɪ/ the sea /i:/ so the first thing /ɪ/ she /i:/ did /ɪ/, after screaming /i:/ /ɪ/, was to reach /i:/ for her new /u:/ phone to film /ɪ/ it /ɪ/. Sue's /u:/ phone was deep /i:/ in /ɪ/ her beach /i:/ bag and by the time she /i:/ had found it /ɪ/, sadly, the shark had swum farther away.

- C Tell Ss to practice saying the sentences in exercise 4B. Ss could record themselves on their phones and then compare their pronunciation with one another.

5 SPEAKING

- A **PAIR WORK** Read the instructions aloud. Ask volunteers to read the situations in the box and the example sentences.
- Ss discuss in pairs. Circulate and monitor. Listen for good use of language you can share when the activity is finished. Don't elicit ideas, Ss will do this in the next activity.
- B **GROUP WORK** Put Ss into groups of three or four (not with the partners they worked with in exercise 5A). Ss share their stories in groups.
- Elicit stories from the class and find the most interesting story.
 - **Workbook Unit 6.3**

- **Introduce the topic** Ask Ss *When was the last time you got something wrong? What happened?* Give some examples, e.g., *I locked myself out of my house.; My sister called me by mistake and then had a fight with her boyfriend while I could hear.* Ask Ss to share their ideas with a partner before you elicit some examples from the class.

1 READING

- A** **PAIR WORK** Read the instructions aloud. Share an embarrassing story you know, e.g., *The Best Picture mix up at the Academy Awards in 2017 when the movie **Moonlight** won, but the movie **La La Land** was announced as the winner by the presenters.*

- In pairs, ask Ss to tell each other an embarrassing story. Ask volunteers to share their stories with the class.

B Read the instructions aloud.

- Set a time limit of three to five minutes for Ss to read the posts silently.
- Ss check their answers in pairs. Elicit answers from the class.

Answers

Post 1: Wrong time: The writer and her husband arrived late for the wedding because it was in a different time zone, which was one hour ahead.

Post 2: Wrong place: The writer's mom and grandma and the writer's uncle were waiting at different fast-food restaurants.

Post 3: Wrong gift: The writer brought a gift for a man to a birthday party, but the party was for a child/a one-year-old boy.

- Read the **Insider English** box aloud. Give some more examples to help understanding, e.g., *As soon as I saw my boss's email, it hit me that I got the promotion.; She arrived at the airport, and suddenly, it hit her that she'd left her passport at home.*

- C** **UNDERSTAND IRONY** Pre-teach *irony*. Allow Ss to use their phones to translate if necessary. Read the instructions aloud.

- Ss share their answers in pairs when they finish.
- Elicit answers from the class.

VOCABULARY SUPPORT *Irony (n)* is a situation that is strange because it is the opposite of what you expected, e.g., *The irony is that now he's retired, he's busier than ever.*

Suggested answers

Serena realized there was a problem when she saw that the guests were standing around, and the bride and groom were chatting with their guests, behaving like the wedding ceremony had already happened.

Vicky realized there was a problem when there was no sign of her uncle. They waited a while, and then Vicky called her uncle who said he'd been waiting for them for half an hour, but he was at a different McDonald's.

Ivan realized there was a problem when he saw animal decorations.

Irony sentences

Post 1: And the plan worked!

What a great job I did of planning that weekend!

Post 2: Nothing could possibly go wrong!

Post 3: I suppose little Jim liked his new large T-shirt as much as I liked listening to The Happy Journey kids' band all day.

- D** Ss discuss the question in pairs. Ask Ss for their ideas and the reasons.

- E** **GROUP WORK** **THINK CRITICALLY** Adding ideas to extend a text Read the instructions aloud.

- Put Ss into groups of three or four to discuss.
- Elicit ideas from each group.

2 WRITING

A MAKE A STORY INTERESTING Introduce the task

Read the instructions aloud. Ask volunteers to read the extracts aloud.

- Ask Ss to comment on the variety of sentences lengths in each situation.

B Ss work individually to find examples in the posts.

- Elicit answers from the class.

Suggested answers

- 1 I **planned** it all out very carefully: **Drive** to Las Vegas on Friday (six hours) and then **drive** to Salt Lake City (four hours) the next morning. We'd **drive** the whole ten hours back on Sunday. ... / Then, even weirder, we **saw** the bride and groom **standing** around **chatting** with people. I **told** my husband I **hadn't expected** to see them until after the ceremony. Then it **hit** me. / After a while, we **called** my uncle to check what **was taking** him so long, and he **said** he'd **been waiting** for us for half an hour! Guess what! The GPS **had taken** us to the wrong McDonald's. / I **hadn't been living** in Marshall long when I **met** my new friend Jim and his wife Dana. ... I **thought it would be** a good way to **meet** new people.
- 2 The wedding wasn't until 4:00, **so** we took our time **and** enjoyed the landscape, **which** is so beautiful. / There was a big detour through a strange town because of road work, **but** we finally got back on the highway and eventually arrived at McDonald's. **When** we went inside, there was no sign of my uncle, **so** we waited. **And** waited. **After a while** we called my uncle to check what was taking him so long, and he said he'd been waiting for us for half an hour! / She insisted that I shouldn't bring anything. **But** I wanted to make a good impression with a nice gift for Jim. I didn't know him well, **but** I remembered he said he loved baseball. **So** I got him a Detroit Tigers T-shirt.
- 3 My husband and I, **who** live in Los Angeles, ... I planned it all out very carefully: **Drive** to Las Vegas on Friday (six hours), ... we took our time and enjoyed the landscape, **which** is so beautiful. ... The place was packed, but no one was seated, **which** was weird. / I **told my husband** I hadn't expected to see them until after the ceremony. ... **What a great job I did** of planning that weekend! / She kept repeating the directions and wanted me to write them down, but I **reminded her that** I could use the GPS. ... **There was** a big detour through a strange town because of road work, ... **When** we went inside, there was no sign of my uncle, so we waited. / **She insisted** that I shouldn't bring anything. But I wanted to make a good impression with a nice gift for Jim. I didn't know him well, **but I remembered he said** he loved baseball. So I got him a Detroit Tigers T-shirt.

- C **PAIR WORK** Ss work in pairs. Do the first sentences with the class as an example.

Suggested answer

Last summer, my friend rented a red car from Cars-For-U. **A few days later**, she called me and **announced that** she would meet me on Thursday at the mall. **She said**, "You should find the red car and wait for me." **So**, I went to the mall **as** she had insisted and found a red car with a Cars-For-U sign on it. I stood next to it, and then I waited. **And** waited. **After** an hour and a half, my friend found me and **exclaimed**, "What are you doing by that car? It's the wrong one!" Then she pointed to another red car, **which** was closer to the mall. Sometimes I have the best luck!



WRITE IT

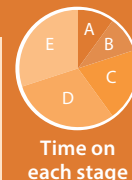
- D **PLAN** Ss discuss ideas for their stories in pairs. They consider scene-setting as well as dramatic effects and specific comments to include.

- E **Do the task** Give Ss time to write.

- When Ss finish, ask them to read their work again and check for mistakes.

- F **PAIR WORK** Ss share their stories in pairs and comment on the most interesting parts.

- Collect and comment on the stories. Include positive as well as developmental feedback.
- Ask volunteers to read the sentences in the **Register check box**. Check understanding by asking Ss to report more things that have been said to them this week, e.g., *My boss assured me that I could have a day off next week.*
- **Workbook Unit 6.4**



- **Introduce the task** **Aim:** Introduce the topic of storytelling.
- Ask *What makes a good story? What makes a good storyteller?* E.g., an interesting topic, good characters / great voice, use of language, etc. Ss discuss in pairs.

A **DISCUSS** **Aim:** Ss tell short stories based on pictures.

- **GROUP WORK** Read the instructions aloud but not the rules. Put Ss into groups of three or four. Groups read and discuss how the pictures relate to the theme.
- Ss make stories using the pictures as prompts.

B **PREPARE** **Aim:** Ss prepare their ideas.

- Read the instructions.
- **PAIR WORK** Ss work in pairs to choose story ideas.



C **RESEARCH** **Aim:** Ss make their story more interesting.

- Read the instructions. Ask volunteers to read the **Useful phrases**.
 - **PAIR WORK** Set a time limit for Ss to talk and develop their stories from part B. Circulate and monitor.
- Preparation for speaking*** Give Ss time to make notes about what they are going to say.

D **DECIDE** **Aim:** Ss choose the most interesting story.

- **GROUP WORK** Put Ss into groups of three or four but not with their previous partner. Read the instructions and ask volunteers to read the questions.

E **PRESENT** **Aim:** Ss share the best stories.

- **WHOLE CLASS** Set a time limit of three minutes for Ss to tell their stories, so Ss don't talk too little or too much.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each story, e.g., good use of unit vocabulary, strong grammar, and use of complex and compound sentences. You can use your notes to give feedback at the end of the lesson.

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

PROGRESS CHECK

- Direct students to page 154 to check their progress.
- Go to page T-154 for Progress check activity suggestions.



**TEACHER DEVELOPMENT
ACTIVITY 2**

Telling an interesting story

Alternative instructions for part C

This activity gives students practice organizing a narrative to make it interesting.

- After Ss have decided on their story in part B, and before they discuss ideas in part C, put them in pairs to think about what information they need to include in the story.
- Get Ss' feedback and put it on to the board in three distinct areas. These areas should represent the following, but don't give the label at this stage:
 - 1 the situation/background (time, place, people involved)
 - 2 the events (what happened including the surprising event)
 - 3 summary/evaluation (how the speaker felt, what they learned)
- If Ss don't provide some of the above information, suggest it and add to the board.
- Elicit the category headings (situation/background, etc.) and suggest Ss use this structure to tell their story.
- Ss discuss the ideas in part C and then tell their stories.



**TEACHER DEVELOPMENT
REFLECTION**

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

- 1 In Development Activity 1, do you think the structure made students' speaking clearer? What were students' reactions when they were in the listener's role?
- 2 In Development Activity 2, did students say more as a result of following the suggested structure?
- 3 In general, how did students react to these information structures? Do you think they found them easy to follow? Why or why not?
- 4 Development Activity 1 is a kind of problem-solution organization. What other kinds of speaking activities could follow this kind of pattern?
- 5 Development Activity 2 is a kind of general-particular organization. What other kinds of speaking activities could follow this kind of pattern?
- 6 How can thinking about organizing longer speaking tasks help students who might study business or academic English in the future?

REVIEW 2 (UNITS 4–6)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Speaking skills* 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 speaking skills language from Units 4–6. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Read the instructions aloud.

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

Answers

1 keep an eye on 2 steer me away from 3 point out
4 think through 5 constructive 6 panic
7 regain control 8 acts as 9 contributes
10 draws attention to 11 strengths 12 turn to

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

- Ss discuss in pairs.
- Check answers as a class.

2 GRAMMAR

A Read the instructions aloud.

- Ss work individually to choose the correct answers.
- Check answers as a class.

Answers

1 only 2 whenever 3 others 4 by himself
5 Providing 6 so 7 even if 8 each other

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

- Ss ask and answer the questions in pairs.
- Ask Ss what they learned about their partners.

3 VOCABULARY

A Read the instructions aloud.

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

Answers

1 ~~unwilling~~ happy 2 ~~am~~ have 3 ~~publicity~~ headlines
4 ~~propose~~ argue 5 ~~denies~~ claims 6 ~~reluctant~~ passionate
7 ~~do~~ make 8 ~~boasts~~ praises

B PAIR WORK Read the instructions aloud.

- Ss discuss in pairs.
- Ask volunteers to share their answers with the class.

4 GRAMMAR

A Read the instructions aloud.

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

Answers

1 should try 2 boasted 3 would feel 4 could make
5 claims that 6 might enjoy 7 may learn 8 argue
9 wouldn't be

B PAIR WORK Read the instructions aloud.

- Ss discuss in pairs.
- Pairs get together with another pair and Ss tell how their partner answered the questions.
- Elicit ideas from the class.

PRIORITIES

7



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Dealing with mixed-ability classes

In this unit, we're thinking about ways to manage a class with students at different levels of ability in individual skills. When teachers work through activities at a pace to suit stronger students, weaker students get left behind. However, when teachers proceed at a speed that suits the weaker ones, stronger students easily become bored. By assigning different tasks for the same stage of the lesson, teachers can meet the needs of both groups. An alternative approach is assigning the same task with a different level of challenge.

Assigning different tasks for the same stage of the lesson (Activity 1): Ss either read or listen to a text, and exchange information. You can try this in lesson 7.1.

Assigning the same task with a different level of challenge (Activity 2): Ss write a for-and-against essay. You can try this in lesson 7.4.

To find out more, read "Mixed-Level Classes" from *Classroom Management Techniques* by Jim Scrivener, pp. 88–95. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write a list of potentially dangerous, but exciting, activities, e.g., *bungee jumping, parachuting, scuba diving, skiing*, etc. Ss discuss in pairs whether they would do them and why. Elicit answers from volunteers.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

- A** Ss look at the picture and discuss the questions in pairs. Elicit ideas from the class.
- B** Ss discuss the questions in pairs or small groups. Elicit ideas from the class.

- C** Read the instructions aloud. Ss discuss in groups. Circulate and monitor.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether Odil's opinion is similar to their own opinion.

EXPERT SPEAKER

"Worth" for me has two different meanings. The first one, it could mean monetary value, and the second one, it could mean there is something very valuable for me.

At the moment, I value the most the people who are surrounding me: my family, my friends, my mother.

- **Introduce the topic** Pre-teach *worthwhile*. Ask *What have you done in the last week that was worthwhile?* (e.g., I helped a neighbor carry a heavy package.; I donated some money to a charity.) Ss share their ideas in pairs before you elicit from the class.

1 LANGUAGE IN CONTEXT

- A** **GROUP WORK** **THINK CRITICALLY** Read the questions aloud.

- Ss discuss in groups.
- Elicit answers from the class.

- B** **2.02** Read the instructions aloud.

- Play the audio. Encourage Ss to highlight or circle key phrases as they read and listen.
- Ss check answers with a partner. Check answers as a class.

Answers

Sofian is a firefighter. Nathalie is a nurse. They chose their careers when they were teenagers (Sofian was 14). Yes, their work makes them happy.

- C** **2.02** Read the instructions aloud. Check understanding.

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

Answers

Sofian enjoys doing something worthwhile and being a good influence on others. He also thinks driving a fire truck is cool. Nathalie enjoys having contact with people and helping them. She enjoys the medical side of her job and the interpersonal/human side.



TEACHER DEVELOPMENT ACTIVITY 1

Assigning different tasks for the same stage of the lesson

Alternative instructions for exercise 1B

This activity will challenge stronger students and allow less confident students to work at a slower pace.

- Put Ss in groups of three. Ideally, each group should have one strong S and two weaker Ss.
- Tell Ss in each group whether they are A, B, or C. The stronger S should be A.
- Tell Ss A to close their books. They will listen to the text but not read. Read the questions in exercise 1B aloud and tell Ss A to make notes as they listen.
- Tell Ss B that they are going to read Sofian's text, and tell Ss C to read Nathalie's text. Tell them to answer the questions from exercise 1B.
- Play the audio for the As. Tell Bs and Cs to begin reading.
- Ss compare answers in their groups.

2 VOCABULARY: Positive experiences

A 2.03 Read the instructions aloud.

- Ss work in pairs and describe what the expressions mean.
- **OPTIONAL ACTIVITY** Let Ss use their phone or dictionary to look up terms they don't know.
- Play the audio for Ss to check their answers.



Answers

be a good influence on: affect others in a good way
be an honor: be pleased and proud to do something
be beneficial: be helpful, useful, or good
be of use: be useful or helpful
be worthwhile: be useful and enjoyable even though it needs a lot of effort
devote my life to: use all your time and energy for a particular person or thing
get satisfaction out of: feel good because you've done something well
make a contribution: give time, money, or possessions to help somebody or something
make a difference: improve a situation
reassure somebody: say something to stop somebody from worrying
take pleasure in: enjoy something
value something: think something is important

B Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the questions aloud. Check understanding.

- Ss discuss the questions in pairs.
- Ask volunteers to share their answers with the class if they wish. Share any of your own experiences about when someone cared for you.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss whether their experience was similar to Odil's experience.

EXPERT SPEAKER

Recently I traveled to my home country. I had my mom with me, and she has disability. I was concerned how she would be able to get to the plane. I asked the member of the airport to provide me help. They gave us an assistant who brought wheelchair for my mother, helped her to get to the plane. All the process was very smooth and very helpful, that system was very helpful. And it was such a relief to receive this type of help from the air company.

I feel very relieved because they eased my concern about how my mom would be able to travel and get to the plane. So they help—, made me really happy and satisfied.

3 GRAMMAR: Gerunds and infinitives after adjectives, nouns, and pronouns

- **Introduce the task** On the board, write some scrambled sentences with gerunds and infinitives. Ask Ss to unscramble them, e.g., *It can be hard living in the city.; I'd love to live in Tokyo.; I never waste time watching TV.* After Ss unscramble them, review *gerund* (a verb + -ing that acts like a noun, e.g., *I love fishing.*) and *infinitive* (a verb in its base form with *to* before it, e.g., *I want to eat pizza tonight.*).

A **Present the grammar** Read the instructions aloud. Ask a pair of Ss to read the grammar box aloud.

- Ss do the task individually.
- Elicit answers by asking Ss to read the whole sentence aloud.
- Answer any questions Ss have about the grammar.

Answers

1 gerunds or infinitives 2 infinitives 3 gerunds

B Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C **Do the task** Read the instructions aloud. Do the first answer as a class, if necessary.

- Give Ss time to read and complete the sentences individually.
- Ask Ss to share their answers with a group. Elicit some examples from the class. Write any strange or interesting ideas on the board.

Answers

1 to see 2 doing 3 to study 4 to give 5 waiting

4 SPEAKING

A **PAIR WORK** **Introduce the task** On the board, write *worthwhile jobs*. Ask Ss to brainstorm jobs. Write their ideas on the board. There may be some disagreement.

- **Do the task** Read the instructions aloud. Ask a volunteer to read the example aloud.
- Ss discuss in pairs. Listen for any good language use you can share.
- Ss share their partner's ideas with the class.
- **Workbook Unit 7.1**
- **Worksheets: Grammar 7.1; Vocabulary 7.1**

- **Introduce the task** Ask Ss *What kinds of reviews do you read?* Elicit examples (e.g., movie reviews, restaurant reviews, vacation/hotel reviews). Ask *Do the reviews you read influence your choices? Why or why not?* Elicit answers from the class.

1 LANGUAGE IN CONTEXT

- A** **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss in pairs.
- Elicit some of Ss' responses to the questions.

- B** Read the instructions aloud. Check understanding.

- Ss read and answer the questions individually.
- Check answers as a class.

Answers

Brandon bought a treadmill because it's cheaper than paying gym fees for years. He was dissatisfied because the speed settings didn't work (after a month), and he fell off the treadmill and broke his ankle.

Julie bought a bed for her cat because it was cute. She was unhappy because the cat didn't like the bed (and sleeps everywhere near it).

Dan bought an electric shaver to use for business trips. He was unhappy because the shaver broke when he was only halfway done shaving his mustache and beard (before an important meeting).

Possible answers for what Dan did next: He rushed down to the hotel reception and bought a shaver from the hotel store. OR He went to the meeting as he was (half shaved), made a joke about his appearance, everyone laughed, and he was a success. OR He pretended he was sick and didn't go to the meeting.

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

- Ss discuss in pairs.
- Elicit some of Ss' responses to the questions.

2 VOCABULARY: Making purchases



- A** **2.04** **Present the vocabulary** Read the instructions aloud. Do the first expression with the class as a model.

- In pairs, Ss match the words to the products, find the expression that doesn't match, and define the expressions.
- **OPTIONAL ACTIVITY** Let Ss use their smartphones to look up the definitions.
- Play the audio for Ss to check answers.

Answers

Treadmill: encourage sb (to do sth), convince sb (to do sth), make financial sense, regret the purchase

Cat bed: purchase sth, not be worth the money, urge sb (to do sth), be foolish, have potential

Electric shaver: be practical, look ridiculous

Expression not in text: have appeal

be foolish: be silly

be practical: be sensible and useful

convince somebody (to do something): make somebody

believe something is worth doing

encourage somebody (to do something): say good things

that will make somebody confident about doing something

have appeal: have the quality that makes you like something

have potential: have qualities that are likely to make it useful

look ridiculous: have a very silly appearance

make financial sense: be a smart decision in terms of how much money you have

not be worth the money: not be good enough for the price you paid

purchase something: buy something

regret a/the purchase: be unhappy that you bought something

urge somebody to do something: try to persuade somebody to do something

- B** Direct Ss page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- C** **GROUP WORK** **Review** Read the instructions aloud. Give examples of a bad purchase you have made.

- Ss discuss in groups.
- Elicit examples from volunteers.

3 GRAMMAR: Infinitives after verbs with and without objects

- A Introduce the task** Books closed. Write a simple sentence on the board, e.g., *We speak English*. Ask Ss to identify the subject (*we*) and the object (*English*). Elicit that the object in a sentence is the thing that is acted upon by the subject. Write other simple sentences and ask Ss to find each object. Books open. Ask volunteers to read the sentences in the grammar box aloud. Each time ask them to identify the object. (1 *it* 2 *me* 3 *me* 4 *it* 5 *you*)
- Ss complete the task individually.
 - Ask Ss to share their answers with a partner. Elicit answers from the class. Ask volunteers to read the sentences aloud. Elicit how the rules are followed.

Answer

b

GRAMMAR SUPPORT Keep explanations simple, if possible. Write example sentences and underline or circle words to show their use, e.g., *We tried to help him with his homework*. Circle the subject. In this case the object is the same for the main verb and the subject. *She told me not to worry about it*. Circle the subject. In this case the object is different for the subject and the main verb.

- B** Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.
- C** Read the instructions aloud.
- Ss complete the task individually.
 - Read the **Accuracy check** box aloud. Ss check their work for accuracy.
 - Ss share their answers with a partner. Elicit answers from the class.

4 SPEAKING

- A PAIR WORK Review** Read the instructions aloud. Ask a volunteer to read the example.
- Ss share what they bought in pairs. Listen for use of verbs + infinitives.
 - Ss share what their partner bought. Share any good examples of verbs + infinitives with the class.
- B PAIR WORK** Read the instructions aloud. Explain that Ss can use one of the reviews on page 68 as a model.
- Give Ss time to write their reviews. Circulate and monitor.
 - Ss share their reviews with a partner. Ask them to comment on positive aspects of their partner's writing and to decide whether they would buy the product and why.
 - If possible, collect and comment on the reviews. Display some of them on the walls of your classroom or share them on the class social media page.

HOMEWORK IDEAS

Ask Ss to search online for a product review in English that they think is interesting or amusing. They share the review with a partner in the next session. Ask some volunteers to share reviews with the whole class and discuss.

- **Workbook Unit 7.2**
- **Worksheets: Grammar 7.2; Vocabulary 7.2; Speaking 7**

- **Introduce the topic** On the board, write *bargain* and elicit its meaning as a verb (to discuss or argue about what the price of an item should be) and as a noun (something that is for sale at a good price). Ask *Where is the best place to find bargains in your city or town?* Ask them to be specific in their responses, e.g., *In a store? What store? On the internet? On which website?* Ask Ss to share their ideas in pairs before you elicit answers from the class.

1 LISTENING

- A Do the task** Elicit what Ss can see in the picture. Read the questions aloud.

- Ss discuss in pairs. Circulate and monitor.
- Elicit answers from the class. Do Ss bargain for the same things?

- B**  **2.05 Audio script pp. T-175–176** Read the instructions aloud.

- Play the audio.
- Ss share ideas with a partner. Check answers as a class.
- Read the **Insider English** box aloud. Ask Ss if they can remember who said it? (the seller/Megan)

Answers

The seller asks for \$150 for the desk at first. Their final agreement is \$140 for the desk and chair.

- C**  **2.05 UNDERSTAND PERSUASIVE TECHNIQUES** **Audio script pp. T-175–176** Elicit the meaning of *persuasive* (able to make people agree to do something). Read the instructions aloud.

- Play the audio. Ss do the task as they listen.
- Ss check their ideas with a partner. Check answers as a class.

Answers

- 1 points out some problems with the desk; is prepared to walk away
- 2 says the desk is not too old; says she'll give Sergio the chair for free

- D** **GROUP WORK** **THINK CRITICALLY** Read the instructions aloud. Monitor as Ss discuss.

- Ss discuss in pairs. Circulate and monitor.
- Elicit answers and have a class discussion.

2 PRONUNCIATION: Listening for vowel linking between words

- A**  **2.06** Books closed. Ask Ss what the famous Nike slogan is (*Just Do It*) and write it on the board. Mark the link between do it and the sound like /w/ between *do* and *it*.

- Books open. Play the audio for Ss to listen. Elicit that there is linking between the adjacent vowels and that there are two linking sounds: /j/ and /w/. (Answers: it's only /j/ a few years old; Can you go /w/ any lower?)
- Elicit from Ss that /w/ appears when the first vowel is /u/ or ends with rounded lips, as in *go* and /j/ appears when the first vowel is /i/ or ends with /i/, as in *only*.

- B**  **2.07** Books closed. On the board, write an example to demonstrate *Who* /w/ is looking for a really good price?

- Books open. Tell Ss to underline the linking. Play the audio for Ss to check and write whether there is a sound like /j/ or /w/ between them.

Answers

How much are you /w/ asking?
Would you be willing to /w/ accept \$125?
How /w/ about \$120?
I'll walk around and see /j/ if ...

- C** Ss complete the sentence. Check the answer as a class. As an extension, ask Ss to find and mark more examples of vowel-vowel linking in an audio script from the Student's Book.

Answer

vowel

3 SPEAKING SKILLS

A 2.05 Audio script pp. T-175–176 PAIR WORK

Read the instructions aloud. Check understanding.

- Ss classify the sentences with a partner. Ask Ss to read the whole sentence as you elicit answers. Monitor pronunciation.
- Play the audio for Ss to check their answers.

Answers

1 b buyer 2 b buyer 3 c both 4 b buyer 5 c both
6 b both 7 c buyer 8 b seller 9 b both 10 a both
11 a both 12 a seller

B PAIR WORK Read the instructions aloud. If necessary, role play an example dialogue with a volunteer.

- In pairs, Ss decide whether they are the buyer or the seller, and they decide on the product for sale. Circulate and monitor. Ask Ss to switch roles and do the role play again.
- Ask volunteers to perform their role play for the class. Give feedback and praise.

4 PRONUNCIATION: Saying /ŋ/

A 2.08 Ss underline the /ŋ/ sounds.

- Play the audio for Ss to check. As extra practice, on the board write some minimal pairs *rang/ran, sung/sun, thing/think*. Ss practice saying them in pairs.

Answers

1 Is this the computer you're selling?
2 Would you be willing to accept less?
3 My uncle was angry because I went shopping.
4 There's always a danger of paying too much for something.

- Elicit from Ss that when a /n/ sound is followed by a /g/ or /k/ sound, there is usually a /ŋ/. (This happens in a lot of languages. If you speak the Ss' first language, you might be able to find some examples there too.)
- Be prepared for Ss to guess there is a /ŋ/ in *danger* because of the *ng* spelling. Although the *ng* spelling is usually a good indicator of /ŋ/ pronunciation, there are some exceptions, including the word *danger*.

B 2.09 On the board, write an example a synonym of between (*among*). Then have Ss think of the words with /ŋ/ and write them next to the definitions.

- Play the audio for Ss to check (see audio script below for answers), and then have Ss repeat the words with /ŋ/.

Answers

2.09 Audio Script

1 tongue – the muscle in your mouth
2 jogging – fast walking
3 ankle – it connects your foot and leg
4 asking – the opposite of “answering”
5 uncle – your mother’s brother
6 crying – the sound babies make when they are uncomfortable or unhappy

C GROUP WORK Ss work in groups to make a quiz with new questions. Groups then exchange quizzes. They earn one point for guessing the word and one point for pronouncing /ŋ/ correctly.

5 SPEAKING

A PAIR WORK Put Ss into pairs and assign each one to be either Student A or Student B. Direct Ss A to page 158 and Ss B to page 160.

- Ask Ss to read both situations. Explain any vocabulary they ask about.
- Ss practice the conversations in pairs. Circulate and monitor. Listen for good use of language you can share when the task is finished.
- For variation, ask Ss to go somewhere quiet where they can audio or video record their conversation using their smartphones. Share recordings if possible.

VOCABULARY SUPPORT reliable: (*adj*) something or someone you can trust to do something well

EXTRA ACTIVITY

Ss choose three items that they think they could sell. These could be antiques, clothes, or something else, but shouldn't be worth more than \$50. They write a sentence to describe each one. In pairs, Ss bargain and sell their items. Ask Ss to circulate around the classroom bargaining for and buying goods from other Ss.

- Workbook Unit 7.3

- **Introduce the topic** On the board, write some topics that people may have different opinions about, e.g., *Same-sex schools provide a better education for children.; If people pay for their healthcare, they will look after their health.* (Be careful to use topics that aren't too controversial or would offend Ss.) Explain the concept of *for-and-against*. Ss discuss in pairs before you elicit some ideas from the class.

VOCABULARY SUPPORT *For-and-against* means looking at both sides of an argument, or thinking about why something is wrong and why it is right, e.g., *Free education is great for society, but it's very expensive for the government.*

- D **GROUP WORK** **THINK CRITICALLY** **Synthesize ideas and information** Read the instructions aloud.

- Put Ss into groups. Ask one S in each group to act as a note-taker and write the group's two lists, one in favor of and one against. Circulate and monitor.
- Ask one S from each group to summarize their ideas for the class.

1 READING

- A **PAIR WORK** Read the questions aloud. Ss discuss in pairs.

- B **IDENTIFY MAIN POINTS** Read the instructions aloud.

- Ss read the article individually. Watch for signs they have finished.
- Ss share their answers with a partner. Elicit answers from the class.

Answers

The Problem with Possessions: The main idea is that the happiness that possessions bring doesn't last.
The Power of Experiences: The main idea is that spending money on experiences gives us more happiness – and longer-lasting happiness – than spending money on things.

- C **IDENTIFY SUPPORTING DETAILS** Read the instructions aloud. Complete the first question as a class to make sure Ss know what to do.

- Ss do the task individually.
- Ss share their answers with a partner. Check answers as a class.

Answers

a X b X c 1 d 2 e X f 3

EXTRA ACTIVITY

Asking Ss to read aloud is good for their pronunciation and confidence. Don't ask Ss to read all the text to the class, just a few sentences, so other Ss don't get bored. Encourage Ss to record themselves reading something on their smartphones as homework. Tell them to replay their recordings and listen to their pronunciation.

2 WRITING

A **Introduce the task** Read the instructions aloud.

- Ss work individually to find the arguments.
- Ss share answers with a partner. Elicit answers from the class.

Answers

Arguments: We can keep our possessions.; Possessions can have sentimental value.

The author is in favor of possessions, saying, "...possessions make a great contribution to our lives."

- Read the information in the **Register check** box aloud. Check understanding by asking Ss to think about other expressions that are formal and informal.

B **ORGANIZE AN ESSAY** Read the instructions aloud.

- Ss complete the task individually.
- Ss compare answers with a partner. Ask Ss to read the complete sentence when you elicit answers from the class.

Answers

1 Introduction 2 For 3 Against 4 Conclusion

C **PAIR WORK** Read the instructions aloud. Ask volunteers to read the **Useful expressions** aloud. Check understanding.

- Ss identify the useful expressions in the essay (*First, To begin with, Another advantage is, Another disadvantage is, In addition, On the other hand, For example, For instance, Overall, I believe that, Even though*).
- Ss work in pairs to write a good ending for the essay in exercise 2A. Circulate and monitor.
- If time permits, ask Ss to work with another pair to share their answers. Elicit and write example endings on the board. Look for and comment on good use of the useful expressions.

WRITE IT

D **PLAN** Give Ss time to choose which subject to write about in pairs. Pairs brainstorm ideas on what to include and write notes.

E **Do the task** Give Ss time to write. This could be done as homework or in class. Circulate and monitor. Make yourself available to help.

- Remind Ss to use formal language and expressions from exercise 2C. They should try to present the for-and-against sides fairly, in paragraphs of about the same length.



TEACHER DEVELOPMENT ACTIVITY 2

Assigning the same task with a different level of challenge

Alternative instructions for exercise 2D

This activity will offer support to weaker students and encourage stronger students to be more independent.

- Put weaker and stronger Ss into two separate groups.
- Give these instructions to the weaker group: *Look at the model essay How Valuable Are Our Possessions? Fill in the blanks in paragraphs 2 and 3 with your own ideas. You have 15 minutes.*
- Give these instructions to the stronger group: *Choose either How Valuable Are Our Possessions? or How Valuable Are Our Experiences? You have 15 minutes. Write at least two paragraphs about your topic. Use your own ideas and the useful expressions from exercise 2C.*
- Ss work alone (but allow them to help each other if necessary). Monitor both levels, helping with grammatical accuracy and appropriate vocabulary.
- Within each group, Ss exchange their written work to see how similar/different their ideas are.

Optional: If stronger students did not have time to complete their essays, suggest that they finish them for homework.

F **PAIR WORK** Before Ss start, ask them to look for positive aspects of their partner's essay. This could be sentences or structures, expressions or single words, or any arguments they find interesting. Encourage Ss to look for things they could use in their own writing.

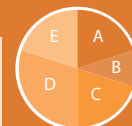
- Ss exchange essays with a partner. Then they discuss whether their conclusions were the same. Listen for any interesting ideas you could give feedback on at the end of the activity.
- Ask Ss to share the good things they found in their partner's essay. Record these on the board so Ss can see them clearly.
- Display or share Ss work on the walls of your classroom or, if you have on, on the class social media page.
- **Workbook Unit 7.4**

TIME TO SPEAK

Bargain boat trip

LESSON OBJECTIVE

- negotiate a boat trip



Time on
each stage

- **Introduce the task** **Aim:** Ss think about travel.

- Ask *What is your favorite way to travel? Why?* (e.g., I prefer going by train because I can look out the window or do some work on my laptop.) Ss share their answers in pairs. Elicit ideas from the whole class.

A **Aim:** Introduce the topic of boat trips.

- Read the instructions aloud.
- **PAIR WORK** Ss look at the pictures and answer the questions.
- Elicit answers from the class. Elicit reasons why Ss chose which trip.

B **DISCUSS** **Aim:** Ss choose their activities and extras.

- Read the instructions aloud. Give Ss time to read the price list. Explain anything Ss are not familiar with.
- **GROUP WORK** Put Ss into groups of three or four. Ss discuss and calculate the cost of the extras they want.

C **DECIDE** **Aim:** Ss revise their plans to stay within budget.

- **GROUP WORK** Ss read the instructions in groups. Ss discuss and come up with a plan.
- Bring the class back together. Elicit ideas about which services Ss might try to bargain about.

D **PREPARE** **Aim:** Ss decide how they will negotiate.

- Read the instructions aloud. Ask volunteers to read the **Useful phrases** aloud.
- **PAIR WORK** Ss discuss in pairs. Circulate and monitor. **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.
- Look for signs that Ss have finished talking. Elicit ideas from the class.

E **AGREE** **Aim:** Ss negotiate their boat trip.

- Read the instructions aloud. Put Ss into two sets of pairs. Set a time limit of three minutes for each role. Pairs then change roles and negotiate again. Don't let Ss rush ahead if possible.
- Monitor and make note of the strong points of each group, e.g., good use of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson.

F **PRESENT** **Aim:** Ss present their ideas to the class.

- **WHOLE CLASS** Read the instructions aloud. Ask pairs to say what they negotiated.
- Elicit ideas on the best trip from the class.
- **Feedback for speaking activities*** **Review** Share any notes you made with the class.

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

PROGRESS CHECK

- Direct Ss 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 In the final stage of Development Activity 1, did stronger students lead the discussions, or did everyone contribute equally?
- 2 If you were doing Development Activity 1 again, what extra support would you offer weaker students, and how could stronger students be challenged more?
- 3 For Development Activity 2, to what extent did stronger students use their own words to write their essay? How did they feel about being asked to do a more challenging task?
- 4 While students are producing written work, it is important that teachers monitor them and provide constructive feedback, e.g., point out grammatical errors, comment on the use of vocabulary, etc. However, this can be challenging in a large class. How might teachers ensure that students in large classes all receive feedback on their work?
- 5 In general, what do you think are the pros and cons of putting students into "weaker" and "stronger" groups?

SMALL THINGS MATTER

8



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Receptive skills and strategies – Paragraph organization

Information is often organized in paragraphs according to particular patterns. For example, we often find a description of a problem followed by a solution, or (as here!) a description followed by examples. Knowledge of such patterns makes it easier for us to comprehend written and spoken texts because it helps us anticipate what comes next.

Noticing common patterns (Activity 1): This is a straightforward activity that can be used to help Ss notice patterns in any written text. You will have the opportunity to try this in lesson 8.2.

Using patterns to anticipate (Activity 2): This builds on the previous activity by showing Ss how knowledge of patterns can help them to actively anticipate what comes next in a text. You can try this in lesson 8.4.

For more information about patterns of information, read sections 6.5–6.7 of *Discourse Analysis for Language Teachers* by Michael McCarthy, pp. 155–164. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Ask questions about Ss' daily habits. *Do you smile and say hello when you see your neighbor? Do you say hello to people you don't know?* Elicit answers from the class. Ask *Does being friendly make life better? Why?* Ask Ss to discuss in pairs. Elicit answers from the class.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

- A** Ss look at the picture and discuss the questions in pairs. Ss share their answers with the class.
- B** Read the questions aloud. Elicit answers from the class.

- C** **PAIR WORK** Ss discuss the questions in pairs.

Circulate and monitor as they talk. Elicit answers from volunteers.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether any of Jacqueline's examples are similar to their examples.

EXPERT SPEAKER

One other place where I have personal items is on my fridge. I have posted some pictures of my family back in Mexico, and some pictures of my dogs, and of me and my partner. We have some drawings, and it's a really nice place to post personal things.

They make me feel really happy, and also they remind me of these moments that we live through, that were great, and that life is really beautiful.

- talk about neatness and messiness

- **Introduce the task** Ask *Is your room or office messy or neat? Why? Are you a neat or a messy person? How does this affect your life? How does it affect your relationships with other people?* Ss share their ideas with a partner. Elicit ideas from the class.

1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Read the instructions aloud. Check understanding of *appreciate* (to understand how good someone or something is and be able to enjoy it). Share any examples you might have from your own experiences, e.g., your grandmother's cooking, family vacations, etc.

- Ask Ss to share their ideas in pairs. Elicit examples from the class.

- B **2.10** Read the instructions aloud.

- Play the audio. Ss read and listen.
- Elicit answers from the class.

Answers

Nicole usually can't find her keys. Paul folds his clothes and puts them on a chair by the bed.

- C **2.10** **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Play the audio. Ss read and listen again.
- Ss share their ideas with a partner. Elicit answers from the class.
- Read the **Insider English** box aloud. Check understanding by asking Ss to think of a situation when they could say *You should talk*, e.g., *When your messy friend tells you to clean*, etc.

2 VOCABULARY: Describing neatness and messiness

- A **2.11** Read the instructions aloud.

- Ss work in pairs to categorize the expressions.
- Play the audio for Ss to check their answers.

Answers

Neat: hang something up, line up, put something in alphabetical order, be organized, arrange something neatly, fold something, put away

Messy: be disorganized, be tangled up, leave things all over the place, be jumbled up, throw on

Both: put something in a pile

- B Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

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

- Ss discuss in pairs, and then share answers with the class.

3 GRAMMAR: Modal-like expressions with *be*

- **Introduce the topic** Tell Ss a story (true or fiction) about a person you lived with who was messy or disorganized – exaggerate to make the story more interesting. Use the modal expressions in the grammar box, if possible, e.g., *My brother was so messy as a kid that my mother was forced to clean his bedroom every night.; My husband is so neat that he's bound to clean the kitchen before I get home.*

- A Present the grammar** Read the instructions aloud. Ss read the information in the grammar box individually.
- Ss match the expressions (1–4) to the descriptions (a–d).
 - Ss share answers with a partner. Elicit answers by asking Ss to read the complete sentences.

GRAMMAR SUPPORT Modal verbs express degrees of possibility or necessity. *Due to* in this context means something is expected to happen, e.g., *I'm due for my check-up on Monday.* *Bound to* expresses certainty, e.g., *He's bound to be in bed at this time!* Similarly, *sure to* also explains an action that is certain, e.g., *He didn't study at all, he's sure to fail the exam.*

Answers

1 c 2 d 3 b 4 a

- B Direct Ss page 136 to complete the grammar exercise.** Teacher tips for the grammar exercises are on page T-129.
- C Do the task** Read the instructions aloud.
- Ss write their lists individually. Then they compare answers with a partner.
 - Ask volunteers to share answers in complete sentences with the class.

4 SPEAKING

- A PAIR WORK** Read the instructions aloud. Ask volunteers to read the two example rules.
- Ss write their rules in pairs. Circulate, monitor, and assist.
 - Pairs share their ideas with another pair. Elicit rules from the class and write them on the board. Decide on the best set of rules as a class.

EXTRA ACTIVITY

On the board, write: *Three things you are due to do.; Three things you are sure to do.; Three things you are forced to do.* In pairs, Ss answer with the first three things that come into their heads. Use any modals you like. Elicit answers from the class.

- **Workbook Unit 8.1**
- **Worksheets: Grammar 8.1; Vocabulary 8.1**

- **Introduce the topic** Ask *What hobbies do you have? What skills do you have that can be used in other areas? (e.g., I play the guitar in my free time, and so I can entertain people at our annual work party.)*

1 LANGUAGE IN CONTEXT

A Read the instructions aloud. Elicit the meaning of *living your dream* (to do what you always wanted to do).

- Ss read the blog and write notes.
- Ss share their answers in pairs. Elicit answers from the class.

Answers

- 1 It's something you do besides your main occupation.
- 2 Kyle repairs old bikes for kids.
- 3 Max is making a documentary about his friends' and his experiences in college.

B Read the instructions aloud.

- Ss read again and answer the questions.
- Ss discuss their answers in pairs. Elicit answers from the class.

Answers

Benefits: It's something you enjoy/love.
It won't cause stress but will give you energy instead.
You can do it at your own pace and on your own time.
It can be a useful example of your skills for a future job.
It can help you move toward a goal.
Max's side project will be useful because the video will be a useful example of his creative skills as a producer. Also, he might start his own video production business one day, so the project is helping him move toward that goal.



TEACHER DEVELOPMENT ACTIVITY 1

Noticing common patterns

Here we look at a simple noticing activity for raising students' awareness of some common patterns of information in paragraphs. This activity can be used with any written text and, if used regularly, will help make students into more fluent readers.

- Ss look at the first paragraph of Max's blog again and find examples of a definition followed by an example, and an opinion followed by reasons. Ss read alone, and then compare their answers in pairs.

- Discuss Ss' answers as a class. Show the two patterns on the board:

definition	→	example
It's something you do ...		My friend Kyle, for example, ...
opinion	→	reasons
And this is important.		Because you love doing it, ... And ...

- Explain that these are very common patterns in texts we read. Knowing about these patterns can help Ss with their reading and writing.

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

- Ss discuss in pairs.
- Elicit some side projects from the class. Show a genuine interest in Ss' answers and ask them questions about their interests.

2 VOCABULARY: Talking about progress



A **2.12** **Audio script p. T-176** **Present the vocabulary** Read the instructions. Do the first word with the class as an example.

- **OPTIONAL ACTIVITY** Let Ss use their dictionary or phone to look up words they don't know.
- Ss describe the expressions in pairs. Check pronunciation as Ss give answers.
- Play the audio for Ss to check the meanings. Ask Ss which words have similar meanings.

Answers

Used in the blog post: as expected, little by little, at your own pace, on your own time, thoroughly, smoothly, steadily
Similar meanings: *At my own pace* is similar to *on my own time*. *Little by little* is similar to *steadily*. *Effectively* is similar to *successfully*.

B Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **THINK CRITICALLY** **Review** Read the instructions aloud. Check understanding.

- Ss discuss in pairs.
- On the board, write *Pros* and *Cons*. Elicit answers from Ss, and write them under the correct heading.

3 GRAMMAR: Future forms

A Introduce the task Read the instructions aloud. Ask Ss to read the sentences in the grammar box aloud.

- Ss complete the rules individually.
- Ask Ss to share their answers with a partner. Ask volunteers to read the sentences aloud to check answers. Give examples of sentences about the future, e.g., *We're having fish for dinner tonight.; It's going to rain this afternoon.; I might go to Greece on vacation.*

GRAMMAR SUPPORT It's very common to use the present continuous to talk about the future, e.g., *I'm meeting my accountant this afternoon.; I'm having lunch with the president.*

Answers

- 1 won't 2 present continuous
3 an action in progress 4 uncertain

B Direct Ss to page 136 to complete the grammar exercise. Teacher tips for the grammar exercises are on page T-129.

C Read the instructions aloud.

- Give Ss time to complete the sentences individually.
- Read the **Accuracy check** box aloud. Ss check their sentences for accuracy.
- Ss share their answers with a partner. Elicit answers from the class.

4 SPEAKING

A PAIR WORK Review Read the instructions aloud. Check understanding of *short-term* and *long-term*. Ask volunteers to read the activities and the example aloud.

- Ss share their side project ideas in pairs. Listen for any good examples of language use that you can comment on when the task is over.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether Jacqueline's side project is something they would do.

EXPERT SPEAKER

Yes, I have access to my roof from my apartment. And I decided to put some farming beds and I start to sow in some seeds and suddenly I was farming on my roof. And from that moment, I decide to take a certificate in urban agriculture and then I learned the meaning of being a farmer.

I'm trying to find a way through my Master's degree to make that link between food productivity and the development of cities, and how could we improve that relation with humans, food, and environment.

EXTRA ACTIVITY

Ask Ss to write six sentences about their future using the future forms from this lesson. Five sentences should be true, and one sentence should be false. Ss share their answers with a partner, who guesses which one is false. Elicit some examples from the class. Correct their grammar.

- **Workbook Unit 8.2**
- **Worksheets: Grammar 8.2; Vocabulary 8.2; Speaking 8**

- suggest and show interest in ideas

- **Introduce the topic** Ask Ss *What kinds of events do you like to attend?* (e.g., weddings, parties, concerts, dinners, etc.) Elicit their suggestions. On the board, write *Tell me about the last event that you attended.* Ss share their answers in pairs. Elicit some ideas from the class.

1 LISTENING

- A  **2.13** **PAIR WORK** **Audio script p. T-176** Read the instructions aloud.

- Ss look at the pictures and discuss the questions in pairs.
- Elicit ideas from the class.
- Play the audio.
- Ss share their answers with a partner. Elicit answers from the class.

Answers

A a retirement party B a cake shaped like a strawberry

- B  **2.13** **RECOGNIZE EMPHASIS** **Audio script p. T-176** Read the instructions aloud. Check understanding.

- Play the audio. Play the audio again, stopping after each emphasized word. Elicit the answer after each one.

Answers

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

- C  **2.13** **PAIR WORK** **THINK CRITICALLY** **Audio script p. T-176** Read the instructions aloud.

- Play the audio.
- Ss compare answers with a partner. Elicit answers from the class.

Answers

boarding passes for guests at a wedding that told them where to sit and what their meal was; a strawberry-flavored cake that looked like a strawberry; having guests take home something and leave something behind; suitcase in which wedding guests put advice for the couple

2 PRONUNCIATION: Listening for emphasis

- A  **2.14** Books closed. On the board, write *It was a very good party.* Say it with the main stress (higher pitch) on *party* and then again with the main stress on *very*. Elicit that the change in main stress shows a different emphasis.

- Books open. Play the audio for Ss to listen to the emphases.

- B  **2.15** Play the audio.

- Ss listen and underline the words that are emphasized. Ask Ss to repeat, focusing on the main stress.

Answers

- 1 Well, the birthday girl loved it, but not everyone likes strawberries.
- 2 That's such a terrific idea.
- 3 And it really is the little things they remember.

- Elicit that there isn't always one "correct" word to emphasize – speakers can stress different words depending on what they *want* to emphasize.

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

Answers

When we want to show emphasis, we put the main stress on the word we want to emphasize. We usually do this by using a *higher* pitch on this word. The main stress **can** include functional words like determiners.

3 SPEAKING SKILLS

A  **2.13** *Audio script p. T-176* **Introduce the task**
Read the instructions aloud.

- Ss complete the task with a partner.
- Play the audio for Ss to check their answers.

Answers

1 thing; S 2 such; Sh 3 fabulous; Sh 4 over; S
5 bet; Sh 6 hurts; S 7 worth; S 8 way; Sh

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

- Ss complete the conversation in pairs. Then they compare their conversations with another pair.
- Ask several pairs to read their conversations for the class.

4 PRONUNCIATION: Saying words that show a contrast

A  **2.16** Books closed. Ask a S *Is your birthday in June?* Have the S confirm or correct you. If they correct you, notice whether they stress the corrected word (e.g., *No, it's in March.*).

- Books open. Play the audio for Ss to identify the stressed words in the sentences. Ask Ss to repeat the sentences.

Answers

1 I bet everyone loved that!
2 Well, most people did.
3 Her birthday's not in March, it's in April.

B  **2.17** Ss underline the words that show a contrast. Play the audio for Ss to check their answers. Ask Ss to repeat the sentences.

Answers

1 It wasn't her birthday, it was his.
2 I don't have any ideas for the party, but Diego does.
3 Shall we get her a present or give her some money?
4 He didn't just like it, he loved it!

C **PAIR WORK** Put Ss into pairs. One S says a sentence. The other replies with a contrast. Encourage Ss to think of as many contrasts as possible. Monitor and make sure Ss are using stress (especially a higher pitch) to show contrasts. As an extension, Ss can make their own sentences, say them to their partner, and their partner replies with a contrast.

Possible answers

2 A café would be more interesting.
3 He's already late!
4 No, it was a green one.
5 It doesn't start until then.

5 SPEAKING



A **GROUP WORK** Put Ss into groups of three or four. Read the instructions aloud. Ask volunteers to read the events aloud. Explain that Ss are going to present their ideas to the class. Ss decide who in their group will write notes and who will present the ideas to the class.

- Ss discuss in groups. Listen for any good examples of language or anything interesting you can comment on when the activity is over.

B Read the instructions aloud. Ask volunteers to read the example conversation.

- Set a time limit for Ss to present. When Ss speak, focus on their performance, rather than their accuracy. Give them feedback based on how well they completed the task.
- Ss present their event on behalf of their groups. Which idea is the most entertaining?

EXTRA ACTIVITY

Put Ss into groups of four or five. Give them each a secret identity – someone famous they will know. They are not allowed to say the name of this person. Ss then role play a dinner party as their famous person while the other Ss have to guess who they are. Avoid giving characters that don't speak – like *The Hulk* or people who could easily be guessed.

- Workbook Unit 8.3

- **Introduce the topic** Ask Ss *What do most people complain about? Why?* Elicit some examples, e.g., the weather, traffic, etc.

1 READING

A Read the questions aloud. Check understanding of *formal complaint*. Ss discuss in pairs.

B **IDENTIFY WRITER'S PURPOSE** Read the instructions aloud.

- Ss read individually.
- Ss share their answers with a partner. Elicit answers from the class.

Answers

The purpose is to give tips on how to write a good complaint letter.

Examples:

You want to end a cell phone service contract early to change to a cheaper provider. – not valid

You receive poor cell phone service and want to end your contract. – valid

You drop a product and accidentally step on it. – not valid

A product breaks when you set it down gently. – valid

The new couch is stained. – valid

TEACHER DEVELOPMENT
ACTIVITY 2

Using patterns to anticipate

Alternative instructions for exercise 1A

This activity builds on the previous one to show students how they can use awareness of a very common information pattern to anticipate what a paragraph will say.

- On the board, write this extract from the article and label it:

Be polite and reasonable ADVICE >

Whether you are writing or calling, stay calm.

MORE DETAIL / EXAMPLE >

Anger will give companies an excuse to refuse to deal with you. REASON

Point out how advice in texts is very often followed by supporting details or examples and often a reason for the advice.

- On the board, write three headings from the article, e.g., *Make sure your complaint is valid*, etc. Ss talk in pairs and decide what details, examples, and reasons could be used to support each piece of advice.
- Discuss Ss' ideas as a class. Ss open their books to read and compare their ideas with those in the article.

C Read the instructions aloud.

- Ss answer the questions individually.
- Then they share answers with a partner. Check answers as a class.

Answers

- 1 Both a complaint letter and phone call: Make sure your complaint is valid.; Figure out what you want to achieve.; Name names.; Set a deadline.
- 2 Only a complaint letter: Always address a letter to a specific person.; Include your details.; Keep copies.; Check your spelling; Make sure your complaint arrives.

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

- Ss answer the questions in pairs.
- Elicit answers from the class.

**EXTRA ACTIVITY**

Write the start of a letter on the board. It can be a letter of application, reference, inquiry, etc., e.g., *Dear Mr. Teacher, I'm writing to tell you about a problem my son has in your class.* Ss then write one sentence to continue the letter and pass their letter to the left. The next S reads it and writes another line. Keep passing letters until Ss have finished the letter. Ss have to follow what has been written before. When complete, read some of the letters to the class.

2 WRITING

A **Introduce the task** Read the instructions aloud.

- Ss work individually to answer the questions.
- Ss share their answers with a partner. Elicit answers from the class.

Answers

The problem is that her new washing machine won't turn on. She's not happy because the sales manager suggested there was something wrong with the power in her house. Then he said she couldn't return the washing machine because it was a sale item.

She wants the company to pick up the washing machine and send/give her a refund.

- Direct Ss' attention to the **Register check**. Give them time to read the information.

B **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss the question in pairs.
- Elicit answers from the class.

Answer

She followed all of them except the final one. (She didn't ask the recipient to confirm her email was received.)

C **AVOID RUN-ON SENTENCES AND SENTENCE FRAGMENTS** Read the instructions aloud.

- Ss read the common errors.
- Elicit answers from the class.

Answers

- 1 I am writing to complain about the above washing machine, which I bought in your Summer Sale on July 15. I purchased it for \$175.99 at the Main Street branch of Markus Appliances and include a copy of the receipt as proof of purchase.
- 2 I immediately went back to the store and explained the problem to the sales manager, Rob Clark.
- 3 I find this unacceptable. First, the item is obviously faulty.



WRITE IT

D **PLAN** Read the instructions aloud. Volunteers read the problems.

- Ss work in pairs to choose a problem and discuss what to include in their letters.

E **Do the task** Give Ss time to write. Set a time limit of 20 minutes. Circulate and monitor as Ss work.



HOMEWORK IDEAS

Assign the writing of the letter as homework. Ask Ss to give themselves a time limit of 20 minutes. Ss bring their letters to the next session.

F **PAIR WORK** Before Ss start, ask them to look for positive aspects in their partner's letter. Encourage Ss to look for things they could use in their own writing.

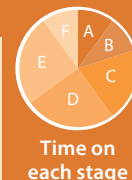
- Put Ss into pairs. They exchange letters and read their partners' letter.
- Monitor as Ss share. Listen for any interesting ideas you could comment on at the end of the activity.
- Ask Ss to share positive things about their partner's letter. Write them on the board. Display Ss letters on the walls of your classroom or share them on the class social media page.
- **Workbook Unit 8.4**

TIME TO SPEAK

The key to less stress

LESSON OBJECTIVE

- make a podcast on ways to reduce stress



- **Introduce the task** **Aim:** Ss generate ideas about podcasts.
- Ask *What podcasts do you listen to? Would you like to make a podcast? What about?* Elicit ideas from the class. Explain that there are lots of podcasts that can help them improve their English.

A DISCUSS **Aim:** Ss discuss the topic of stress.

- Read the instructions aloud.
- **PAIR WORK** Direct Ss' attention to the stress scale. In pairs, Ss discuss where they are on the scale, and where their stress comes from. Elicit ideas from the class.
- Direct Ss' attention to the pictures. Ss discuss things that cause stress.

B **Aim:** Ss share their ideas.

- **GROUP WORK** Pairs get together with another pair to discuss.
- Elicit common stress factors. Write them on the board.

C DECIDE **Aim:** Ss collate stress reduction ideas.

- **PAIR WORK** Ss work with their partner from part A. Pairs read the stress reduction tips and decide on their top three.
- Bring the class back together. Elicit the top ways to reduce stress.

D PREPARE **Aim:** Ss prepare a podcast.

- Read the instructions and **Useful phrases**. Explain that both Ss should talk in the podcast, and it should be three to five minutes long.
- Circulate and monitor as Ss discuss. **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads. Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

E PRESENT **Aim:** Ss present their podcasts to the class.

- Ask Ss to present their podcasts to the class. If you have a large number of Ss, you could put Ss into groups of six and ask pairs to perform their podcast for the group. Before you start, encourage Ss to notice different elements in the podcasts such as grammar, vocabulary and phrases, pronunciation, and the ideas themselves.
- **WHOLE CLASS** Pairs perform their podcasts while other Ss listen and notice language.
- Ss discuss any feedback they have. **Feedback for speaking activities*** Ask Ss, at the end of the task, to tell their peers one or more things that they did well.

F AGREE **Aim:** The class chooses the best podcast.

- Ask Ss to share their ideas and decide on the two best podcasts.
*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

PROGRESS CHECK

- Direct Ss 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 Development Activity 1 helps students notice some common information patterns: definition > example and opinion > reason. What motivates these patterns? In other words, why follow a definition with an example? an opinion with a reason?
- 2 Development Activity 2 shows students how they can use knowledge of information patterns to anticipate what a text will say. How useful did your students find this activity? Do you think it helped them to read the article more efficiently? Why or why not?
- 3 What other common patterns can you think of? (You may find it helpful to look at a few texts while trying to answer this question.)
- 4 How do you think these activities could help students with their writing?

THINGS HAPPEN

9



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Commenting and checking

Good interactive communication involves using small expressions that respond to what the other person says. Another strategy is for the listener to listen carefully and then summarize what they think the other person has said. This shows that they have been paying attention, and it's a way of checking that they have understood correctly. This can be particularly helpful for non-native speakers if they aren't sure they have understood what the other person has said. Another way of checking information is to ask questions as the speaker explains something. Commenting and checking are key conversation strategies and another way of showing interest when speaking to another person.

Summarizing to check (Activity 1): You show how Ss can check what's been said with a summary. You can try this in lesson 9.1.

Checking as you go (Activity 2): You show Ss how to use questions to check understanding. You can try this in lesson 9.3.

To find out more about this kind of interaction, read *Key Issues in Language Teaching* by Jack C. Richards, pp. 411–415. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Ask Ss *What makes something strange? Tell me about something strange that happened to you. When, where, and why did it happen?* Give Ss time to think about the question before they share their example with a partner. Elicit any strange events from the class. Share any strange events from your own life.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

A Read the instructions aloud.

- Ss look at the picture and discuss in pairs.
- Elicit answers from the class.

B Read the questions aloud.

- Ss discuss the questions in pairs.
- Elicit examples from the class.

C Read the instructions aloud.

- Ss discuss in pairs. Circulate and monitor. Elicit answers from volunteers.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether their opinion is similar to Carolina's opinion.

EXPERT SPEAKER

I do believe in chance, but I also really like to plan. I have five-year plans, I have ten-year plans, but I like to leave some room for the unexpected things to happen, because life always surprises you.

- talk about how your life might be different

- **Introduce the task** Elicit the idea of a *turning point* (a time when an important change begins to happen). Write the heading *Things That Changed My Life* on the board and populate with ideas underneath, e.g., an event, a person, a place, an accident. Tell Ss about one thing that changed your life. Ask Ss to share something that changed their life with a partner. Elicit any interesting stories when Ss finish.

1 LANGUAGE IN CONTEXT

A Read the questions aloud. Ss discuss in pairs.

B Do the task Read the instructions aloud.

- Ss read the posts individually.
- Ss share their answers in pairs.
- Elicit answers from individual Ss.

Answers

Lara_Park believes in luck.
PracticalGal thinks people make their own luck.
Jace_the_Ace thinks life is a combination of luck and determination/hard work/skill.

C Read the instructions aloud.

- Ss read the posts again. Ask them to make a list of the specific events or to circle and number the parts of Lara's post that identify the events.
- Ss share their ideas with a partner.
- Elicit answers from the class.

Answers

She broke her finger – her brother closed the car door on it – so she had to have an X-ray.
She found the X-ray of her bones fascinating.
The technician was very enthusiastic about her job.
Talking to the technician made Lara start on a path toward that career.

VOCABULARY SUPPORT A *technician* is someone whose job involves practical work with scientific or electrical equipment. An *X-ray* is a photograph that shows the inside of the body.

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

- Ask Ss to think back to their ideas at the start of the class. Monitor as Ss talk in groups of three or four.
- Elicit ideas when Ss finish.

2 VOCABULARY: Luck and choice

A  **2.18** Read the instructions aloud.

- Ss work in pairs to complete the chart with the expressions.
- Play the audio for Ss to check answers.

Answers

About luck: be fortunate, be in right place at the right time, chance encounter, coincidence, fate, lucky break, (not) believe my luck, wind up

About choice: deliberate decision, determination

About luck and choice: life-changing experience, path
Nouns or noun phrases: chance encounter, coincidence, deliberate decision, determination, fate, life-changing experience, lucky break, path

Verb phrases: be fortunate, be in the right place at the right time, (not) believe my luck, wind up

Not used in the post: be fortunate, wind up, (not) believe my luck

B Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C Read the instructions aloud.

- Ss discuss in pairs. Circulate and monitor. Listen for any good use of language you can comment on when the task is finished.
- Elicit stories from volunteers.

3 GRAMMAR: Unreal conditionals

- **Introduce the task** Write the following sentence stems on the board. *If I had a million dollars ... ; If I had ... , I wouldn't have ...* . Ask Ss to complete the sentences in pairs. Elicit answers from the class and write them on the board. Correct the grammar if it's wrong but don't explain why. Ss will figure out the grammar for themselves in the next exercise.

- A Present the grammar** Read the instructions aloud. Ask volunteers to read the sentences in the grammar box aloud.

- Ss work in pairs to complete the task.
- Check answers by asking Ss to read the whole sentence. If possible, relate some of the answers back to the sentences Ss made at the start of the lesson.

Answers

1 *if; result* 2 *if; result* 3 *result*

- B Direct Ss to page 137 to complete the grammar exercise. Teacher tips for the grammar exercises are on page T-129.**

- C Do the task** Read the instructions aloud.

- Ss complete the sentences individually.
- Read the **Accuracy check** box aloud. Ss check their work for accuracy.
- Ss share their answers in pairs. Ss ask questions of their partner to find out more.
- Elicit answers by asking Ss to read the whole sentence. Monitor pronunciation and correct grammar.

4 SPEAKING

- A GROUP WORK** Read the instructions aloud. Ask volunteers to read the situations. Check understanding.

- Ask a volunteer to read the example aloud.
- Ss discuss in groups of three or four. Listen for good use of language or anything interesting that you can share when the activity is over.
- Elicit ideas from volunteers. Write any good example sentences on the board.

EXTRA ACTIVITY

Ask Ss to write three sentences using unreal conditionals about their family or friends, e.g., *If he hadn't joined the Army, my dad wouldn't have met my mom.*; *My grandmother might not have gone to college if she hadn't won a scholarship.* Circulate and monitor as Ss write. Ss share sentences with a partner, and then elicit examples from the class. Write any good examples on the board so everyone can see. Correct sentences as you elicit.



TEACHER DEVELOPMENT ACTIVITY 1

Summarizing to check

Alternative instructions for exercise 4

Students practice summarizing what another person says as a way of giving feedback and checking understanding.

- Ss plan what they are going to say.
- With the whole class, ask a confident S to read aloud the example in the speech bubble.
- Respond to this by saying, *So what you're saying is, you love your job and you're working on an interesting project right now.*
- Elicit from Ss the idea that your comment was a summary that showed that you had been listening.
- Elicit the expression *So what you're saying is ...* , and write it on the board.
- Write up two alternatives: *So in other words ...* and *So if I've understood correctly ...* .
- Put Ss in groups and give each S a number.
- Tell S2 to comment on S1, and then S3 comments on S2, etc., to make sure all Ss practice commenting.
- Ss talk about their life choices and comment on each other.

- **Workbook Unit 9.1**
- **Worksheets: Grammar 9.1; Vocabulary 9.1**

- **Introduce the task** On the board, write some examples of mistakes or things people might regret, e.g., *buying a car that breaks down a lot; spilling your coffee; being late for work; failing your exams; not following your dreams*. Use other ideas you think your Ss would find interesting. Ask Ss to rank them from the worst (1) to not so bad (5). Ask Ss to share their ideas with a partner. Elicit ideas from the class.

1 LANGUAGE IN CONTEXT

- A  **2.19** Direct Ss' attention to the picture and read the first two questions aloud.

- Elicit answers from the class. (Possible answers: He regrets washing/drying the sweater so that it shrank. People regret buying something they didn't really need, not going to a special event like a concert, going to bed too late, etc.)
- Read the rest of the instructions aloud.
- Play the audio. Ss listen and read.
- Elicit answers from the class.

Answers

They talk about four regrets.

- Read the **Insider English** box aloud. Ask volunteers to read the examples. Check understanding by making a comment to individual Ss that they reply to with *I bet* + correct response. Try to use a range of tenses and pronouns, e.g., *I'm so glad I passed the test. (I bet you are!); My brother was disappointed when he didn't get the job. (I bet he was.)*

- B  **2.19** Read the instructions aloud.

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

Answers

Ruby regrets washing her hair with regular soap rather than shampoo.
Sonia regrets spilling pasta with tomato sauce on her white top.
David regrets washing his sweater in hot water because it came out really small.
Paulo regrets ripping his pants while dancing.

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

- Ss discuss in pairs.
- Elicit some of their ideas for dealing with regrets.

HOMEWORK IDEAS

Discuss what kinds of things Ss like to read. Ask Ss to read something in English related to regrets. This could be a book or something online. In the next class, ask Ss to discuss what they read in pairs and/or as a class.

2 VOCABULARY: Commenting on mistakes

A  2.20 **Present the vocabulary** Read the instructions aloud. Do the first expression with the class as an example.



- Give Ss time to define the expressions in pairs. Circulate and monitor.
- Play the audio for Ss to check answers.

Answers

be a bad move: be a bad decision
be a dumb thing to do: be a stupid thing to do
be a silly mistake: be a mistake you made because you weren't being careful
be incompetent (at): not able to do something well
be in too much of a hurry: do things too quickly
be unfortunate: not go the way you had hoped or planned
be your own fault: be responsible for something bad that has happened
find yourself in an awkward situation: be in a situation that makes you feel embarrassed and not relaxed
kick yourself: be very annoyed with yourself for doing something stupid or wrong
learn something the hard way: learn something from a bad experience
not watch what you're doing: not be careful
see the funny side of something: find something funny in a bad situation

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

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

- Ss discuss the mistakes people make in pairs.
- Elicit ideas from the class.

3 GRAMMAR: Wishes and regrets

A **Do the task** Read the instructions aloud. Ss read the sentences in the grammar box individually.

- Ss complete the rules individually.
- Ss check answers with a partner.
- Ask volunteers to read the rules aloud to check answers.

Answers

1 the same 2 could 3 past perfect

B Direct Ss to page 137 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud. Ask a volunteer to read the example aloud.

- Ss complete the sentences individually. Then they tell a partner about their experiences.

Answers

- 2 If only I could find it.
- 3 If only I hadn't forgotten to do it.
- 4 If only I didn't have to go there.
- 5 If only I had time to do it.
- 6 If only I'd answered it.

4 SPEAKING

A **PAIR WORK** **Review** Read the instructions aloud. Ask a volunteer to read the example.

- Ss share regrets in pairs. Circulate and monitor.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether their regrets are similar to Carolina's regrets.

EXPERT SPEAKER

Last year, my husband and I moved to a very small apartment, and I made him give away a table. And just this week, we moved to a bigger apartment, and I so regret that I made him give away the table. We really needed that table now! I just wish I hadn't done that.

- **Workbook Unit 9.2**
- **Worksheets: Grammar 9.2; Vocabulary 9.2; Speaking 9**

- reassure someone about a problem

- **Introduce the topic** Explain that *reassure* means to comfort someone and stop them from worrying. Write some problems on the board, e.g., *delete an important file, lose your cell phone, get a flat tire, have an argument with a family member*. Avoid anything too serious. Ask Ss *How could you reassure someone in these situations?* Circulate and monitor. Elicit Ss ideas from the class.

1 LISTENING

- A **2.21** **Audio script p. T-176** Read the instructions aloud. Elicit answers from the class for the first question.

- Play the audio. Ss do the task individually.
- Ss share their answers in pairs. Elicit answers from the class.

Answers

The woman wrote a (very) personal email to a friend but sent it to a senior manager at her company by mistake.
Four people call in to give her advice.

- B **2.21** **Audio script p. T-176** Read the instructions aloud.

- Play the audio. Ss write notes as they listen.
- Ss share answers in pairs. Elicit answers from the class.

Answers

Marta: Send the manager an apology.
Jon: Say nothing and get on with your job.
Ramon: Go to the man and tell him what happened.
Be honest.
Amanda: Don't worry. But in the future, be careful about what you write and who you send it to.

- C **2.21** **IDENTIFY FEELING** **Audio script p. T-176** Read the instructions aloud. Give Ss time to read the adjectives before they listen again.

- Play the audio. Ss do the task individually.
- Elicit answers from the class.

Answers

1 a 2 c 3 b 4 c 5 b

- D **PAIR WORK** Read the instructions aloud.
- Ss discuss in pairs. Circulate and monitor.
 - Ask volunteers to share their stories.

2 PRONUNCIATION: Listening for different word groups

- A **2.22** Books closed. On the board, write *I saw her sitting at my computer. I saw her, sitting at my computer*. Elicit that the first sentence has one word group and the second has two. This is because the first sentence is subject-verb-object, which tends to be a single word group. The second is subject-verb-object + adverbial, and adverbials tend to be separate word groups.

- Books open. Play the audio for Ss to listen to the word groups. (Note: Word groups are often called *tone units* or *intonational phrases* in pronunciation textbooks.)

- B **2.23** Play the audio. Ss separate the word groups. Check answers as a class.

Answers

- 1 Last week // I wrote a personal email to a friend // a very personal email // but by accident // I sent it to a senior manager at my company
- 2 It happened to me too // but with a friend // not a coworker // I just pretended my brother had got into my email // and sent it as a joke
- 3 That's digital communication // we write and send stuff quickly // and then we can't "unsend" it // so we have to live with our mistakes

- Reassure Ss that this analysis is quite advanced and there may be some occasional disagreement, even among experts. The important thing is to appreciate that speaking fluently doesn't mean speaking very fast with no pauses!

- C Ss choose the true statement about word groups. Ask Ss to highlight the main stress in the word groups in B.

Answer

2

3 SPEAKING SKILLS

A  **2.21 Audio script p. T-176** Read the instructions aloud.

- Ss match the phrases individually.
- Ss check answers with a partner.
- Play the audio for Ss to check answers.

Answers

1 d 2 f 3 a 4 g 5 i 6 b 7 h 8 c 9 e

B **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss in pairs.
- Elicit answers from the class.

Answers

Not appropriate for more formal relationships:
That's the way it goes. (could sound like you don't care)
What are you worrying for? (could sound a little rude)
It's no use crying over spilled milk. (too informal; could sound a little tough)
It's not that bad. (might be OK, but could sound like you don't care)
No one is perfect. (could sound a little rude /like you don't care)

EXTRA ACTIVITY

Share some common idioms with Ss. Discuss their meanings and encourage Ss to remember one or two that they like. Remind them that idioms are not usually formal language. Ask Ss to write sentences using the idioms or suggest situations when they could be used. Suggested idioms: *sit on the fence* (be undecided); *let the cat out of the bag* (to tell a secret); *it's not my cup of tea* (I don't like it.); *when in Rome* (When you are visiting another place, you should follow the customs of the people in that place.), etc.

C Put Ss into pairs and assign each one to be either **Student A** or **Student B**. Direct Ss A to page 158 and Ss B to page 160.

- Give Ss time to read their situations. Check understanding.
- Pairs role play their conversations. Circulate and monitor.
- Ask volunteers to perform their role play for the class.

4 PRONUNCIATION: Using intonation in conditional sentences

A  **2.24** Books closed. Write the sentence with the words mixed up on the board and ask Ss to unscramble the sentence.

- Books open. Ask Ss to check the order of their sentences. Then play the audio and have Ss identify the intonation pattern.

Answer

a

B  **2.25** Books closed. On the board, write *If it'd gone wrong*. Then say *we'd have lost everything* with a rising intonation and say *I'd have blamed you* with a falling intonation. Ask Ss which ending is correct (*I'd have blamed you*).

- Books open. Play the audio. Ss listen and complete the conditional sentences with the word groups that have a falling intonation. Check answers as a class. Ask Ss to repeat the sentences.

Answers

- 1 this would never have happened
- 2 I might have said no
- 3 I would've failed
- 4 I could have gotten ready

5 SPEAKING

A **PAIR WORK** Read the instructions aloud. As a class, brainstorm some situations. Elicit Ss' ideas and write them on the board. Tell Ss they can use the suggestions or their own ideas.

- Ss discuss in pairs. Circulate and monitor. Listen for good use of language or anything interesting you can comment on when the activity is over.

B **GROUP WORK** Read the instructions aloud. Ask volunteers to read the examples.

- Put pairs together to form groups of four. One pair presents to the other. Then they switch. Ask pairs to comment on what they heard and the language used.
- Ask volunteers to perform their conversation for the class.



TEACHER DEVELOPMENT ACTIVITY 2

Checking as you go

In this activity, students use questions to check they understand what a speaker says.

- Ss do their role plays in exercise 5B and get feedback on the advice given.
- Ask a confident S to read the example in the speech bubble in exercise 5B.
- As the S speaks, interrupt with the questions *Did you wear the suit to the party?* *You mean you can't find it?* *So you haven't told him yet?*
- Ask Ss why you asked these questions. (Answer: to check your understanding)
- Make sure that Ss understand they need to listen carefully and ask questions about what they hear.
- Ask Ss to repeat their role plays – the person listening to the problem should ask questions.
- Give feedback and ask Ss how asking checking questions changed their conversations.

- Workbook Unit 9.3

- **Introduce the topic** Ask *Is there an activity or sport that you could teach someone else to do?* Elicit some answers from Ss. Ask Ss to work alone and write five tips for their activity or sport. Ask Ss to share their tips with a partner. Elicit some tips from the class.

1 READING

A **PAIR WORK** **MAKE PREDICTIONS** **Do the task**

Read the instructions aloud.

- Give Ss time to predict before they read.
- Elicit predictions from the class.
- Ss read the article individually.
- Ss discuss whether their predictions were correct with a partner.

VOCABULARY SUPPORT To be *relieved* means to feel happy because you are not worried about something anymore. An *interaction* is the activity of talking and doing things with other people.

Answers

Yes, he was happy at the end. He says he felt great about most of his interactions with strangers and that almost every interaction left him feeling a little happier.

B Read the instructions aloud.

- Before they read again, Ss make two lists: *happy* and *regrets*. Give Ss time to read and populate their lists.
- Ss share answers with a partner.
- Elicit answers from the class.

Answers

He was happy about: giving advice to the man in his hometown, chatting with the men who were at his house to cut his trees, and about talking to people at the neighborhood party.
His regrets: not talking to the man wearing the T-shirt that said, "Coastal Maine Botanical Gardens" because he wanted to ask where the gardens are and chat about the area; not having more conversations on the ferry.

C **IDENTIFY IMPLICATIONS** Read the instructions aloud.

- Ss do the task individually.
- Ss share their answers with a partner.
- Elicit answers from the class.

VOCABULARY SUPPORT An *implication* is the act of suggesting something without saying it directly. For example, *She said she was moving out, an implication they were splitting up.*

Answers

1 d 2 a 3 c 4 b 5 e

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

- Ss discuss in pairs. Circulate and monitor.
- Elicit answers and reasons from the class.

2 WRITING

A Do the task Read the instructions aloud. Elicit the meaning of *summarize* (to describe briefly the main facts or ideas of something).

- Ss read and summarize the tips individually.
- Ss compare answers in pairs. They also discuss any other tips they might have.
- Elicit answers from the class.

Answers

Tips: Don't interrupt people when they're speaking; Show interest in what others are saying; Watch someone's body language so you can understand their feelings; Think before you speak/respond.

Suggested answers for more tips: Make eye contact; Smile and nod; Don't check your phone in the middle of the conversation; Ask questions to develop the conversation.

- Read the **Register check** box aloud. Ask Ss to suggest some soft advice for the following situations: eating dinner, meeting your in-laws for the first time, taking a driving test.

B PARALLEL STRUCTURES Read the instructions aloud. Write an example on the board and ask Ss to give it parallel structure as a class, e.g., *I like reading, movies, and the food in restaurants.* – *I like reading, watching movies, and eating in restaurants.*

- Ss work in pairs to correct the sentences.
- Elicit answers from the class. Write them on the board.

GRAMMAR SUPPORT *Parallel structure* is when a writer repeats the same pattern of words or phrases in a sentence.

Answers

Underlined parts are not parallel because: *Excited* and *angry* are adjectives but *are worried* is a verb + adjective. *Eye movement* and *hand gestures* are noun phrases, but *how they stand* uses *how* + *they* + verb. *Ask questions* and *make a comment* are verb phrases, but *you should give advice* uses a subject + *should* + a verb phrase.

Adjective: worried

Noun phrase: posture

Verb phrase: give advice



WRITE IT



C PLAN Read the instructions and categories aloud.

- Ss discuss in groups of three or four. Circulate and monitor.
- **OPTIONAL ACTIVITY** Allow Ss to use their smartphones to check for more ideas, if necessary.
- Encourage Ss to write notes about possible titles, the tips they'll include, headings, etc.

D Do the task Give Ss time to write. Circulate and monitor.

E PAIR WORK THINK CRITICALLY Read the instructions aloud.

- Ss exchange papers with a partner. Encourage them to look for positive aspects in their partner's work such as good use of vocabulary, good grammar, and interesting ideas. Circulate and monitor.
- Ask Ss to share their partner's best tip with the class.
- **Workbook Unit 9.4**

- **Introduce the task** **Aim:** Ss discuss class reunions.
- Elicit the idea of a class reunion (an event where you meet with former classmates from school many years later). Ask *Have you met someone you used to go to school with or lived near or played with when you were younger? How did it feel to see that person again?* Ss share their answers with the whole class.

A Aim: Discuss how Ss feel about class reunions.

- Read the instructions aloud.
- **PAIR WORK** Ss discuss in pairs.
- Elicit ideas when Ss finish. Do Ss have the same ideas?

B PREPARE Aim: Ss prepare their ideas.

- Read the instructions aloud.
- **INDIVIDUALLY** Ss work individually to complete the task. Explain that they will share their ideas in the next part of the lesson. **Preparation for speaking*** Give Ss time to think silently and take notes about the task they are going to perform.

C DISCUSS Aim: Ss share their ideas.

- **Do the task** Read the instructions aloud. Ask volunteers to read the **Useful phrases**.
- **WHOLE CLASS** With their books and notes, Ss circulate around the room talking to at least three other Ss.
- **Feedback for speaking activities*** Monitor and make notes on the language that Ss are producing so you can give feedback later.

D PRESENT Aim: Share ideas Ss learned.

- Read the instructions aloud.
- **WHOLE CLASS** Ask confident volunteers to share the comments they heard. Encourage the class to ask questions. Ask questions yourself.

E DECIDE Aim: Ss choose the most interesting experience.

- Read the instructions aloud. On the board, write the headings *Education, Work, Travel, Free time*.
- **WHOLE CLASS** Elicit stories for each heading.
- Ss vote on the most interesting stories.
- Give feedback on the language you heard. Draw attention to examples of accurate and appropriate language.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-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 These two development activities require the listener to respond spontaneously to the speaker. How well did students manage this?
- 2 When the listener is checking their understanding, what does the speaker need to do? Did students do this naturally, or did you need to prompt them to do so?
- 3 Did you notice students' intonation when they were checking information? Do they need to use a wider range so that they sound more interested?
- 4 In Development Activity 2, how many questions did students ask? What do you think is natural for a conversation of this length?
- 5 If students are reluctant to ask questions in this way, do you think it's because of their language ability, or is it a cultural issue? Why do you think that?
- 6 In which real-world situations would it be useful for students to use these checking strategies?

REVIEW 3 (UNITS 7–9)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Speaking skills* 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 speaking skills language from Units 7–9. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Read the instructions aloud.

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

Answers

1 purchase 2 are practical 3 throw in
4 is tangled up 5 be organized 6 convinced
7 arrange 8 bad move 9 learned the hard way
10 be worth the money 11 regret 12 urge

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

- Ss discuss in pairs.
- Elicit answers from the class.

2 GRAMMAR

A Read the instructions aloud.

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

Answers

1 to read 2 to do 3 to eat 4 doing 5 to start
6 to have 7 to go 8 playing 9 understanding
10 to happen

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

- Ss discuss in pairs.
- Ask Ss what they learned about their partners.

3 VOCABULARY

A Read the instructions aloud.

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

Answers

1 break 2 pleasure 3 lesson 4 difference
5 time 6 life 7 expected 8 ease 9 life-changing
10 encounter

B PAIR WORK Read the instructions aloud.

- Ss discuss in pairs. Make sure Ss give reasons for their ideas.
- Ask volunteers to share their answers with the class.

4 GRAMMAR

A Read the instructions aloud.

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

Answers

1 going to learn 2 will be 3 I'm having 4 might
5 I'll be studying 6 moved 7 could 8 could

B PAIR WORK Read the instructions aloud.

- Ss discuss in pairs.
- Elicit ideas from the class.

PEOPLE, PROFILES

10



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Classroom and learner management – Helping students think about useful techniques

In this unit, we're focusing on helping students become successful, independent learners. Some students work hard outside the classroom to improve their English, but do not follow helpful strategies presented in class. For this reason, their progress can be slow. However, when students understand why a teacher follows a particular procedure in class, they may use a similar one themselves when studying independently. Getting students to reflect on the stages of a reading lesson is a good starting point. And by including a personal review stage, teachers can help students identify specific self-study goals.

Getting students to reflect on the stages of a reading lesson (Activity 1): Ss look back on the stages of a reading activity. You can try this in lesson 10.1.

Including a personal review stage (Activity 2): Ss discuss what language areas are important to them. Try this in lesson 10.3.

To find out more, read "Structuring and Signposting" from *Classroom Management Techniques* by Jim Scrivener, pp. 159–160. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write two sentences that describe you. Make them general but still identifiable as you, e.g., *I'm very short and wear glasses. I'm from Texas, and I speak Spanish and English.* Ask Ss to write two sentences about themselves anonymously on a slip of paper. Collect the papers and read the sentences aloud. The class guesses who wrote each one.

VOCABULARY SUPPORT *Characteristics* are a quality of something or someone. A *professional profile* is a brief outline of skills and strengths.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

A Read the questions aloud.

- Ss look at the picture and discuss the questions in pairs.
- Elicit ideas from the class.

B Read the questions aloud.

- Ss work in pairs or groups to discuss the questions.
- Elicit answers from the class.

VOCABULARY SUPPORT *To give an impression* means to have an effect on someone's opinion of you. This could also be *to give a good or bad impression*.

C Read the instructions aloud.

- Give Ss time to think of their answers to the questions.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether Lucia's opinions are similar to their opinions.

EXPERT SPEAKER

For job interviews, for example, people usually want to look professional, so they wear something that is formal and that is neat, so they look tidy. When you are going on a date, instead you are trying to, you know, to show that you are attractive so you are more focused on your physical appearance, because you want to look good to the person you are dating. So, for example, women are wearing a more sophisticated makeup or a nice new dress, and men are clean shaved, and they have their car washed.

- talk about people's characteristics

- **Introduce the task** Ask *In what way are you special or unique?* E.g., *I have unusual taste in music.; My left foot is bigger than my right foot.* Ask Ss to share their answers with a partner. Elicit answers from the class.

1 LANGUAGE IN CONTEXT

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

- Ss discuss the questions in pairs.
- Elicit answers from the class.

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

- Ss read silently.
- Ss share their answers with a partner.
- Elicit answers from the class.

Answers

She tried to find her doppelgänger by posting a message and picture on Facebook, Twitter, and Instagram. She used the "I Look Like You" website. She tried some doppelgänger-matching apps, and she uploaded her photo into a Google Images search.

C Read the instructions aloud.

- Ss read the article again.
- Ss answer individually, and then share answers with a partner.
- Elicit answers from the class.

Answers

She got four matches:
Kathryn Laskaris: They had a similar look.
A 20-something male: They weren't similar.
A baby: They weren't similar.
Michal Hirsch: They had the same features, the same hair, and the same smile.

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

- Ss discuss in small groups.
- Elicit answers from the class.



TEACHER DEVELOPMENT ACTIVITY 1

Getting students to reflect on the stages of a reading lesson

Do this activity *after* students have completed exercises 1A–D.

- Ask Ss to recall the stages of the lesson: *What was the first activity we did today? What happened next?*

- Ss work in pairs to recall stages.
 - Elicit and write stages on the board: discuss photos; quickly read to find out how the author tried to find her doppelgänger; read carefully to find out about the matches/similarities; discuss reactions.
 - Ask Ss why each stage is important.
- In feedback, briefly explain the reasons, e.g.,
- *Discussions get you thinking about the topic and some vocabulary you might see in the article.*
 - *In "real life," people quickly look through (scan) an article to identify main idea(s). When they understand these, they move on to find out more information. We do the same thing in the classroom.*
 - *In "real life," we often express our opinions about articles we read. We do the same in class.*

2 VOCABULARY: Describing characteristics



A **2.26** **Audio script p. T-177** Read the instructions aloud. If necessary, do the first item with the class as an example and write the definition on the board.

- Ss work in pairs to write definitions. **OPTIONAL ACTIVITY** Ss use a dictionary or their phones if needed. Circulate and monitor.
- Play the audio for Ss to check their answers.
- Review by saying a definition, e.g., *What means the form of a person's body?* and asking individual Ss to respond with the correct vocabulary word, e.g., *build*.

Answers

In the text: look-alikes, likeness, female, match, look, male, similarities, features
Also adjectives: individual, female, male

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

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

- Ss describe themselves to a partner. Circulate and monitor.
- Elicit some descriptions from the class.

3 GRAMMAR: Gerunds after prepositions

- **Introduce the grammar** Mix up the following sentences on the board and ask Ss to unscramble them. *I'm afraid of walking through the park at night. Living in the city is better than living in the country.* Use any other examples as long as they have a verb + preposition + gerund. Ask Ss to identify the gerund (verb + -ing).

A Present the grammar Read the instructions aloud. Ask volunteers to read the sentences in the grammar box aloud.

- Ss work individually to complete the task.
- Elicit answers by asking Ss to read the whole sentence.
- Give other examples, e.g., *I'm tired of working all the time. Speaking is the best way of learning English.*

Answers

1 after 2 be 3 an object

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

GRAMMAR SUPPORT Lots of verbs and adjectives in English have dependent prepositions that go with them, e.g., *dream of, good at, think about*. Remind Ss to learn these dependent prepositions when they learn the words.

C PAIR WORK Do the task Ss complete the sentences with a partner. Circulate and monitor. Offer suggestions and ideas if needed. Make sure Ss have their own copy of the completed sentences.

- Ask volunteers to read the **Accuracy check** box aloud. Point out that the word that follows the preposition is a gerund (verb + -ing). Ss check their questions for accuracy.
- When pairs have finished, ask them to work with another pair to ask and answer their questions.
- Elicit questions and answers from the class.

4 SPEAKING

A GROUP WORK Read the instructions aloud. Ask volunteers to read the examples aloud.

- Put Ss into groups of three or four. Ask them to share their ideas with the rest of the group. They should explain their opinions using examples. Circulate and monitor.
- Ask volunteers to share their ideas and examples with the class. Do Ss like to be similar to their friends or different?

EXTRA ACTIVITY

Ask Ss to design a questionnaire to practice using gerunds. Ask them to write ten questions using a verb + preposition + gerund, e.g., *What are you afraid of doing? What do you dream of doing one day?* etc. Use other verbs from the lesson or verbs followed by prepositions, e.g., *interested in, good at, believe in, talk about, agree with*, etc. Ss ask and answer their questions with classmates. Share the results as a class.

- **Workbook Unit 10.1**
- **Worksheets: Grammar 10.1; Vocabulary 10.1**

- **Introduce the task** Elicit the meaning of *The customer is always right*. (It means you shouldn't upset paying customers.) Ask *Do you agree with this statement? Why or why not?* Ss share their answers in pairs. Elicit answers from the class.

1 LANGUAGE IN CONTEXT

A 2.27 Read the instructions aloud.

- Ss discuss the question with a partner.
- Play the audio. Ss listen and read.
- Elicit answers from the class.

Answers

They collect information about gender, family situation, age, profession, financial situation, interests, likes, goals, and fears. They do this because it helps stores figure out and guess a lot about customers. And they can predict how much customers might spend a month and what other products they might want to buy.

VOCABULARY SUPPORT *Reveal* means to make known or show something that is surprising or that was previously secret. *To figure something out* means to understand or solve it. When you *negotiate*, you have formal discussions with someone in order to reach an agreement with them.

B 2.27 Read the instructions aloud.

- Play the audio. Ss read and listen again.
- Elicit answers from the class.

Answers

They get information from social media, surveys, and past purchases.
It's useful because it allows the store to figure out a lot about a customer and that enables the store to predict how much this person might spend per month and what other products they might want to buy.

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

- Ss discuss the questions in pairs or small groups.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether their feelings were similar to Lucia's feelings.

EXPERT SPEAKER

I believe that if companies are transparent, and they explain why they need this information and how they are using this information, then it's just your personal choice if you want to share them or not. And I feel quite secure because I think I understand what is the purpose of them asking me this information. So, I think there is no problem with that.

2 VOCABULARY: Describing research



A 2.28 **PAIR WORK** Present the vocabulary Read the instructions aloud. Do the first item (*analyze/analysis*) with the class as an example, if necessary.

- **Do the task** Ss do the task in pairs.
- **OPTIONAL ACTIVITY** Ss use their phones or a dictionary to look up the meanings of the words.
- Play the audio for Ss to listen and check answers.

Answers

analyze: (v) to examine the details of something carefully in order to understand or explain it
analysis: (n) the process of analyzing something
assess: (v) to make a judgment about the quality, size, value, etc., of something
assessment: (n) when you make a judgment about the quality, size, value, etc., of something
calculate: (v) to discover an amount or number using mathematics
calculation: (n) when you use mathematics to discover an amount or number
demonstrate: (v) to show or prove that something exists or is true
demonstration: (n) proof that something exists or is true
examine: (v) to look at or consider a person or thing carefully in order to discover something about them
examination: (n) when you look at or consider a person or thing carefully in order to discover something
identify: (v) to recognize someone or something and say or prove who or what they are
identification: (n) when you recognize and can name someone or something
survey: (v) to ask people questions in order to find out about their opinions or behavior (stress on the last syllable)
survey: (n) a study of opinions, behavior, etc., made by asking people questions (stress on the first syllable)

B Direct Ss to page 150 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **THINK CRITICALLY** Review Read the instructions aloud. Check understanding. Ask a volunteer to read the example.

- Ss do the task in pairs. Circulate and monitor.
- Ask volunteers to share their answers with the class.

3 GRAMMAR: Causative verbs

A Do the task Read the instructions aloud. Ask volunteers to read the sentences in the grammar box. Check for pronunciation and meaning.

- Ss complete the rules individually.
- Ss share their answers with a partner.
- Elicit answers from the class.

Answers

1 infinitive 2 gerund

To talk about things we do not want to happen, we use *keep ... from, prevent ... from, protect ... from, stop ... from*.

- Read the **Notice** box aloud. Check understanding by asking Ss to complete the following sentences *Regular exercise ... ; Eating too much sugar ... ; Spending too long sitting ...*
- Ask volunteers to share their ideas with the class.

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Give Ss time to complete the sentences.
- Ss compare their answers with a partner and ask questions to find out more.
- Elicit examples from the class.

4 SPEAKING

A Do the task Read the instructions aloud. If necessary, verbally complete the information about yourself as a model for Ss.

- Ss complete their customer information individually. Circulate and monitor. Offer any help Ss may need.

B **PAIR WORK** Read the instructions aloud. Ask volunteers to read the examples aloud. Check understanding.

- Ss complete the task in pairs. Circulate and monitor.
- Ask volunteers to share their ideas about their partner with the class.

EXTRA ACTIVITY

Allow Ss ten minutes to write as many sentences as they can beginning with the verbs on page 101, e.g., *Regular exercise prevents ... ; Learning English lets you ... ; Allowing people to wear what they want at work ...* ; etc. Circulate and monitor. Correct sentences if possible. Ask Ss to exchange papers and then complete their partners' sentences. Share any funny or interesting examples with the class.

- **Workbook Unit 10.2**
- **Worksheets: Grammar 10.2; Vocabulary 10.2; Speaking 10**

- **Introduce the task** Ask Ss *How do you decide where to shop for groceries, clothes, etc.? Why do you choose these stores or online sellers?* Elicit ideas from the class.

1 LISTENING

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

- Ss discuss in pairs.

- B **2.29 Audio script p. T-177 Do the task** Read the instructions aloud. Check understanding.

- Play the audio. Ss take notes as they listen.
- Ask Ss to share their answers with a partner.
- Elicit answers from the class.

Answers

They want a cake for Silvia's birthday.
They consider three companies.
They feel hungry at the end.

- C **2.29 LISTEN FOR CONTRASTING IDEAS**
Audio script p. T-177 Read the instructions aloud. Elicit the meaning of strong and weak points (advantages and disadvantages).

- Play the audio. Play it again, if necessary. Ss take notes as they listen.
- Elicit answers from the class.

Answers

Triple Cakes: Strong points: cakes for all occasions, designs for all themes and budgets, skilled professional cake decoration, free personal advice; Weak point: not local, about an hour away
Painted-by-Rose Cakes: Strong points: won awards, has 15 years of experience, paints real pictures on cakes, which look amazing; Weak point: probably expensive.
Madrona Cakes: Strong points: freshly baked, variety of flavors, reasonable prices, cakes low in sugar, cakes with no egg, dairy-free cakes. Weak point: might be *too* healthy

- D **2.30 Audio script p. T-177** Read the instructions aloud.

- Play the audio.
- Elicit answers from the class.

Answers

They chose Triple Cakes because they seem to really care about their customers.

- E **PAIR WORK THINK CRITICALLY** Read the instructions aloud. Check understanding.

- Give Ss time to discuss the questions in pairs.
- Elicit ideas from the class. Share any of your own ideas.

2 PRONUNCIATION: Quoting from a text

- A **2.31** Books closed. Ask Ss when we might quote directly from a text (e.g., reading aloud something funny in an article to a friend, complaining to customer service about information on the company website). Explain that speakers often change the pitch of their voice slightly to indicate which words are theirs and which words they are quoting from the text.

- Books open. Play the audio. Ss listen for audio clues that indicate which specific phrases appeared on the website.

Answers

The company profile says, "cakes for all occasions," "designs for all themes and budgets," and "skilled, professional cake decorating." That all sounds good.
It also says "free personal advice" – that's nice.

- The sections within quotation marks are separated by a short pause from the preceding words, and usually start at a relatively high pitch.

- B **2.32** Ask Ss to look at the extract from the audio and predict how the quoted section would be pronounced. Play the audio for Ss to check.

- Play the audio again for Ss to practice appropriate pitch and pausing.

Answers

There is a brief pause before the words "freshly baked, a variety of flavors, reasonable prices." This phrase is also spoken at a relatively higher pitch than the words before or after it.

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

- Tell Ss to turn to page 98 and look at the article. Give them a couple of minutes to prepare to quote a short extract from this text. In pairs, they then say their sentences to each other. Their partner (without looking at the text!) must identify which words were taken directly from the article.

Suggested answers

The author says the website [pause, then at a higher pitch:] "uses facial recognition software."

The article is called [pause, then at a higher pitch:] "Can You Find Your Doppelgänger in a Day?"

3 SPEAKING SKILLS

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



- Ss work in pairs to explain the underlined words. Circulate and monitor.
- **OPTIONAL ACTIVITY** Ss use their phone or dictionary to find the meanings of the words.
- Check answers as a class.

Answers

- 1 a funny feeling: an idea or feeling that is not easily explained
- 2 impression: an idea, feeling, or opinion about something or someone
- 3 from what I can see: based on the information I have, which may be incomplete
- 4 hunch: an idea based on feeling rather than fact
- 5 judging by: expresses the reasons why you have a particular opinion or impression
- 6 gut feeling: an idea based on feeling rather than fact
- 7 what strikes me: something obvious that I noticed right away
- 8 as far as I can tell: used to say what you have noticed or understood

B **PAIR WORK** Read the instructions aloud. Ask volunteers to read the situations. Check understanding.

- Ss discuss in pairs. Circulate and monitor.
- Ask volunteers to perform their conversations for the class.
- Read the **Insider English** box aloud. Ask Ss *When was the last time you lost track of time?* Elicit answers from the class.



TEACHER DEVELOPMENT ACTIVITY 2

Including a personal review

Do this activity *after* Ss do exercises 3A and 3B. This activity will help students think about the things they have done in a lesson, and which of those things might be important to them in the future.

- Summarize the lesson, e.g., *In this lesson, you looked at eight expressions for talking about your impressions. Then you practiced using those expressions with your partner.*
- Show these questions on the board. Ask Ss to think about them for a minute:
 - Which four expressions do I definitely want to remember? Why?
 - How can I make sure I don't forget them?
 - How will I know if I'm using them for the right situation?
- In pairs, Ss discuss the questions and compare answers.
- In feedback, invite Ss to contribute their ideas etc.

Optional: In a future lesson, ask students to recall their four expressions. Ask whether they have used them in a conversation yet.

4 PRONUNCIATION: Recognizing /eɪ/, /aɪ/, /ɔɪ/

A **2.33** Books closed. Explain that diphthongs are sounds that contain two short vowels together. Demonstrate with /aɪ/. Ask Ss to move from an open /a/ position to a closed /ɪ/ position.

- Books open. Ss underline the /eɪ/, /aɪ/, and /ɔɪ/ sounds. Play the audio for Ss to listen and check their answers. Ask Ss to repeat the sentences.

Answers

- 1 What strikes /aɪ/ me about this place /eɪ/ is the choice /ɔɪ/ of cakes /eɪ/.
- 2 I /aɪ/ have a funny feeling that I may /eɪ/ enjoy /ɔɪ/ it.
- 3 Try /aɪ/ one of our nice /aɪ/ and tasty /eɪ/ pies /aɪ/ – you won't be disappointed /ɔɪ/!

B **2.34** Play the audio for Ss to choose the word in each group that has a different diphthong.

Answers

- 1 climb /aɪ/ 2 ache /eɪ/ 3 weight /eɪ/
- 4 finally /aɪ/ 5 design /aɪ/

C **PAIR WORK** Put Ss into pairs to play a game. Each S writes a list of six of the words from exercise 4B. Ss take turns reading out one of the words. If they hear the word in their list from their partner, they cross it out. The first S to cross out six words is the winner.

5 SPEAKING

A **PAIR WORK** **Do the task** Read the instructions aloud. Check understanding. Ask volunteers to read the examples aloud.

- Ss turn to page 158 and read the descriptions. Answer any questions Ss have about the vocabulary.
- Ss discuss in pairs. Listen and take notes on any interesting ideas you hear.
- When pairs are finished, elicit answers from volunteers. Share any interesting ideas you heard.
- **Workbook Unit 10.3**

- **Introduce the task** Elicit the meaning of *professional profile* (a brief outline of skills and strengths). Ask Ss *What skills do you have? What are your strengths?* Ss share their ideas with a partner. Elicit ideas from the class. Write some of them on the board.

1 READING

- A Do the task** Read the instructions aloud. Check understanding.

- Ss read the article individually.
- Ss share their answers with a partner.
- Elicit answers from the class.

VOCABULARY SUPPORT To be *unique* is to be different from everyone and everything else. A *headshot* is a photograph of a person's face or head and shoulders. To *freelance* is to work for different companies and to be paid according to the hours you work.

Answers

The author has one because she recently graduated from college and is looking for a job. She decides she needs to improve her profile based on information she read in an article with advice on how to write a good profile. (She read the article because no employers were contacting her.)

- B TAKE NOTES** Read the instructions aloud. Check understanding.

- Ss read again and take notes individually. Look for signs that they have finished.
- Ss share their notes in pairs. Ask Ss whether their ideas were the same.

Suggested answers

- 1 should be complete and relevant with employment history, education, and skills
- 2 should include skills and achievements that help employers, not information that's not related to work
- 3 update your profile with new work information
- 4 keep connections work-related; don't have too many friend connections not related to work
- 5 make sure that your email is included and easy to find
- 6 use a photo/headshot that looks professional; wear appropriate clothing

- C THINK CRITICALLY Identifying and describing problems** Read the instructions aloud.

- Ss discuss in pairs. Listen for any interesting comments you can share with Ss when the task is over.
- Elicit answers from the class.

Answers

Her profile doesn't give details about her previous jobs, education, and skills. She could add more detail. She includes information that doesn't highlight skills that help employers. She could delete the information about writing poetry. She hasn't updated her profile recently. / She updated it six months ago. She could update it. She didn't include her email address. She should add it. Her photo/headshot isn't very professional. She could wear more appropriate clothing. She could look at the camera and look more serious/professional.

2 WRITING

A THINK CRITICALLY **Introduce the task** Ss read the new profile.

- Ss work in pairs to describe the improvements made.
- Elicit improvements from the class.

VOCABULARY SUPPORT An *internship* is an experience when someone learns about a particular job by doing it for a short period of time. To be *tech-savvy* is to know a lot about modern technology, especially computers.

Answers

She added an interesting line under her name.
 She added details about her education, previous jobs, and skills.
 She deleted information that didn't help employers (writing poetry).
 She updated her profile yesterday.
 She added her email address.
 She has a more professional-looking photo/headshot. She added connections.

- Read the **Register check** box aloud. Elicit more examples of contractions that could be informal, e.g., *I've – I have, I'll – I will*, etc.

B USE PROFESSIONAL LANGUAGE Books closed. Ask *What shouldn't you include in formal writing?* Elicit any suggestions Ss might have, e.g., *Don't use contractions, Don't use idioms, etc.*

- Books open. Read the instructions aloud. Ask volunteers to read each section aloud.
- Ss look for examples from the text individually.
- Elicit answers from the class.

Answers

- 1 My ultimate goal is to work for a company full time.
- 2 I'm tech-savvy and learn new programs quickly.
- 3 Please contact me to find out how my skills could best work for your company.

WRITE IT

C PLAN Read the instructions aloud.

- Give Ss time to develop and discuss their ideas in pairs, so they'll have more ideas when they write. Circulate and monitor.
- Elicit some ideas from the class. Write any interesting ideas on the board as a reference for Ss when they write.

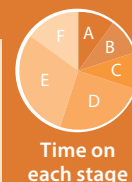
D Do the task Give Ss time to write. Set a time limit of 20 minutes. Circulate and monitor as Ss work.

E PAIR WORK Read the instructions aloud. Ask Ss to look for positive aspects in their partner's profile. Encourage them to look for things they could use in their own writing.

- Put Ss into pairs. They exchange profiles and read their partner's profile.
- Listen for any interesting ideas you could comment on at the end of the activity.
- Ask Ss to share positive things about their partner's profile with the class, e.g., good use of vocabulary, good grammar, interesting ideas. Write them on the board. Display profiles on the walls of your classroom or share them on your class social media page.
- **Workbook Unit 10.4**

LESSON OBJECTIVE

- develop a plan to improve a company website



- **Introduce the task** Ask *How do companies attract new talent?* Elicit answers, e.g., *They pay well, They offer benefits, They provide opportunities.* Ask *How else could companies get the best people?* Ask Ss to discuss in pairs. Elicit ideas from the class.

A **PREPARE** **Aim:** Ss choose a company to work with.

- **PAIR WORK** Read the instructions aloud.
- Ss look at the pictures and choose a type of company.

B **DISCUSS** **Aim:** Ss discuss what employees look for in a company.

- Read the instructions aloud. Ask volunteers to read the examples. Check understanding.
- Read the **Useful phrases** section. Remind Ss that they can use the phrases at the relevant stage of the lesson.
- **PAIR WORK** Ss discuss the question in pairs. Circulate and monitor.

C **Aim:** Ss share their ideas.

- **GROUP WORK** Pairs get together with another pair. They share their ideas in groups.

D **DECIDE** **Aim:** Ss create their presentations.

- Read the instructions aloud. Check understanding.
 - **PAIR WORK** Pairs decide which ideas are the most important and the best way to present them on a website. Explain that Ss will give a presentation to the rest of the class in the next part of the lesson.
- Preparation for speaking*** Give Ss time to take notes about what they are going to say.

E **PRESENT** **Aim:** Ss present to the class.

- Set a time limit of three to five minutes for Ss' presentations. Tell pairs that both Ss should present.
- Encourage Ss to ask questions and ask questions yourself.

F **AGREE** **Aim:** Ss choose the best ideas and which is the best company to work for.

- **GROUP WORK** Ss work in groups to discuss which ideas they thought were the best. Circulate and monitor.
- **WHOLE CLASS** Have a class discussion on the best ideas. The class votes for the company they would most like to work for. **Feedback for speaking activities*** Draw attention to examples of accurate and appropriate language, e.g., avoiding a common mistake.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-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 After Development Activity 1, what comments did students make about the order of stages in the reading task? Did most students think the stages were logical? How do you know?
- 2 Teachers often begin a reading lesson by helping students access their existing knowledge of a topic and some related vocabulary. This is usually achieved through discussion questions. What activities could students do before reading a text *instead of* discussion – at home and also in class?
- 3 Do you ever write up the stages of a lesson on the board before the class starts? What are the advantages and disadvantages of doing this?
- 4 How often do you think students take the time to think about what they have done or achieved in a particular lesson (as they did in Development Activity 2)? How would you feel about asking students to reflect on what has been useful or important in their English classes?

REALLY?

11



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Receptive skills and strategies – Decoding words

A common problem for students when reading or listening is knowing how to cope with unknown words. In this unit, we show students how parts of a word – prefixes and suffixes – can provide valuable clues as to its meaning. Prefixes express meanings like *not* (*un-*, *in-*, *il-*, *ir-*) and *too much* (*over-*), while suffixes show word class (words ending in *-ment* are usually nouns; words ending in *-ize* are usually verbs).

Prefixes and meaning (Activity 1): Ss learn how prefixes can help them understand unfamiliar words in written or spoken texts. You will have the opportunity to try this in lesson 11.2.

Suffixes and word class (Activity 2): Ss learn how suffixes can be a useful indicator of the class of an unfamiliar word. You can try this in lesson 11.4.

For more information about prefixes and suffixes in English words, see <https://dictionary.cambridge.org/grammar/british-grammar/word-formation/prefixes> and <https://dictionary.cambridge.org/grammar/british-grammar/word-formation/suffixes>.

INTRODUCE THE THEME OF THE UNIT

Ask *When would you say really?* Elicit examples, e.g., when someone told you they lost their job, or someone told you it was their birthday today.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

VOCABULARY SUPPORT To be *persuasive* means to be able to make people agree to do something.

START SPEAKING

A Read the questions aloud.

- Ss look at the picture and discuss the questions in pairs.
- Elicit answers with reasons from the class.

B OPTIONAL ACTIVITY Share any examples of fake photos on your class computer or smartphone.

- Read the questions aloud.
- Ss discuss in pairs.
- Elicit ideas from the class. Give your own opinion.

C Read the instructions aloud.

- Ss discuss in pairs. Ask them to take notes on their ideas.
- Circulate and monitor.
- Elicit what Ss think as a class. Do they agree?
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then compare Bojan's ideas with their own ideas.

EXPERT SPEAKER

Well I guess people want to present themselves in the best light and in doing so, they might go a bit too far occasionally, altering their appearance, not by going to the gym or by applying makeup, but maybe after the fact, when they take photos which they are not really happy with.

If you look at these fashion magazines, usually the alterations done to the photos are done by the editors or by the people who deal with the photos, and I don't think that the subjects in the photos have much to say about it.

- **Introduce the task** Ask *What do you think when you hear the word fake?* Elicit examples, e.g., money, clothes. Ask *Have you ever bought fake goods?* *What?* Ask Ss to discuss with a partner. Elicit some ideas from the class. Ask *Is it OK to buy fake goods?* *Why or why not?* Elicit opinions from the class.

1 LANGUAGE IN CONTEXT

A Do the task Read the instructions aloud.

- Ss look at the picture and discuss the question in pairs.
- Ss read the article silently.
- Ss share their answers with a partner.
- Elicit answers from the class.

Answer

The journalist mentions soccer jerseys, clothes (in general), cosmetics, electrical goods, medicine, watches, sneakers, and purses.

B Read the instructions aloud.

- Set a time limit for Ss to read silently.
- Ss compare answers with a partner.
- Elicit answers from the class.

Answers

Fake clothes are often imperfect and can be dangerous because they're not always safe (e.g., not fireproof). Fake cosmetics often contain banned chemicals.
Fake electrical goods can cause fires.
Fake medicine won't help anyone.
Fake products use creative ideas stolen from somebody.
The workers who make fake products are normally paid very little and often work in dangerous conditions.

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

- Ss discuss the questions in pairs. Circulate and monitor.
- Ask a few Ss to share their thoughts with the class.

VOCABULARY SUPPORT *To what extent do you agree means how much do you agree.*

2 VOCABULARY: Describing consumer goods



A

2.35 **PAIR WORK** Read the instructions aloud. Do the first word (*authentic*) with the class as an example.

- Ss work in pairs to do the task. Circulate and monitor.
- **OPTIONAL ACTIVITY** Ss use their phones or dictionary to search for definitions.
- Play the audio for Ss to check their answers.

Answers

authentic: real
counterfeit: made to look like a real product
deadly: likely to cause death
fake: not real, but made to look or seem real
fireproof: unable to be damaged by fire
genuine: real and exactly what it appears to be
illegal: not allowed by the law
imperfect: not perfect because of having some mistakes
inferior: not good, or not as good as something else
legal: allowed by the law
original: made by a company or individual and not a copy of something
second-rate: not very good
sophisticated: made with great skill

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 instructions aloud.

- Ss discuss in pairs. Circulate and monitor. Listen for any interesting ideas or stories you can share with Ss when the task is over.
- Elicit ideas from the class.

3 GRAMMAR: Passive forms

- **Introduce the task** Write the following sentences on the board.
People in Hollywood make movies.
My grandfather built this house in 1934.
Students will take exams online.
- Ask pairs to rewrite them in the passive. (*Movies are made in Hollywood.* – simple present; *This house was built in 1934 by my grandfather.* – simple past; *Exams will be taken online.* – simple future)
- Elicit answers. Ask *What verb do passive structures always have?* to elicit that passive structures always start with some form of the verb *to be*.

A Present the grammar Read the instructions aloud. Ask volunteers to read the sentences in the grammar box aloud.

- Ss work individually to complete the rules. Then they match the tenses to the verb constructions in pairs. Circulate and monitor.
- Elicit answers from the class. Provide more examples of the passive in each of these tenses if needed.

GRAMMAR SUPPORT Write more examples of passives on the board. Simple present: *Coffee is grown in South America.* Present continuous: *The factory is being constructed.* Simple past: *The picture was bought for \$50.* Past continuous: *We were being driven to work when the accident happened.* Present perfect: *Pottery has been made here for the last 20 years.* Future: *Teachers will be replaced by computers.*

Answers

1 did 2 receiving 3 c 4 a 5 f 6 d 7 e 8 b

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Ss complete the sentences in pairs. If needed, complete the first sentence with Ss as an example, e.g., *Fake sunglasses are sold in my city.*
- Circulate and monitor.
- Read the **Accuracy check** box aloud. Pairs check their work for accuracy.
- Pairs get together with another pair to compare answers. Elicit answers from the class.

4 SPEAKING

A **GROUP WORK** Read the instructions aloud. Ask a volunteer to read the example aloud.

- Put Ss into groups of three or four. Encourage them to share their ideas using examples. Circulate and monitor. Listen for good examples of language use and keep them on task by asking more questions if Ss become silent. Share any good examples of language you heard with the class.
- **Workbook Unit 11.1**
- **Worksheets: Grammar 11.1; Vocabulary 11.1**

- **Introduce the task** On the board, write *fake news*. Elicit the meaning (false reports and information usually found on the internet). Elicit examples of fake news from Ss.

1 VOCABULARY: Degrees of truth



- A 2.36 **Audio script p. T-177** **PAIR WORK** **Do the task** Read the instructions aloud.

- Ss do the task in pairs. **OPTIONAL ACTIVITY** Ss use their phones or a dictionary to help.
- Play the audio for Ss to check answers. (See audio script for answers.)

- B Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- A 2.37 Read the instructions aloud. Check understanding.

- Play the audio. Ss read and listen.
- Ask Ss to share their answers in pairs. Elicit answers from the class.

Answers

The stories are about:
the moon landing being filmed in a TV studio
hundreds of deadly snakes escaping from a truck
a purple watermelon
the number of trees on Earth being greater than the number of stars in the galaxy
a human-looking robot walking down the street

- B 2.37 Read the instructions aloud.

- Play the audio again.
- Ss compare answers with a partner. Elicit answers from the class.

Answers

Host: Her parents laughed at her.
Raúl: He never heard any more about the snake story.
Britt: She thinks the video was made on a computer.

- C 2.38 **Audio script p. T-177** Read the instructions aloud.

- Play the audio. Ss listen and take notes.
- Ss share their answers with a partner.
- Elicit answers from the class.

Answers

True: more trees than stars
Not true: moon landing, deadly snakes, purple watermelon, human-looking robot

- D **GROUP WORK** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss the questions in groups.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether their opinions are the same as Bojan's opinion.

EXPERT SPEAKER

I think that it all depends on the user. One can read something and think it is true. They can also think it's not true. And it also depends on the source. In my opinion, it's best to approach the information from different angles and go for different sources, try to read as many different opinions as possible, and in the end, build your own truth. Cause nothing is black and white, there are always shades of gray.



TEACHER DEVELOPMENT ACTIVITY 1

Prefixes and meaning

This activity shows students how they can use knowledge of prefixes to discover the meaning of unfamiliar words when reading or listening.

- Ask *What strategies can we use when we meet an unfamiliar word in a text?* (Possible answers: Sometimes we can ignore the word; we can look it up in a dictionary; we can use the context to try to guess the meaning.)

- Point out that we can also use prefixes to achieve (at least partial) understanding of new words. On the board, write these words from the radio show and underline the prefixes:

dishonest inaccurate misinformation misleading

Elicit the meanings of the prefixes: *dis-* and *in-* mean *not*; *mis-* means *wrong*.

- Add the words below to the board. Ss identify the prefix in each word and its meaning.

demotivate interpersonal overdose reconsider undercook

- Check answers as a class. (Answers: *de-* = *reverse*; *inter-* = *between*; *over-* = *too much*; *re-* = *again*; *under-* = *too little*)
- Remind Ss that they can use this method when they find unfamiliar words in texts.

3 GRAMMAR: Passives with modals and modal-like expressions; passive infinitives

A Read the instructions aloud.

- Ask volunteers to read the sentences in the grammar box aloud. Check understanding.
- Ss complete the task individually.
- Ask Ss to share their answers with a partner.
- Elicit answers from the class. Give more examples sentences, if necessary, e.g., *Violence shouldn't be shown on children's TV shows. People have to be given the choice of what to read.*

Answers

1 be 2 be 3 to be

GRAMMAR SUPPORT We use *had better* to talk about actions we think people should do in the present or the future. The verb form is always *had*, not *have*. In informal situations, it is normally shortened to *'d better*, e.g., *You'd better pay that bill now.*

EXTRA ACTIVITY

For more practice with passive modals and modal-like expressions, ask Ss to write sentences using a passive form for each of the modal verbs *should* and *could*, as well as expressions *have to*, *need to*, and *had better*. The sentences can be about anything as long as they are grammatically correct, e.g., *Ice cream shouldn't be eaten for breakfast. Exams had better be checked to make sure they are correct.* Ss write their sentences individually. Circulate and monitor. Ask Ss to share their ideas with a partner. Elicit sentences from the class.

- Read the **Notice** box aloud for the class. Ask a volunteer to read the example. Check understanding by giving more examples, e.g., *The store would be closed if it didn't make money. Helmets must be worn when entering the construction site.*

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.

- Ss complete the sentences individually.
- Ss share their answers with a partner.
- Ask Ss to say the complete sentence as you elicit answers.

4 SPEAKING



A **PAIR WORK** Read the instructions. Ask volunteers to read the sample sentences aloud. Check understanding.

- Ss work in pairs to share stories. Circulate and monitor. Listen for any expressions or good use of the target language that you can share with Ss when the activity is over.
- **OPTIONAL ACTIVITY** Ss use their phones to search for and share false stories.

B **GROUP WORK** Read the instructions aloud. Put pairs together to form groups of four.

- Ss share their stories and discuss the questions. Circulate and monitor.
- Ask a few Ss to share their group's stories with the class.
- **Workbook Unit 11.2**
- **Worksheets: Grammar 11.2; Vocabulary 11.2; Speaking 11**

- **Introduce the task** On the board, write *Do you believe in ghosts? Why or why not?* If this topic doesn't feel right for your Ss, swap *ghosts* for *aliens* or a famous monster that your Ss might know, such as the *yeti* or the *Loch Ness Monster*. Ss discuss in pairs before you elicit some ideas from the class.

1 LISTENING

- A Do the task** Read the questions aloud. Elicit ideas from the class.
- B**  **2.39 Audio script p. T-177** Read the questions aloud. Check understanding.
- Play the audio.
 - Ss check their answers with a partner.
 - Check answers as a class.

Answers

Only Damon definitely believes the probe is going to the sun.

VOCABULARY SUPPORT NASA is the American space agency and the Parker Solar Probe was an unmanned spaceship that flew to the sun.

- C**  **2.39 UNDERSTAND IMPORTANT DETAILS** **Audio script p. T-177** Read the instructions aloud. Ask Ss to take notes under the headings *for* and *against*.
- Play the audio. Ss listen again and take notes.
 - Ss share their answers with a partner. Elicit answers from the class.

Answers

Arguments for the story: There's no one on board (implied: so it's possible). NASA's website features the story. One friend says the story may be partly true, and the probe may fly around the sun at a huge distance.

Arguments against the story: The spaceship would burn up. It's probably a fake news story. It's hard to believe it will go right up to the sun.

- D**  **2.40 Audio script p. T-177** Read the instructions aloud. Check the meaning of *significance* (the importance or meaning of something).
- Play the audio. Ss listen and take notes.
 - Elicit answers from the class.

Answers

- a **6 million:** The probe will fly about 6 million kilometers from the sun's surface.
- b **several million:** The probe will travel around the sun in temperatures of several million degrees Celsius.
- c **1,400:** The probe will only have to cope with 1,400 degrees Celsius because of its protection.

- E** **THINK CRITICALLY** Read the instructions aloud.

- Ss discuss in pairs. Circulate and monitor.
- Elicit Ss answers from the class. Share any ideas you might have.

Possible answers

Rose is more believable because she is a science correspondent, and she provides convincing details. On the other hand, Damon doesn't provide any details. Some things that can show that a person is telling the truth are: a lot of eye contact, lots of details in the story, their voice is steady, they don't touch their hair or face, etc.

2 PRONUNCIATION: Listening for intonation on exclamations and imperatives

- A**  **2.41** Books closed. Give an example of the difference between a fall and a high fall by writing these conversations on the board and reading them aloud.

A Do you have a pen?

B No →, sorry.

A Mom, can I come back late tonight?

B No! → You were late last night.

- Books open. Play the audio for Ss to listen to the intonation.

- B**  **2.42** Play the audio. Ss listen again and mark the high falling intonation.

Answers

- 1 The connection's worse than in outer space! →
- 2 They're going to land at night! →
- 3 I'm telling you, it's true! →
- 4 Wow! → That's hot! →
- 5 That's still hot! →

- C** Ss complete the sentence. As an extension, put Ss into pairs to take turns saying statements and replying with exclamations and imperatives, e.g:

S1 I'm sure I saw a spaceship in the sky last night.

S2 No way! →

Answers

There is a *high fall* intonation on exclamations and imperatives.

3 SPEAKING SKILLS

A Read the instructions aloud.

- Ss label the expressions in pairs.
- Elicit answers from the class. Ask Ss to read the complete expressions.

Answers

Disbelief: Yeah, right!; Tell me another one.; I find that hard to believe.; There's no truth in that.

Some belief: Maybe there's some truth in it.; It's/That's partly true.

Belief: ...believe it or not.; I'm absolutely positive (that) ...

High falling intonation may occur on: *Yeah, right!; Tell me another one.; I'm absolutely positive (that) ...*

B PAIR WORK Read the instructions aloud. Review the definition of rumor from exercise 1A on page 110.

- Ss do the activity in pairs.
- Elicit answers by asking Ss to read the whole sentence aloud using either belief or disbelief, the rest of the class guesses how the Ss feels about the sentence.

4 PRONUNCIATION: Saying /oʊ/ and /aʊ/

A 2.43 Play the audio for Ss to hear and then repeat the /oʊ/ and /aʊ/ sounds. Then give Ss a time limit to add as many words with /oʊ/ and /aʊ/ sounds as they can.

B 2.44 Ss complete the conversation with words containing an /oʊ/ or /aʊ/ sound. Play the audio for Ss to check their answers. Ss label all the words with /oʊ/ or /aʊ/.

Answers

A I don't believe a probe /oʊ/ could go /oʊ/ so /oʊ/ far into space. How /aʊ/ about /aʊ/ you?

B It'd be difficult but it's possible though /oʊ/. Maybe not now /aʊ/ but in ten years or so /oʊ/.

A Come on, there's zero /oʊ/ chance! I don't /oʊ/ know /oʊ/ much about /aʊ/ science, but that's impossible.

B There's no /oʊ/ reason why not. When it happens, I'll say, "I told /oʊ/ you so /oʊ/!"

C PAIR WORK Put Ss in pairs to read the conversation in exercise 4B aloud. When they've read it several times, tell Ss to close their books and to write down all the words with /oʊ/ or /aʊ/ from the conversation.

5 SPEAKING

A PAIR WORK Read the instructions aloud. Check understanding. Ask volunteers to read the topics in the box as well as the example conversation.

- Ss create their role play in pairs. Give them time to review relevant vocabulary notes or look up useful vocabulary in a dictionary. Circulate and monitor.
- Ask Ss to perform their role plays for another pair.
- **OPTIONAL ACTIVITY** Ask Ss to record or video their role play using their smartphone.

HOMEWORK IDEAS

Ask Ss to find three strange rumors. These could be true, or they could use the internet to help them. They should write two sentences to explain each rumor. One of the rumors should have turned out to be true and two of them false. In the next class, ask Ss to share their rumors for their partner to guess which one is true. Ask Ss to share some of their rumors with the rest of the class.

- Workbook Unit 11.3

- **Introduce the task** Elicit the meaning of *convince* (to persuade someone to do something). Ask *Which of the following people are able to convince you of something: politicians, musicians, actors, doctors, your family, or your teacher?* Ss discuss with a partner before you elicit their ideas as a class.

1 READING

- A** **SUMMARIZE KEY POINTS** **Do the task** Read the instructions aloud. Read the first two questions and elicit some ideas from Ss before they read.

- Ss read the text and write their summaries individually. If Ss struggle to do this, do the first one as an example.
- Ss share their answers with a partner.
- Elicit answers from the class.

VOCABULARY SUPPORT *To figure out something means to understand or to solve something. When something is *limited*, it is small in amount or extent.*

Answers

Companies want to stop fake reviews because it's good business to prevent customer disappointment that comes from inaccurate information.

Consumers can ...

- 1 use a computer program to see whether reviews are fake.
- 2 check the reviewer's profile to see whether the person is "real."
- 3 check to see whether the reviewer has been paid or been given a free product.
- 4 see whether the review seems short or nonspecific.
- 5 see whether the review lacks detail.
- 6 see whether the explanation is limited.
- 7 see whether the review has similar words and phrases to other reviews.
- 8 see whether the reviewer hated the product before and now loves it, and check whether there are a lot of question marks or exclamation points.
- 9 see whether the review has either one or five stars.

- Read the **Insider English** box aloud. Ask *Can you think of anything else that is the best thing since sliced bread?* Elicit any examples, e.g., *cell phones, YouTube*.

- B** **GROUP WORK** **THINK CRITICALLY** **Extending or responding to a given argument** Read the questions aloud.

- Ss discuss the questions in groups of three or four.
- Circulate and monitor. Listen for good or bad examples of language use you can share with Ss when the task is over.
- Elicit ideas from the class. Share any notes you made from listening to Ss.

HOMEWORK IDEAS

Ask Ss to write an honest review of a product they recently bought. Collect and comment on the reviews. Return the reviews to Ss and ask them to share their reviews with a partner or the rest of the class. Would Ss buy the items based on the reviews?



TEACHER DEVELOPMENT ACTIVITY 2

Suffixes and word class

Here students learn about how suffixes can help us decide whether an unknown word in a reading or listening text is a noun, verb, adjective, or adverb.

- Ask Ss to recall the strategies for coping with unfamiliar words discussed in Development Activity 1 (ignoring words, looking them up, guessing from context, and using prefixes).
- Point out that we can use suffixes to tell us which class a word belongs to. On the board, write these words from the article:

consumer disappointment information minimize non-specific quickly wonderful

For each word, elicit the suffix and the word class.

(Answers: *-er* = noun (often a person); *-ment* = noun; *-ation* = noun; *-ize* = verb (often a process); *-ic* = adjective; *-ly* = adverb; and *-ful* = adjective)

- Ss scan the article for more examples of words with the suffixes *-er*, *-ly*, and *-ation*.
- Ask Ss how knowing the word class of an unknown word helps them to get closer to the word's meaning.

2 WRITING

A Read the instructions aloud. Elicit the meaning of *position* (the writer's opinion).

- Give Ss time to read the extract and answer the questions individually. Look for signs that Ss have finished.
- Ask Ss to share answers with a partner. Elicit answers from the class.

Answers

The author's position is that reading product reviews is useful.

Research: Eighty-four percent of people trust online reviewers as much as they trust their friends.

Example: The author wanted to buy a toaster and read several reviews.

B **USE PERSUASIVE LANGUAGE** Read the instructions aloud. Ask volunteers to read the tips aloud. Check understanding.

- Ss complete the task individually before they share with a partner.
- Make sure Ss read the complete sentence when you elicit answers.

Answers

Give your opinion: I strongly believe that ... , I feel that ...

Give facts: Research shows that ...

Give personal examples: One time I ...

Give the opposite position: Although many people don't trust ... , While it's true that ...

VOCABULARY SUPPORT *State* is a verb meaning *say*. *Firmly* is an adverb that means *strongly*.

- Ask volunteers to read the **Register check** box aloud. Check understanding by asking Ss to write similar sentences in pairs on the following topics: *fast food*, *same-sex schools*, and *free health care*, e.g., *Although lots of people love eating fast food, I strongly believe that it's a danger to public health.*



WRITE IT

C **PLAN** Read the instructions aloud.

- Give Ss time to discuss their ideas and plan their essays in pairs.

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

- Give Ss time to write.
- Vary support depending on the needs of your class. Encourage Ss to use the essay on page 115 as a model if needed.

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

- Ss exchange essays and read them. They decide whether they agree or disagree with their partner's position. Circulate and listen. Note anything interesting you could share with the class later.
- If there is time, ask Ss to look for strong elements in their partner's essay such as good use of vocabulary, good grammar, correct sentence structure, interesting content, and correct punctuation.
- Display the essays around your classroom or on the class social media page.



HOMEWORK IDEAS

Ask Ss to look for some obviously fake or amusing reviews on shopping websites written in English. In the next class, ask Ss to share the review with a partner. Elicit any examples of fake or amusing reviews Ss find.

- **Workbook Unit 11.4**

TIME TO SPEAK

Does it really work?

LESSON OBJECTIVE

- share tips on solutions



- **Introduce the task** **Aim:** Generate interest and ideas on the topic.
- Ss look at the photos and discuss what they see.

A **PREPARE** **Aim:** Ss discuss tips.

- Read the instructions aloud. Ask volunteers to read the search items in the box. Check understanding.
- **PAIR WORK** Ss discuss in pairs. Listen for any interesting ideas you can talk about after the task is over.
- Elicit some ideas from the whole class.



B **RESEARCH** **Aim:** Ss research ideas.

- Read the instructions aloud.
- **PAIR WORK** Ss discuss more tips.
- **OPTIONAL ACTIVITY** Ss use their phones to research tips online.

C **DISCUSS** **Aim:** Ss prepare their presentations.

- Read the instructions aloud. Ask volunteers to read the **Useful phrases** aloud.
- **GROUP WORK** Set a time limit for Ss to talk and find one effective and one ineffective tip. **Preparation for speaking*** Give Ss ten minutes to take notes about what they are going to say. Circulate and monitor. Offer any help or suggestions Ss might need.

D **PRESENT** **Aim:** Ss present their tips.

- **GROUP WORK** Ask groups to present their tips to the class. Set a time limit of three minutes so they don't go on too long or finish too quickly.
- **WHOLE CLASS** Allow time for the rest of the class to guess what the tips are for. Guess yourself if necessary. **Feedback for speaking activities*** In advance of the activity, decide that for some groups you will focus on the content and for others you will focus on examples of accurate or appropriate language use.

E **DECIDE** **Aim:** Ss choose the best tips.

- **WHOLE CLASS** When all groups have presented, the class votes on which tips they think are effective and which are ineffective.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-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 Development Activity 1 shows students how prefixes have particular meanings. How did your students react to this idea? Was it new information for them? How easy did they find the activity?
- 2 Development Activity 2 shows students how suffixes indicate the class of a word. How do you think this helps students deal with unknown words in reading texts?
- 3 Both activities in this unit aim to show students how they can use knowledge of word formation to "decode" (at least partially) unfamiliar vocabulary when reading or listening. How could you remind students about prefixes and suffixes when working with reading texts or listening transcripts in future lessons? Think of two or three simple activities.
- 4 What do you see as the benefits to students of knowing about prefixes and suffixes – in reading/ listening and writing/speaking? Can you see any potential problems or limitations with using knowledge of prefixes and suffixes to decode words?

GOT WHAT IT TAKES?

12



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Speaking – Taking turns

Another key feature of good interactive communication is turn taking. This is where participants in a conversation or discussion either pass a speaking turn to someone else, or they find a way of getting a turn so that they can say something. Developing good turn-taking skills is another way of ensuring students participate actively when speaking to other people. While there are some set expressions that can be used, turn taking also involves sensitivity and awareness of when another person has finished speaking and when it's appropriate to say something without interrupting. It's also important to remember that this strategy can be overused. If so, a conversation can sound unnatural.

Offering a turn (Activity 1): You demonstrate how a speaker can offer another person a turn in a conversation. You can try this in lesson 12.2.

Taking the floor (Activity 2): This is a game in which Ss try to take and hold the floor in a group discussion. You can try this in lesson 12.5.

To find out more about this kind of interaction, read *Conversation: From Description to Pedagogy* by Scott Thornbury and Diana Slade, pp. 123–126. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Elicit the meaning of *got what it takes* (have the necessary abilities to succeed). Ask *What are your ambitions? Do you have what it takes to be successful? Why or why not?* Ask Ss to discuss in pairs. Elicit ideas from the class.

UNIT OBJECTIVES

Ask a different volunteer to read each objective aloud. Check comprehension of unit objectives and vocabulary.

START SPEAKING

A Read the questions aloud.

- Ss look at the picture and discuss the questions in pairs.
- Ss share their answers with the class.

B Read the question aloud.

- Ss discuss the question in pairs or small groups.
- Ss share their answers with the class.

C Read the instructions aloud.

- Ss discuss in groups. Circulate and monitor.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether any of Wendy's ideas are similar to their ideas.

EXPERT SPEAKER

I think that it takes a lot of patience, intuition, as in knowing yourself, and being able to see things in your surroundings that will help you make good decisions in what you're trying to strive for. And also just being very honest about what you want to get out of it.

- **Introduce the task** Elicit what *practice makes perfect* means (the more you do an activity, the better you will get at it). Ask *What talents have you gotten better at over time? How and why did you learn to do this?* Ss discuss in pairs before you elicit answers.

1 LANGUAGE IN CONTEXT

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

- Ss discuss in pairs. Elicit answers from the class.

B Read the instructions aloud.

- Ss read the posts individually. Encourage them to take notes or circle parts of the text they think might be important as they read.
- Ss check answers with a partner. Check answers as a class.

Answers

The 10,000 rule: If you practice something for 10,000 hours, you'll be (amazingly) good at it.
Talents and skills: playing the guitar, having musical ability, drawing, analytical ability

C Read the instructions aloud. Check understanding.

- Ss read again to answer the question.
- Ss share answers in pairs. Check answers as a class.

Answers

Rhonda thinks people are born with talent, but that it also takes practice.
Kyle thinks people are born with talent/have natural talent.

2 VOCABULARY: Skill and performance



FIND IT

A **2.45** Read the instructions aloud. Check the meaning of *syllable*. Write the first two words on the board (*analytical, artistic*) and underline the syllables in each one. Elicit where the main stress is in each word and circle it.

- Ss work in pairs to complete the task. **OPTIONAL ACTIVITY** Ss use their phones or a dictionary for help.
- Play the audio for Ss to check their answers. Pause after each word. Repeat.

Answers

Used in the posts: analytical, artistic, determined, gifted, imaginative, logical, skilled, talented, technical, trained
analytical: five syllables, main stress on the third syllable;
examining or liking to examine things very carefully
artistic: three syllables, main stress on the second syllable;
able to create or enjoy art

athletic: three syllables, main stress on the second syllable;
strong, fit, and good at sports
competent: three syllables, main stress on the first syllable;
able to do something well
determined: three syllables, main stress on the second syllable;
wanting to do something very much and not allowing any difficulties to stop you
gifted: two syllables, main stress on the first syllable;
having special ability in a particular subject or activity
imaginative: five syllables, main stress on the second syllable;
good at thinking of new, original, and clever ideas
intellectual: five syllables, main stress on the third syllable;
relating to ability to think and understand things, especially complicated ideas
logical: three syllables, main stress on the first syllable;
using reason
musical: three syllables, main stress on the first syllable;
good at music
skilled: one syllable; having the abilities or special training needed to do an activity or job well
talented: three syllables, main stress on the first syllable;
showing natural ability in a particular area
technical: three syllables, main stress on the first syllable;
relating to the knowledge, machines, or methods used in science and industry
trained: one syllable; having special training needed for a job

B Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Check understanding.

- Ss discuss in pairs. Volunteers share their answers with the class.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video, and then discuss whether they agree with Wendy's opinion.

EXPERT SPEAKER

I think people that are successful may have some type of talent, but it might not be the same talent that many people think about. Like, for example, if you have a basketball player, he can have that talent to play basketball and be very athletic, but if he didn't have that much hard work then he wouldn't be able to be that successful. On the other hand, people that might have a little talent but are very hardworking, you know, can actually get to something amazing. Like, for example, Steve Jobs. He had a talent, but he was even more hardworking because the regular school system didn't work for him. So he found his own way. So I think it's a mixture of both, and it depends on the person.

3 GRAMMAR: Adverbs with adjectives and adverbs

- **Introduce the task** On the board, write: *My cat is lazy. She walks slowly.* Ask Ss to identify the adjective (*lazy*) and the adverb (*slowly*). Elicit that adjectives describe nouns and adverbs describe verbs.

A Present the grammar Read the instructions aloud. Ask Ss to read the information in the grammar box aloud.

- Ss do the task in pairs.
- Ask Ss to read the whole sentence when you elicit answers from the class.

Answers

1 another adverb 2 before

B Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Do the task Read the instructions aloud. Do the first answer as a class if necessary, e.g., *I'm amazingly bad at cooking.*

- Give Ss time to complete the sentences individually.
- Put Ss into pairs. Ask them to guess what their partner's answers might be.
- Ss compare answers in pairs. Elicit some examples from the class.

EXTRA ACTIVITY

Ask Ss to read the posts on page 118 and circle all the adverbs. Ss share their answers with a partner before you elicit answers from the class. Answers: *amazingly, really, exceptionally, necessarily, especially, scientifically, fairly, hard, reasonably, particularly.* Check understanding.

4 SPEAKING

A GROUP WORK Do the task Read the instructions aloud. Ask volunteers to read the activities in the box and the example aloud. Check understanding.

- Ss discuss in groups of three or four. Circulate and monitor. Listen for and make notes on any good or bad examples of language use you can share with Ss when the task is finished.
- Ss share their partners' ideas with the class. Share any language feedback from the notes you made.

VOCABULARY SUPPORT *Accomplish* means to succeed in doing something good. *Even though* means *although*.

HOMEWORK IDEAS

Ask Ss to write ten sentences using the adverbs from this lesson but to remove the adverbs from each sentence. In the next class, ask Ss to work in pairs and exchange their homework. Ss complete their partner's sentences with the correct adverbs. Elicit some example sentences from the class.

- **Workbook Unit 12.1**
- **Worksheets: Grammar 12.1; Vocabulary 12.1**

- **Introduce the topic** Ask *What three things would make your life better right now?* Ask Ss to write their answers on a small piece of paper but not to write their name. Collect the papers. Read a selection to the class. Optionally, have Ss guess who wrote them.

1 LANGUAGE IN CONTEXT

A 2.46 **Do the task** Read the instructions aloud.

- Ss discuss in pairs. Elicit some of Ss' ideas to the first question.
- Play the audio. Ss listen and read.
- Ss share answers with a partner. Elicit answers from the class.

Answer

- b A Better World for Everyone

B 2.46 **Read the instructions aloud. Check understanding.**

- Play the audio again. Encourage Ss to take notes.
- Ss discuss their answers in pairs. Check answers as a class.

VOCABULARY SUPPORT A *quote* is a famous saying or sentence that can give advice.

Answers

to make yourself happy: listen to (a great piece of) music while getting dressed, have (a cup of) coffee and a cookie in the afternoon, change your desktop wallpaper to (a work of) art, stick a quote with (a great piece of) advice on the refrigerator

to make others happy: do simple acts of kindness (e.g., cook for your mom, drive his/your elderly neighbor to her friend's place, offer (a few words of) encouragement to his/your younger brother

2 VOCABULARY: Describing emotional impact

- A  2.47 **PAIR WORK** **Present the vocabulary** Read the instructions aloud. Check the meaning of *impact* (the effect that a person, situation, or event has on someone or something), e.g., *The movie had a big impact on me as a child.* If necessary, do the first expression (*be a downer*) with the class as an example.

- Ss do the task in pairs.
- **OPTIONAL ACTIVITY** Ss use their phone or dictionary to search for definitions.
- Play the audio for Ss to check answers.

Answers

Positive impact: brighten up sth, capture sb's imagination, do sb good, make sb's day, put sb's mind at rest, raise sb's spirits, take sb's mind off sth

Negative impact: be a (real) downer, get sb down, ruin sb's day, stress sb out

Both: leave a lasting impression

(note: sb = somebody; sth = something)

- B Direct Ss page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- C **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud. Give examples of how someone's behavior affected you, e.g., *One of the other teachers bought me a coffee. My neighbor played loud music until three o'clock in the morning.*

- Ss discuss in pairs. Circulate and monitor. Listen for any interesting ideas you can share when the task is over.
- Elicit answers from the class. Share any interesting ideas you heard.



TEACHER DEVELOPMENT ACTIVITY 1

Offering a turn

Alternative instructions for exercise 2C

Students practice ways of offering turns as they are speaking.

- Ss plan what they're going to say.
- Choose a confident S who will be your partner for the demonstration.
- Give your examples of the ways that people's behavior has an effect on you. At a midway point, ask the S *Do you agree?* Let the S reply.
- Continue and finish by saying *Is it the same for you?* Allow the S to comment.
- With the whole class, ask questions to focus Ss on turn taking, e.g., *Did I do all the talking?* (no) *How did I get [S's name] to talk?* (asked questions) *Why?* (to give him/her a turn)
- Ask Ss what two questions you used and write them on the board. Ask for other suggestions or add *What about you?* *Does that happen to you?*
- Tell Ss to share their examples and offer each other turns.

3 GRAMMAR: Making non-count nouns countable

- **Introduce the task** Elicit examples of count nouns, e.g., *bananas, pens, dragons*, etc. Elicit examples of non-count nouns that don't become countable, e.g., *water, rice, money*.

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

Ask volunteers to read the information in the grammar box aloud.

- Ss complete the task in pairs.
- Ask volunteers to read the complete sentences aloud to check answers.

Answers

- 1 quantities or amounts 2 Sometimes you can

B Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C Read the instructions aloud.

- Ss complete the task individually.
- Read the **Accuracy check** box aloud. Ss check their work for accuracy.
- Ss compare their answers with a partner.
- Elicit answers from the class.

4 SPEAKING

A **PAIR WORK** **THINK CRITICALLY** **Review** Read the instructions aloud.

- Ask volunteers to read the examples. Think of any examples from your own life, e.g., *You could smile and say hello to your neighbors. It might be nice to call your elderly relatives.*
- Ss share ideas in pairs.

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

- Pairs get together with another pair to share their ideas. Circulate and monitor.
- Elicit things that Ss could do to make the world a better place. Choose the two best pieces of advice from the class.
- **Workbook Unit 12.2**
- **Worksheets: Grammar 12.2; Vocabulary 12.2; Speaking 12**

- **Introduce the topic** Ask *What ambitions do you think most people have in life? E.g., get rich, be famous, have a nice house.* Ss share their ideas with a partner. Elicit ideas from the class. Ask *What ambitions do most people have in common? How do people's ambitions change over time?* Elicit answers from the class.

1 LISTENING

- A **PAIR WORK** Ask Ss what they see in the picture. Read the instructions aloud.

- Ss discuss in pairs. Circulate and monitor.

- B **2.48 Audio script p. T-178** Read the instructions aloud.

- Encourage Ss to take notes as they listen. Play the audio.
- Ss share answers with a partner.
- Check answers as a class.

Answers

The interviewer asks about:

- how Daniel is doing
- how he imagines his future career as an actor
- whether his goal is realistic
- what makes him so confident
- why he chose this school in particular
- how open he is to learning new things, forgetting some of the things he knows, and starting again
- how he'd feel about working with more experienced students who may be more talented

VOCABULARY SUPPORT A *dream scenario* is a description of perfect events in the future. *There's no guarantee* means that something is not sure to happen.

- C **2.48 LISTEN FOR CONTRASTING IDEAS**

Audio script p. T-178 Read the instructions aloud. Elicit the meaning of *optimistic* (believing that good things will happen) and *cautious* (careful; well considered).

- Ask volunteers to read the ideas 1–4 and a–d aloud.
- Play the audio again. Ss complete the task individually.
- Check answers as a class.

Answers

1 b 2 d 3 a 4 c

- D **PAIR WORK THINK CRITICALLY** Read the instructions aloud.

- Ss discuss in pairs.
- Elicit answers from the class. Have a class discussion on Daniel's ideas.

2 PRONUNCIATION: Listening for sounds that change

- A **2.49** Play the audio and draw Ss' attention to the sound changes.

- B **2.50** Ss work in pairs to mark the possible sound changes at the end of words. Play the audio for Ss to check their answers.

Answers

- 1 I love that part where the sonu meets his real father. /n/ – /m/
- 2 They arrived before everyone came. /d/ – /b/ /n/ – /ŋ/
- 3 The movie hadad bad reviews onn most websites. (/d/ – /b/ /n/ – /m/)
- 4 It was an actionu movie set inn Greece. /n/ – /m/ /n/ – /ŋ/

- C Ss complete the sentence. Remind Ss that sounds can be lost in consonant clusters so that in *lost money* the final /t/ would usually be dropped. Similarly, the /t/ in *best part* in exercise A, above, might also be dropped.

Answers

In connected speech, words that end in /t/, /d/, and /n/ can change before words starting in /p/, /b/, /m/, /k/, and /g/.

3 SPEAKING SKILLS

A  **2.48** **Audio script p. T-178** **Introduce the task** Read the instructions aloud. Break them down and tell Ss to attempt one task at a time. If necessary, do the first item with the class as an example.

- Ss complete the task individually. Circulate and monitor. Look for signs of Ss finishing.
- Elicit answers from the class.

Answers

1 scenario; a 2 planned; c 3 guarantee; c
4 confident; b 5 ultimate; a 6 harm; b
7 certain; c 8 determined; a 9 reason; b
None of the sounds in these expressions will change in connected speech. No words in the expressions end with /t/, /d/, or /n/.

B **PAIR WORK** **Do the task** Read the instructions aloud. Check understanding. Ask volunteers to read the situations in the box aloud.

- Set a time limit of three to five minutes for Ss to interview each other. Ss then switch roles. Circulate and monitor. Listen for and note down good examples of language use you can share when the task is over.
- Ask volunteers to perform their interview for the class. Write anonymized examples of good language you heard on the board.

4 PRONUNCIATION: Using syllable stress in words

A  **2.51** Play the audio. Ss listen and repeat the words. To emphasize the syllable stress, ask Ss to clap on the stressed syllable.

B  **2.52** Give some examples to demonstrate, e.g., *artistic* would go in column 2 and *professional* in column 4. Ss complete the chart. Play the recording. Ss listen to check their answers and then repeat the words.

Answers

competent	determined	satisfying	exceptional
character	impression	difficulties	encouragement
photograph	performance	interviewer	particular
technical	successful	positively	photography

C  **2.53** Ss complete the conversation. Play the audio for Ss to check their answers. Put Ss into pairs to practice reading the conversation aloud. As an extension, ask Ss to think of new words with the same stress pattern that could fill the spaces in the conversation.

Answers

I think Maria is such a *positive* person. She's *amazingly* talented.
Max is quite *creative*, too. He did this *complicated* work so well.

5 SPEAKING

A **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the example.

- Ss discuss in pairs. Circulate and monitor.
- When Ss finish, ask a volunteer to share their ambitions with the class. Encourage the class to ask them questions. Ask questions yourself.
- **Workbook Unit 12.3**

- **Introduce the topic** Elicit the meaning of *behind the scenes* (something that happens without most people knowing about it or because it is not visible, e.g., *Lots of people work behind the scenes on a movie.*). Ask *What industries have people who work behind the scenes?* Ss share ideas with a partner. Elicit ideas from the class.

1 READING

A Books closed. Ask *What was the last concert you saw?* Elicit responses from the class. Books open. Read the instructions aloud. Check understanding. Direct Ss to the glossary and ask a volunteer to read it aloud.

- Ss read the article individually. Looks for signs Ss have finished reading and answering the questions.
- Ss share their answers with a partner. Elicit answers from the class.

VOCABULARY SUPPORT A *backstage pass* is a form of ID that allows someone to get into the area where musicians wait before and after a show. *See and be seen* means Kevin sees famous people in his job and also famous people see him. This adds to his reputation as being good at his job.

Answers

Possible answers for who makes the concert successful: guitar/drum/keyboard techs, people who control lights/computers/sound equipment, people who clean the stage, people who sell tickets

Responsibilities: unloading the equipment, setting it up on stage, tuning guitars, and making sure everything worked

Difficulties: sleeping arrangements, dealing with the unknown, weather, getting big things in small places, no power

- Read the **Insider English** box. Check understanding by asking Ss *Can you think of any services or businesses you know through word of mouth?* E.g., restaurants, music, or food. Elicit answers from the class.

B UNDERSTAND CAUSE AND EFFECT Read the instructions aloud.

- Ss do the task individually.
- Ss share their answers with a partner.
- Check answers as a class.

Answers

- 1 The musicians could perform without problems.
- 2 He thought he might want to have that job one day.
- 3 The schedule and computers were messed up, but the show went ahead as planned.
- 4 Others often ask you to work for them on future shows.

C PAIR WORK THINK CRITICALLY Select relevant information for something new Read the instructions aloud.

- Ss discuss in pairs. Circulate and monitor. When finished, put Ss into different pairs and ask them to share their ideas.
- Elicit answers from the class.

Suggested answers

Kevin's advice:

Do your job exceptionally well.

Be on time.

Stay focused.

Be the kind of person that makes things happen.

2 WRITING

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

- Ss work individually to answer the questions.
- Ss share answers with a partner.
- Elicit answers from the class.

Answers

The reviewer liked: the way Alejandro Sanz sang; the way the band played (especially the drummer); the lighting and special effects; the video clips on the giant screen; the fact that Sanz had the audience sing along to one song; and the encore.

Nothing went wrong.

B **SHOW REASON AND RESULT** Read the instructions aloud.

- Ss work in pairs to find the correct words.
- Elicit answers from the class.

Answers

1 due to 2 As a result

- Read the **Register check** as a class. Ask volunteers to read the sentences aloud.

EXTRA ACTIVITY

Ask Ss to write three sentences using any of the expressions to show reasons and results: *because of*, *due to*, *consequently*, *therefore*, or *as a result*. Explain that they should make one sentence false and the other two true. Ss share their sentences with a partner who guesses which one is false.

WRITE IT

C **PLAN** Read the instructions aloud. Ask Ss to circle any key words in the instructions (words that tell them what to do in the exercise). They could circle *write*, *facts*, *experience*, *where*, *when*, *liked*, and *didn't like*.

- Give Ss time to discuss their ideas and plan their reviews in pairs

D **Do the task** Decide how much support your class will need to write the review. If needed, elicit and write a bullet-point plan for the review on the board including an introduction, body, and conclusion.

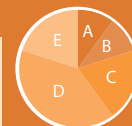
- Give Ss time to write. Set a time limit (30 minutes) for Ss to write about 200 words. Circulate and monitor. Make yourself available to help.

E **PAIR WORK** Read the instructions aloud. Before Ss exchange reviews, ask them to look for positive aspects in their partner's review. Encourage them to look for elements they could use in their own writing.

- Ss exchange reviews with a partner. Ss read and answer the questions.
- Ask Ss to share the good things they found in their partner's essay and also whether they would have enjoyed the event (and why or why not).
- Display Ss work on the walls of your classroom or share it on the class social media page.
- **Workbook Unit 12.4**

LESSON OBJECTIVE

- give a presentation about yourself



Time on each stage

A Aim: Ss engage with the topic.

- Read the instructions aloud.
- **PAIR WORK** Ss discuss the questions in pairs.
- Elicit answers from the class.

B Aim: Ss speculate about someone's personality.

- Read the instructions aloud. Check understanding.
- **PAIR WORK** Ss look at the picture and answer the questions in pairs. Circulate and monitor.

C **PREPARE** Aim: Ss design their own mood board.

- **PAIR WORK** Ss share what they will include on their mood boards and why.
- **Preparation for speaking*** Give Ss time to think silently about the task they are going to perform.

D Aim: Ss describe their mood boards.

- **PAIR WORK** Ss describe their mood boards to a partner. They discuss what the items say about their personality.

E Aim: Ss prepare their presentations

- **INDIVIDUALLY** Ss work alone to prepare their presentations.
- Direct Ss' attention to the Useful phrases at the bottom of the page.

F **DISCUSS** Aim: Ss give their presentations.

- **GROUP WORK** Ss give their presentations. Circulate and monitor. After each presentation, other Ss in the group explain what aspect they liked.
- The speakers also say what they learned about talking about themselves.

- This S continues speaking and another S can interrupt.
- However, the S who was just interrupted can't enter the discussion and take the turn back – they have to wait for another S to take a turn.
- Give feedback and see who got the most turns in each group.

G **AGREE** Aim: Ss agree on the best tips.

- **WHOLE CLASS** As a class, elicit what Ss learned about how to talk about themselves. Ask *What are the best tips?*
- **Feedback for speaking activities*** Draw attention to examples of accurate and appropriate language (e.g., avoiding a common error).

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

PROGRESS CHECK

- Direct Ss to page 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT ACTIVITY 2

Taking the floor

Students have further practice turn taking and trying to hold the floor in a discussion.

- Ss do part D and you then give feedback.
- Tell Ss they'll repeat the activity, but this time, they will work in groups and try to take control of the discussion.
- On the board, write the expressions *Oh that reminds me of the time ... ; I had a similar experience ... ; Yes, I agree that ...*
- Explain the rules:
 - Once a S begins speaking, another S can interrupt and take their turn using an expression on the board.



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 respond to their partner's offer to say something in Development Activity 1?
- 2 Did you feel they overused the strategy in Development Activity 1? If so, what was the effect? If not, what do you think was an appropriate number of offers to take a turn?
- 3 Apart from using the expressions, how did students manage to get a turn in Development Activity 2? For example, did they use intonation? Did their voices get louder?
- 4 What kinds of students were more successful at getting turns in Development Activity 2? Is it a result of language ability or personality? Do you think you need to be assertive in order to get a turn? Why or why not?
- 5 What are real-world contexts in which speakers have to work harder to get a turn?

REVIEW 4 (UNITS 10–12)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Speaking skills* 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 speaking skills language from Units 10–12. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

A Read the instructions aloud.

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

Answers

1 calculations 2 authenticity 3 similarities 4 likeness
5 survey 6 deadly 7 artistic 8 imaginative
9 illegal 10 look

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

- Ss discuss in pairs.
- Elicit answers from the class.

2 GRAMMAR

A Read the instructions aloud.

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

Answers

1 of breaking 2 for arriving 3 from sleeping 4 easily
5 to take 6 wear 7 of 8 exceptionally
9 understand 10 of becoming 11 of 12 to arrive

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

- Ss discuss in pairs.
- Elicit answers from the class.

3 VOCABULARY

A Read the instructions aloud.

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

Answers

1 inaccurate 2 misleading 3 gets me down 4 false
5 dishonest 6 ruin 7 rumors 8 competent
9 individuals 10 gifted

B PAIR WORK Read the instructions aloud.

- Ss discuss in pairs.
- Ask volunteers to share their answers with the class.

4 GRAMMAR

A Read the instructions aloud.

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

Answers

1 be 2 are 3 to be 4 were 5 being 6 be
7 been 8 am 9 was 10 to be 11 being 12 to be

B PAIR WORK Read the instructions aloud.

- Ss discuss which sentences are true for them in pairs.
- Ask Ss what they learned about their partners.

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 him/her 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 using 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, he/she writes 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 didn’t use to _____.
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 one or more team has an answer that is not grammatically correct, 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 PRESENT HABITS (PAGE 3)

Present habits

Talk about present habits in different ways:

- 1 Simple present (sometimes with adverbs of frequency)
*My friend **tells** me she **resists** change because she **usually likes** things the way they are.*
- 2 *Tend to* + the base form of a verb
*I **tend to adapt** to new situations quickly.*
- 3 *Will* for events that happen often (present, not future)
*I'll often **call** my parents when I want advice.*
- 4 Present continuous for a continuing activity that happens at the same time as another habit
*I **usually listen** to music when I'm **cooking**.*
- 5 Present continuous for noticeable/unusual (often undesirable) habits; use *always* and *constantly* for emphasis.
*I'm **always worrying** about how I'll cope with all of my work.*

A Cross out the options that are not correct. Sometimes both options are correct.

- 1 I usually forget all about the time when I'm studying / ~~I will study~~.
- 2 I'll often take / I tend to take a shower in the morning unless I have to leave home early.
- 3 I never listen / ~~am constantly listening~~ when he complains about his job.
- 4 My friends often tell / are always telling me to stop working so hard.
- 5 How do you communicate with people when ~~you'll travel~~ / you're traveling?
- 6 I'll usually think / I usually think about a task for a few days before I start on it, unless it's urgent, of course.

1.2 PAST HABITS (PAGE 5)

Past habits

There are different ways to talk about habits, actions, and states that happened in the past but don't anymore:

- 1 *Used to* for past habits, repeated past actions, and states
 - *used to* / *didn't use to* + the base form of the verb
*We **didn't use to make** video calls, but we do now.*
 - *never* + *used to* + the base form of the verb
*They **never used to ride** their bikes to school.*
 - *use to*, not *used to*, with *didn't/did* in negative statements and questions
*Did you **use to take** the bus?*
- 2 *Would* for past habits and repeated past actions, not for past states
 - *would* ('d) / *would not* (*wouldn't*) + the base form of verb
 - Use *would* only if it is clear when the action happened. Use *used to* if the time reference is not given.
*We **would text** each other every night. not I ~~would have~~ a big cell phone.*
- 3 The simple past for past habits, repeated past actions, and past states (often with time expressions)
*I **had** a big bedroom. I **went** to bed at 6:00 **every night**.*
- 4 The simple past for single completed actions in the past, not *used to* or *would*
*I **watched** three shows **last night**. not I ~~d watch~~ three shows last night. / I ~~used to watch~~ three shows last night.*

A Change the simple past to *would* (not) when possible. When not possible, use (not) *used to*.

When I was young, I ¹~~didn't~~ ^{didn't used to have} have a TV in my room. My older brother ²~~had~~ ^{used to have} one in his. I ³~~was~~ ^{used to be} very jealous. But on the weekends, he ⁴~~let~~ ^{would let} me watch his TV. We ⁵~~watched~~ ^{used to watch} our favorite shows, but I usually ⁶~~fell~~ ^{would usually fall} asleep halfway through.

2.1 COMPARATIVE STRUCTURES (PAGE 13)

Comparative structures

- 1 Fewer/less + noun to show there is less of one thing than another
 - fewer + count nouns less + non-count nouns

*The new project will require **fewer resources** and **less time**.*
- 2 Rather than to show a preference for something
 - Compare nouns/pronouns
 - Use verbs to compare activities (base form of the verb or verb + -ing)
 - To can be used instead of *rather than* with *prefer* but not with other verbs

*I prefer ocean exploration **rather than** space exploration.*
*I prefer to study the ocean **rather than** learn/learning about space.*
*I **prefer** the ocean **to** deep space.*
*I **want to study** Earth **rather than** Mars. ~~not I want to study Earth to Mars.~~*
- 3 Verb + more/less (as a pronoun)
*I **know less/more** about Venus **than** about Mars.*
- 4 Adjective + (not) enough + infinitive to compare the degree of actual and required ability
*Technology is (not) **advanced enough to send** people to Mars.*
- 5 A comparative + infinitive to compare actions
*It's **easier** to use a tablet **than** (to use) a laptop.*
- 6 For many comparative structures, you do not need to repeat the first subject and verb.
*We're **less likely** to find life on the moon **than** (we are to find life) on Mars.*

A Complete the sentences. Use constructions from the grammar box above.

- 1 We haven't been lucky enough to see a whale in the ocean.
- 2 Larry prefers sea animals to land animals.
- 3 We see fewer turtles on the beach than in the ocean. There are much more of them in the ocean.
- 4 Scientists know less about Venus than about Mars. Venus hasn't been explored as much.
- 5 Vicky wants to work with animals rather than / more than people.
- 6 It's less / more difficult to memorize dates than it is to remember names.

2.2 SUPERLATIVE STRUCTURES; UNGRADABLE ADJECTIVES (PAGE 15)

Superlative structures

- 1 With quantities: Phrases such as *one of*, *two of*, and *some of* + superlative adjective + plural noun
*This country has **some of the highest** mountains in the world.*
- 2 With to: Use a superlative + infinitive to show function or purpose.
*May is **the best time to hike** here.*
- 3 Least is the opposite of most (the comparative form is less).
*This is surely **the least suitable** environment for anything **to live**.*
- 4 With *that* clauses:
 - Use a superlative + a *that* clause. ■ The use of *that* is optional.

*It's **the most fascinating** place **(that)** I've ever visited.*
- 5 Ellipsis with *the*: Shows that one or more words have been left out to avoid repetition.
*I have three sisters. Susana is **the youngest** (sister).*

Ungradable adjectives

- 1 Ungradable adjectives do not have different degrees and therefore don't usually have comparative or superlative forms.
*They were **furious** and **exhausted**.*
- 2 With most ungradable adjectives, we can use intensifiers such as *absolutely, completely, totally, and utterly*.
*The green parrots of Masaya Volcano are **totally amazing**.*
- 3 With other ungradable adjectives – for example, *male, female, married, single* – we don't use intensifiers.
*My first dog was **male**, but the second one was **female**.*



Gradable adjectives have degrees and can be used with adverbs, such as *very, a little, and really*, but **not** with intensifiers like *absolutely, completely, etc.*
*Those animals are **very tough**.*
Note: *Really* can be used with both gradable and ungradable adjectives.

A Circle the correct option.

- 1 I think your cat is very *male* / *cute*.
- 2 It seems like the worst place for birds *building* / *to build* their nests.
- 3 My friends were absolutely *furious* / *interesting*.
- 4 The weather is a little *cold* / *freezing* right now.
- 5 For many of us, snakes are probably the *less* / *least* lovable species.
- 6 The lion and the elephant are two *most* / *of the most* popular animals at the zoo.

3.1 RELATIVE PRONOUNS; REDUCED RELATIVE CLAUSES (PAGE 23)

Relative pronouns; reduced relative clauses

- 1 Relative pronouns are used to introduce relative clauses.
that/which = for things, *that/who* = for people, *where* = for places, *when* = for times, *whose* = to show possession
*My sister, **whose** children I often take care of, lives next door.*
*Today is the day **when** we decide it's time for a change.*
- 2 Subject relative clauses can be reduced by omitting the relative pronoun and the verb *be*. You can't reduce object relative clauses.
The following relative clauses are often reduced:
 - with *be* + an adjective
 - with *be* + past participle
 - with noun phrases*People **who are worried** about meeting strangers often get nervous at parties. → People **worried** about meeting strangers often get nervous at parties.*
*The bus **that is parked** in front of the office is the one we'll take to the conference. → The bus **parked** in front of the office is the one we'll take to the conference.*
*Steven, **who is a quick learner**, adapts easily to new situations. → Steven, **a quick learner**, adapts easily to new situations.*

A Cross out the words you can omit to reduce the relative clauses when possible. When not possible, write X.

- 1 The company whose logo is an apple is famous around the world. X
- 2 Vincent van Gogh, who was an introvert, painted landscapes and self-portraits.
- 3 The book that was published anonymously sold millions of copies.
- 4 Psychology, which is normally a popular subject, is not her favorite.
- 5 This is the restaurant where my brother works. X
- 6 People who are interested in others are often good conversationalists.

3.2 PRESENT PARTICIPLES (PAGE 25)

Present participles

Present participle = verb + *-ing*

- 1 To shorten sentences that describe two events happening at the same time, use the present participle of the second verb after a comma. Do not use *and*.
*I often work **and** listen to music.* → *I often work, **listening** to music.*
- 2 In reduced relative clauses, use the present participle. Do not use the relative pronoun and the verb *be*.
*Look at all those **lemons that are growing** on that tree.* → *Look at all those **lemons growing** on that tree.*

A Rewrite these sentences to shorten them or use reduced relative clauses.

- 1 The mall is full of people who are shopping for the holidays.
The mall is full of people shopping for the holidays.
- 2 We're standing in line and waiting to check in for our flight.
We're standing in line waiting to check in for our flight.
- 3 There are a lot of fans who are waiting outside the stadium.
There are a lot of fans waiting outside the stadium.
- 4 I love to stand on top of that hill and look down at the valley.
I love to stand on top of that hill looking down at the valley.
- 5 In college, I saw a guy who was skateboarding down a hallway.
In college, I saw a guy skateboarding down a hallway.
- 6 The storm will affect people who live in the South.
The storm will affect people living in the South.

4.1 ADDING EMPHASIS: *so ... that, such ... that, even, only* (page 35)

Adding emphasis

- 1 *So* + adjective or adverb (*that*) ... emphasizes the results or effects of something.
*It was **so funny (that)** I couldn't stop laughing.*
- 2 *Such* (a/an) + (adjective) noun (*that*) ... also emphasizes the results or effects of something.
*She is **such a good friend (that)** everyone turns to her when they have a problem.*
- 3 *Even* before a word, phrase, or part of the sentence adds emphasis or signals that something is surprising.
***Even** the most confident person needs help sometimes.*
*He works long hours during the week and **even** works on Saturdays sometimes.*
*Building trust with people makes your life **even** happier.*
- 4 *Only* before a word, phrase, or part of the sentence adds emphasis.
■ *only* = "no one else" or "nothing else" than the people, things, amount, or activity mentioned
***Only** you can steer him away from making a big mistake.*
*Quitting your job will **only** hurt your career.*

A Complete the sentences with *so, such, even, or only*.

- 1 It was such a big decision to move to Canada and start over again.
- 2 Only a very intelligent person can do that job.
- 3 She is so ambitious that she has decided to work toward a PhD.
- 4 Everyone was on time, even Joseph, who is usually late for class.
- 5 It was time to leave, but they had only packed one of their suitcases.
- 6 He demonstrated such talent that they hired him immediately.

4.2 REFLEXIVE PRONOUNS; PRONOUNS WITH *OTHER/ANOTHER* (PAGE 37)

Reflexive pronouns

Use a reflexive pronoun:

- 1 when the subject and object of a sentence are the same
*I enjoyed **myself** at the party.*
- 2 directly after a noun or pronoun for greater emphasis
*The employees **themselves** decide what time they start and finish work.*
- 3 at the end of the clause for some emphasis
*You and your brother should be able to do the job **yourselves**.*
- 4 after *by* to mean "alone" or "without help"
*I can't lift this box **by myself**.*



You has two reflexive pronouns: **yourself** (singular) and **yourselves** (plural).

Pronouns with *other/another*

- 1 *the other* = the remaining member of a pair
*One of his shoes was blue, **the other**, brown.*
- 2 *another* = an additional member of a group
*I'd like to hire **another** assistant.*
- 3 *the others* = the remaining members of a group
*Six people in my class are from this city. **The others** are from different cities.*
- 4 *others* (without *the*) = not the members of the group already mentioned, but different ones
*Some people drink coffee. **Others** prefer tea.*
- 5 *each other* and *one another* = show that each person in a group does something to the others
*During exams, students are not allowed to help **each other** / **one another**.*

A Complete the sentences with the correct reflexive pronouns or pronouns with *other/another*.

- 1 We knew it was going to be a tough job, but we told **one another / each other** we could do it as a team.
- 2 Do you and Antonio need help moving your furniture, or can you do it **yourselves** ?
- 3 I know you already have two roommates, but is there room in your apartment for **another** ?
- 4 Come on guys, work as a team! Help **each other** !
- 5 My job involves a lot of teamwork, so I'm used to working with **others** .
- 6 I was fixing the ceiling light and almost fell. I had one foot on a chair and **the other** on the table.

5.1 REAL CONDITIONALS (PAGE 45)

Real conditionals

- 1 Present: *if/when/whenever* + simple present + simple present in the main clause
 - to describe general facts or routines
*I **feel** nervous **if/when/whenever** I **think** about flying.*
- 2 Future: *if/when/whenever* + simple present + *will / be going to* in the main clause
 - for possible future situations and their results
***If you try** the therapy, it **will make** you more confident.*
(*You may or may not try the therapy. But if you do, it will make you more confident.*)
***When/Whenever you try** the therapy, it **will make** you more confident.*
(*You will try the therapy, and when you do, it will make you more confident.*)
- 3 With modals and modal-like expressions: *if* clause + a modal in the main clause
 - to show how likely or necessary the result is
***Whenever** you're worried, you **have to** try not to panic.*

A Add the words in parentheses () to the correct places in each sentence. Use a capital letter when necessary.

- 1 When I arrive at the airport, I will call you right away. (when, will)
- 2 Max feels anxious whenever he sees a plane. (feels, whenever)
- 3 If that app really helps people exercise, I may buy it. (if, may)
- 4 I have to face my fear of heights whenever I go over that bridge. (have to, whenever)
- 5 Everyone must take off their shoes if they want to enter that building. (must, if)
- 6 We can take a trip to France when your French improves. (can, when)

5.2 CONDITIONALS: alternatives to *if* (page 47)

Conditionals: alternatives to *if*

You can use real conditionals with expressions other than *if*, but they have different meanings:

- 1 **Even if**: Stresses that the condition doesn't matter. The condition may happen, but the result will be the same.
Even if video calls improve, talking in person is much nicer.
- 2 **Only if, providing / provided (that), as/so long as, on condition that**: Show the result or effect will happen when a specific condition becomes true. No other condition will have this result.
I'll lend you my phone, only if / provided / providing / as/so long as / on condition that you promise to return it soon.
- 3 **Unless**: Describes a possible negative condition in the present or future = "except if" or "if ... not."
We can't reach an agreement unless you communicate more openly.

A Circle the correct option.

- 1 I'm willing to try virtual office meetings providing / unless the technology is reliable.
- 2 On condition that / Even if we meet in person, we may not be able to reach an agreement.
- 3 We'll leave at 3:00 provided / even if everyone is ready.
- 4 You shouldn't study late unless / only if it's absolutely necessary.
- 5 Even if / So long as the company makes a profit, the boss is happy.
- 6 He should be able to get into that college as long as / unless he gets unexpectedly bad grades in high school.

6.1 NARRATIVE TENSES (PAGE 55)

Narrative tenses

- 1 Simple past for the main completed events and situations in a story.
*He **became** famous when he **was** only 14.*
- 2 Past continuous (*was/were + verb + -ing*) for background activities in progress at the same time as the main event in the simple past.
*She **translated** what the president **was saying**.*
- 3 Past perfect (*had + past participle*) for an event that happened before another event in the simple past.
*All my friends **went** to the concert, but I'd **forgotten** to buy a ticket.*
- 4 Past perfect continuous (*had + been + verb + -ing*) for an event that continued up to another event in the simple past. It shows the continuing nature of a past activity/situation leading up to a more recent past time.
 - It can show a reason.
 - It can give background information.*The band **had been playing** all night, so they **were** very tired.*
*I **had been dreaming** of being famous for years, and suddenly it **happened**.*

A Complete the sentences with the verbs in parentheses () in the correct tense.

We were exhausted when we ¹ reached (reach) the town. We ² had been traveling (travel) for days! There, we ³ interviewed (interview) several people about what they ⁴ had seen (see). As we ⁵ were traveling (travel) back, we ⁶ heard (hear) that the story ⁷ had already gone (already / go) viral.

6.2 REPORTED SPEECH WITH MODAL VERBS (PAGE 57)

Reported speech with modal verbs

- 1 Some modals change when the reporting verb is in the past:
will – would can – could may – might
"Will/Can you help me?" → Jen asked me if I'd / I could help her.
- 2 Some modals don't change, even if the reporting verb is in the past: *might, could, should, must*
"What could they do about traffic?" → He wondered what they could do about traffic.



Only change the tense of the main verb when the reporting verb is in the past tense.

A Complete the sentences.

- 1 "We won't study space next week." The teacher announced that we wouldn't be studying space next week.
- 2 "Everyone should study for the test." The teacher feels that everyone should study for the test.
- 3 "We may not have time to see a movie." Lisa explained that we might not have time to see a movie.
- 4 "Could the Tigers win the baseball game?" Joe asked me if the Tigers could win the baseball game.
- 5 "When will you finish the project?" My boss asked me when I would finish the project.
- 6 "I can play the piano well." I said I could play the piano well.

7.1 GERUNDS AND INFINITIVES AFTER ADJECTIVES, NOUNS, AND PRONOUNS (PAGE 67)

Gerunds and infinitives after adjectives, nouns, and pronouns

Infinitives (to + verb)

- 1 Adjective + infinitive
It's boring and difficult to work at night.
- 2 Noun + infinitive – to show purpose
It was an interesting place to visit.
- 3 Pronoun + infinitive – to show purpose
I need something to eat.

Gerunds (verb + -ing)

- 1 Adjective + gerund
It was boring waiting in line for the roller coaster. But it was cool riding on it.
- 2 Fixed expression + gerund
e.g.: be worth, have fun, spend/waste time
I spend a lot of time traveling for my job.

A Circle the correct options. More than one answer may be possible.

I start work at 6:00 a.m. It's hard ¹to get / getting up so early, and I usually don't want to spend time ²to make / making breakfast, but I try to have something simple ³to eat / eating. At least I have no trouble ⁴to get / getting to work, as I don't waste time ⁵to sit / sitting in traffic jams. I think that's a big advantage ⁶to have / having.



Some adjectives can be followed by either gerunds or infinitives, others - only gerunds or only infinitives.

7.2 INFINITIVES AFTER VERBS WITH AND WITHOUT OBJECTS (PAGE 69)

Infinitives after verbs with and without objects

- 1 Verb + infinitive Common verbs: *agree, decide, hope, manage, plan, seem, tend*
They agreed not to climb the mountain without an instructor.
- 2 Verb + object + infinitive Common verbs: *allow, convince, encourage, teach, tell, urge, warn*
He did not convince us to hire him. (The object performs the action of the infinitive.)
- 3 Verb + (object) + infinitive Common verbs: *ask, expect, need, promise, want, would like*
 - No object – subject performs the action of the infinitive
 - With object – object performs the action of the infinitive*I'd like to buy the lamp. (I'm buying it.) I'd like you to buy that lamp. (You're buying it.)*



Use **not** before the infinitive to show the infinitive is negative. Use **not** before the main verb to show it is negative.

A Which of these sentences are correct without an object? Add the object in parentheses () where possible.

- | | |
|--|---|
| 1 I like to shop online. (you) <i>correct</i> | 4 My parents advised ^{me} to save money. (me) |
| 2 I'd like ^{my sister} to move closer to my dad. (my sister) <i>correct</i> | 5 You convinced ^{them} to buy a new computer. (them) |
| 3 Jack tends to forget his friends' birthdays. (them) <i>correct</i> | 6 They expect ^{her} to get good grades. (her) <i>correct</i> |

8.1 MODAL-LIKE EXPRESSIONS WITH BE (PAGE 77)

Modal-like expressions with be

- Be bound to / Be certain to / Be sure to* for things that are definitely going to happen
*If you drop that glass, it's **bound to** / **certain to** / **sure to** break.*
- Be likely/unlikely to* for things that are probably (not) going to happen
*There's a lot of traffic, so we're **likely to** be late.*
- Be supposed to* for things expected to happen (because they were arranged or sb is responsible for them)
*My mom **was supposed to** pick me up at 3:30, but she didn't arrive until 4:00.*
- Be about to* for things that you're going to do soon or are going to happen soon
*Quick, turn on the TV. The game **is about to** start.*
- Be required to* for things that we are made to do (e.g., because of rules)
*Everyone who travels by plane **is required to** have a passport or some kind of photo ID.*
- Be forced to* for things that we are made to do, but don't want to
*I missed the last bus, so I **was forced to** walk home.*
- Be allowed to / Be permitted to* for things that we have permission to do
*They're **allowed to** / **permitted to** use their phones in school, but not in class.*

A Circle the correct option.

- The president just came into the room, so I think she's about to / *unlikely to* start her speech.
- He hardly went to any classes, so he was bound to / *about to* do badly on the exam.
- My coworker was off from work all week, so I was *sure to* / forced to do two jobs – mine and his.
- We were *allowed to* / required to give our passport numbers when we checked into the hotel.
- Only people who bought tickets online were *forced to* / permitted to go into the theater.
- They're *about to* / supposed to announce the exam results in six weeks.

8.2 FUTURE FORMS (PAGE 79)

Future forms

- Present continuous:** for general future intentions and definite plans or arrangements
*I'm **making** a film about college life.*
*I'm **meeting** my friends tomorrow at 6:00 p.m.*
- Be going to:** for general future plans and intention and predictions about the future
*I'm **going to make** a film about college life.*
*It's **going to be** a big surprise for them.*
- Might, may, or could:** when you're not sure about the future
*I **might start** my own business one day.*
- Will:** for predictions about the future and decisions made at the moment of speaking
*It **will be** a big surprise for them.*
*That looks difficult. I'll **help** you with it.*
- Will + be + verb + -ing** (the future continuous): for an action in progress at a future time and for plans and intentions
*In a few years, I'll **be looking** for a job.*
*Will you **be coming** to the meeting on Thursday?*



The future continuous and *be going to* can both express future plans and intentions. The future continuous is more formal.

A Complete the conversation with the verbs in parentheses () in appropriate future forms.

- A I'm not sure yet, but I ¹ might ask / may ask (ask) Juan for help. Do you know if he ² 's going to come / 's coming (come) out with us tonight?
- B No. He ³ 's not leaving (not, leave) the office yet. He's so busy these days! He ⁴ 'll get (get) sick unless he takes it easy.
- A No. I think he ⁵ 'll be / 's going to be (be) fine. His vacation starts next month, so soon he ⁶ 'll be relaxing (relax) on a beach somewhere.

9.1 UNREAL CONDITIONALS (PAGE 87)

Unreal conditionals

Present and future

if clause: *could*, simple past, or past continuous (imagined situation)

result clause: *would/could/might* + base form of a verb (predicted or possible result)

If Josh was/were studying at the library, I could help him with his homework.

If we got / could get tickets to the concert, we wouldn't watch it on TV.

Past

if clause: past perfect (something possible that did not happen)

result clause: *would/could/may/might have* + past participle (imaginary past result that didn't happen)

I could have been an X-ray technician if I had studied medicine.

Or *would* + base form of a verb (imaginary present result)

I would have a nicer apartment if I hadn't bought a new car.

A Complete the sentences with the correct form of the words in parentheses.

- If Brenda was trying out for that play, she would get (get) a good part.
- I would take a dance class if I hadn't hurt (not hurt) my ankle.
- I would change (change) jobs if I could, but I can't right now.
- If I had gotten to the restaurant later, I wouldn't have seen (not see) my cousin.
- If I had heard the news, I would have been (be) at your house right now.
- If they could work (work) fewer hours, they wouldn't be so tired.

9.2 WISHES AND REGRETS (PAGE 89)

Wishes and regrets

I wish (that) / If only express a wish for something to be different or feelings of regret.

1 For wishes about general situations in the present: *I wish / If only* + simple past

I wish / If only I knew the answer to this question.

2 For wishes about continuous situations in the present: *I wish / If only* + past continuous

I wish / If only I was/were sitting at home and not in this traffic jam.

3 For wishes about ability or possibility in the present: *I wish / If only* + *could/couldn't*

I wish / If only I could find that book.

4 For wishes about situations in the past: *I wish / If only* + past perfect

I wish / If only I had bought tickets in advance.



After I wish / If only, you can use *was* (informal) or *were* (more formal) with *I, he, she, and it*.

A Complete the conversation.

Jose Wow, it's hot on this bus! I wish it ¹ was / were ten degrees cooler.

Ed If only we ² could buy some cold sodas.

Jose Yeah, this water's warm. I wish I ³ had put the bottle in the refrigerator last night.

Ed Right now, I wish I ⁴ was / were in a refrigerator! If only the air conditioning ⁵ hadn't broken!

10.1 GERUNDS AFTER PREPOSITIONS (PAGE 99)

Gerunds after prepositions

- 1 Verb + preposition + gerund (e.g., *boast about, care about, insist on, plan on, result in, think of, worry about*)
*Josh **boasted about** buying a new car.*
- 2 *be* + adjective + preposition + gerund (e.g., *be afraid of, be excited about, be guilty of, be interested in*)
*We **are guilty of** spending too much time on social media.*
- 3 Noun + *of* + gerund (e.g., *benefits, cost, danger, fear, idea, importance, possibility, process, risk, way*)
*My **fear of** flying has stopped me from visiting you.*

A Complete the sentences with the gerund form of the correct words.

develop do recycle try win work

- 1 Mia often complains about working on the weekends.
- 2 What are the benefits of recycling plastic?
- 3 Larry isn't afraid of trying unusual foods.
- 4 The soccer team succeeded in winning every game this season.
- 5 I'm guilty of doing the same thing instead of trying new things.
- 6 You need to concentrate on developing your plan before you can start a business.

10.2 CAUSATIVE VERBS (PAGE 101)

Causative verbs

- | | |
|--|--|
| 1 <i>Help/let/make/have</i> + object + base form of the verb | <i>My parents make me save money for my future.</i> |
| 2 <i>Allow/cause/enable</i> + object + infinitive | <i>Surveys enable stores to estimate sales.</i> |
| 3 <i>Keep/prevent/protect/stop</i> + object + <i>from</i> + gerund | <i>Her advice kept me from losing my job.</i> |

A Complete the sentences with the words in parentheses () in the correct form. Add *from* when necessary.

- 1 Customer feedback frequently makes us improve our products. (make, we, improve)
- 2 We tried to prevent him from spending too much money, but we failed. (prevent, he, spend)
- 3 Having my own home has enabled me to be independent. (enable, I, be)
- 4 After a business trip, I usually let my team take an extra day off. (let, my team, take)
- 5 My computer is broken, which has kept me from getting any work done. (keep, I, get)
- 6 Worrying about his business caused him to lose a lot of weight last year. (cause, he, lose)

11.1 PASSIVE FORMS (PAGE 109)

Passive forms

Passive and active sentences have similar meanings. But in the passive, the receiver of the action is more important than the doer and becomes the subject of the sentence. Add *by* + the agent if necessary.

- | | |
|---|---|
| 1 Simple present passive: <i>am/is/are</i> + past participle | <i>These products are usually imported.</i> |
| 2 Simple past passive: <i>was/were</i> + past participle | <i>Were you given a refund?</i> |
| 3 Present perfect passive: <i>has/have been</i> + past participle | <i>The order has been canceled.</i> |
| 4 Future passive: <i>am/is/are going to/will</i> + <i>be</i> + past participle | <i>The goods will be checked before they're shipped.</i> |
| 5 Present continuous passive: <i>am/is/are</i> + <i>being</i> + past participle | <i>Many goods are being imported.</i> |
| 6 Past continuous passive: <i>was/were</i> + <i>being</i> + past participle | <i>The store wasn't being used until now.</i> |

A Rewrite the sentences in the passive form. Add by + the agent if it's important.

- 1 We won't solve the problem of counterfeit goods easily. *The problem of counterfeit goods won't be solved easily.*
- 2 A man found illegal copies of movies and games in a garage.
Illegal copies of movies and games were found in a garage.
- 3 They're going to debate the issue of fake goods on TV. *The issue of fake goods is going to be debated on TV.*
- 4 For a long time, people were selling fake goods openly in markets.
For a long time, fake goods were being sold openly in markets.
- 5 Recently, they've changed the laws on counterfeit goods.
Recently, the laws on counterfeit goods have been changed.
- 6 The government is now watching traders more carefully.
Traders are now being watched more carefully by the government.

11.2 PASSIVES WITH MODALS AND MODAL-LIKE EXPRESSIONS; PASSIVE INFINITIVES (PAGE 111)

Passives with modals and modal-like expressions; passive infinitives

- 1 Passive with modals + *be* + past participle
 - Common modals: *can, could, might, may, should, must*
Should the photos be taken in natural light?
- 2 Passive with modal-like expressions + (to) + *be* + past participle
 - Common expressions: *have to, need to, had better, be likely to, be supposed to*
Rumors had better not be spread at this school. Good journalists don't need to be told what to do.
- 3 Passive infinitives (verb + to *be* + past participle)
 - Common verbs and expressions: *ask, be likely, expect, hope, refuse, seem*
The problem isn't likely to be solved soon.



For negative sentences, use **had better not + be + past participle**.

A Write sentences with passive forms.

- 1 the facts / must / check / by the editor / *The facts must be checked by the editor* .
- 2 the manager / ask / show / the sales figures / *The manager was asked to show the sales figures* .
- 3 people / might / harm / by that false story / *People might be harmed by that false story* .
- 4 the rumor / couldn't / control / *The rumor couldn't be controlled* .
- 5 the journalists / refuse / tell / what to write / *The journalists refused to be told what to write* .
- 6 that photo of me / had better / removed / from your post / *That photo of me had better be removed from your post* .

12.1 ADVERBS WITH ADJECTIVES AND ADVERBS (PAGE 119)

Adverbs with adjectives and adverbs

With adjectives

- 1 Use an adverb before an adjective to provide more detail about it.
 - Common adverbs: *especially, exceptionally, mainly, (not) necessarily, particularly, reasonably*
John is especially skilled at painting, while his brother is mainly good at drawing.
- 2 Use an adverb before an adjective to say what the adjective is related to.
 - Common adverbs: *artistically, athletically, financially, musically, physically, scientifically, technically*
Sandra is artistically talented in many ways, but she's not musically gifted at all.

With adverbs

- 3 Use an adverb before another adverb to provide more detail about it.
 - Common adverbs: *especially, exceptionally, particularly, reasonably*
Some people are able to learn languages particularly easily. For example, my friend Paolo learned five languages exceptionally fast.



An adverb + an adjective describes a noun.
The concert was reasonably good.

An adverb + an adverb describes a verb.
Sandra paints exceptionally well for a beginner.

A Circle the correct option.

- 1 My accountant always gives me financially correct / *correctly* information.
- 2 Is she exceptionally good / *well* at music?
- 3 Jorge finished the test especially *quick* / quickly.
- 4 Eve learns new computer programs particularly *easy* / easily.
- 5 I like all kinds of music, but I'm mainly interested / *interestingly* in classical music.
- 6 Natasha's house is full of artistically beautiful / *beautifully* objects.

12.2 MAKING NON-COUNT NOUNS COUNTABLE (PAGE 121)

Making non-count nouns countable

Make non-count nouns countable with expressions describing specific quantities or amounts. For example:

1 Abstract ideas

- a little bit of (kindness/luck/space/time)
*A **little bit of kindness** brightens up people's lives.*
- a piece of (advice/information)
*This is **a useful piece of information**.*
- a word of (advice/encouragement/sympathy/wisdom)
*He was full of **words of wisdom** and useful **pieces of advice**.*

2 Activities and sports

- a game of (basketball/chess/soccer/tennis)
*We played **a few games of basketball** over the weekend.*

3 Food

- a box of, a bunch of, a can of, a grain of, a loaf of, a package of, a piece/slice of, a pound of, a serving of
*I need **a bunch of parsley** and **a packet of cereal**.*

4 Liquids

- a bottle of, a cup of, a glass of, a drop of, a gallon of, a quart of
*At the café, we ordered **two cups of coffee** and **a glass of juice**.*

5 Miscellaneous

- an act of (bravery/kindness) *Helping me move was **an act of kindness**.*
- an article/item of (clothing) *What is your favorite **item of clothing**?*
- a piece of (clothing/equipment/furniture/music/news) *That's **a fantastic piece of equipment**!*
- a work of (art) *This painting is my favorite **work of art**.*



A pound = about .45 kilograms
A gallon = about 3.8 liters
A quart = about .95 liters

A Complete the sentences with the words in the box. Use the plural form when necessary.

act article game serving word work

- 1 His words of encouragement really raised my spirits.
- 2 She gave each person a serving of ice cream.
- 3 I think that being able to change yourself is a real act of bravery.
- 4 I lost three games of chess with my brother, and it ruined my evening.
- 5 I don't think we need any more works of art in this room.
- 6 How many articles of clothing can you fit in that tiny suitcase?

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 • 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 his/her cards to quiz S2 in several ways: by showing the picture and asking for the word; by reading the example sentence, leaving the vocabulary word blank for S2 to say; by saying a synonym and an antonym and having S2 say the vocabulary word, etc.
- 2 • 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 he/she is 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 until they guess incorrectly enough times that a whole body is drawn.
 - Teams switch roles.
- 3 • Play “Telephone.” Put Ss in rows of at least four students.
 - 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, he/she writes 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.
- 4 • 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.
- 5 • 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 his/her forehead with the word facing out so his/her 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 FACING CHALLENGES (PAGE 2)

A Circle the correct option.

- 1 I usually welcome / resist change – unless it's dangerous, of course!
- 2 Many people accept / get a grip that they have a limit to what they can do.
- 3 I've never been capable of / been frightened of learning new things. I love it!
- 4 When I'm really busy at work, I can't cope with / underestimate other things. I'm too tired.
- 5 My dad used to tell me, "You need to welcome / adapt in order to be successful."
- 6 I tackle / can't take all this work. It's too much!
- 7 When I'm stressed, I tell myself to get a grip / be a step forward and deal with things.
- 8 My good friends often help me underestimate / get through difficult times.
- 9 They say it's hard to survive / be capable of in this city, but I'm doing fine!

B Complete each sentence with the correct word or phrase from the box.

accept	adapt	can't take	capable of
frightened of	step forward	tackle	underestimate

- 1 I'm afraid I'm not capable of doing a sales manager's job. I don't have the skills.
- 2 We told the police what happened, but they wouldn't accept our explanation.
- 3 You usually adapt well to big changes in your life.
- 4 Congratulations on your graduation! It's a step forward in your life, and a big one.
- 5 Don't underestimate your ability to face challenges. You've always been good at dealing with new things.
- 6 She's moving to the country because she can't take the pressure of city life anymore.
- 7 I have to tackle some boring jobs around the house this weekend. They have to be done.
- 8 My mom says I was frightened of other people when I was a child. Actually, I was just shy.

1.2 DESCRIBING ANNOYING THINGS (PAGE 4)

A Cross out the word or phrase that does not work in each sentence.

- 1 This app always crashes. It is infuriating / ~~is awkward~~ / drives me crazy.
- 2 My little sister asks a lot of questions. It gets on my nerves / drives me crazy / ~~is hard to operate~~.
- 3 This remote control is complex / ~~time-consuming~~ / tricky. I can't figure out how to record a show.
- 4 Old laptops were awkward / were clumsy / ~~lost my patience~~ because they were too big and never fit in a bag.
- 5 This door is ~~a waste of time~~ / infuriating / frustrating. It always makes a loud noise when someone opens it.

B Complete each sentence with the correct form of the words or phrases in the box.

be a waste of time	be hard to operate	complex
get on sb's nerves	lose patience	time-consuming

- 1 These drones are hard to operate. The remote controls aren't easy to use at all.
- 2 Our internet connection really gets on my nerves. I can't stream any movies.
- 3 Jackie loses her patience over little things – like when people ask her the same question more than once.
- 4 Painting our house is time-consuming. We've been working for hours, and we've only done one room.
- 5 These directions are complex. I can't figure out how to put this table together.
- 6 Playing that game on your phone is a waste of time. You should be studying.

2.1 SPACE AND OCEAN EXPLORATION (PAGE 12)

A Complete each sentence with the correct word. There is one item you won't use.

atmosphere	come across	investigation	launched	observe
resources	satellite	species	surface	

What's Mars like? The ¹ atmosphere of Mars is very different from the air around Earth. For example, there's very little oxygen in it. From ² satellite images we can see that the ³ surface of Mars is covered with rocks and red dust, so Mars is often called the Red Planet. People haven't been to Mars, but they've ⁴ launched spacecraft to ⁵ observe and explore it. They haven't ⁶ come across any plant or animal ⁷ species on the planet, but they've found ⁸ resources, like water and iron.

B Circle the correct option.

Ocean ¹ exploration / atmosphere is useful in many different ways. For example, scientists are making breakthroughs in medicine by ² launching / observing different ocean ³ species / investigation. So it's important to ⁴ monitor / come across the ocean waters to ⁵ preserve / use up life there, not only for food ⁶ exploration / resources, but also because we have so much more to learn from it.

2.2 THE NATURAL WORLD (PAGE 14)

A Circle the correct option.

- 1 We climbed to the top of the pond / volcano to admire the view.
- 2 Ants and rats are excellent sea life / survivors.
- 3 How many animals are endangered / adaptable in your country?
- 4 What other creatures / territory can you find in this area?
- 5 The frog's natural form of life / habitat is in or around water.
- 6 There's a huge variety of plant life / environment in the Amazon rainforest.
- 7 Tigers are one of the most poisonous / endangered species on Earth.
- 8 Dinosaur bones give us clues to their origins / animal life.

B Complete each sentence with the correct word or phrase. Use each option only once.

adaptable	animal life	forms of life	pond
survivors	sea life	territory	

- 1 Animals and birds try very hard to protect their territory.
- 2 Foxes are good survivors in both the city and the countryside.
- 3 There are many more forms of life on Earth than we know of.
- 4 Unfortunately, there isn't much animal life in this forest anymore.
- 5 There's something swimming on the surface of the pond.
- 6 Ants might be small, but they are adaptable creatures that can live in many environments.
- 7 Fish are one of the most common forms of sea life.

3.1 DESCRIBING PERSONALITY (PAGE 22)

A Match the words (1–5) with their definitions (a–e).

- | | |
|----------------------|--|
| 1 show off <u>b</u> | a talk and do things with other people |
| 2 speak up <u>e</u> | b try to get attention |
| 3 extrovert <u>d</u> | c someone who is shy and quiet |
| 4 interact <u>a</u> | d an energetic person who enjoys being with other people |
| 5 introvert <u>c</u> | e to speak in a louder voice so that people can hear you |

B Circle the correct option.

My sister and I often go out together. She likes meeting new people and ¹enjoys the company of / shows off strangers, but I prefer to hang out with people I know. She loves to ²feel left out / socialize in any environment, but I need to feel comfortable before I ³interact / speak up with people. When people invite us to their homes, she's ⁴reserved / the life of the party, and everyone loves her stories and jokes. I tend to ⁵speak softly / speak up and often ⁶feel left out / attract attention because I feel that no one wants to hear my stories. Sometimes, I think she ⁷shows off / interacts, but I guess that's not really true. I'm probably just a little jealous. The truth is, I never ⁸am reserved / speak up. If I did, everyone would probably listen to me, too. It's OK – if I find one person to talk to, I'm perfectly happy.

3.2 STRONG FEELINGS (PAGE 25)

A Complete each sentence with the correct word. Sometimes there is more than one possible answer.

bizarre	creepy	disgusting	fabulous	impressive	irritating
satisfying	stunning	tense	uneasy	weird	

- 1 My internet connection has been slow lately. It's really irritating.
- 2 We saw some strange species of insects in the forest. They were like aliens – really bizarre / weird / creepy.
- 3 Having worked so hard painting the apartment, it was extremely satisfying to see the results.
- 4 I'll never eat in that restaurant again. The food was absolutely disgusting!
- 5 I felt confident in the interview but not before it. Before it started, I was really tense / uneasy and couldn't relax.
- 6 This landscape is stunning / fabulous! Let's take some pictures before it gets dark.
- 7 I used to get scared going into that old house. It was such a(n) creepy / weird / bizarre place.
- 8 We had a wonderful time on the coast. It was a(n) fabulous weekend.

B Cross out the word that does not work in each sentence.

- 1 From our hotel balcony, we could see the ocean. The view was fabulous / ~~uneasy~~ / stunning.
- 2 Cheryl thinks spiders are creepy / disgusting / ~~fabulous~~, but she likes snakes.
- 3 I think it's satisfying / weird / bizarre that John can't stand the feel of plastic.
- 4 I always feel tense / uneasy / irritating when I have to speak in public.
- 5 Martin's new car is tense / impressive / stunning. I wish he'd let me drive it.
- 6 It was an irritating / a tense / ~~an impressive~~ situation, but we got through it.

4.1 PROFESSIONAL RELATIONSHIPS (PAGE 34)

A Circle the correct option.

- 1 I think they need to build trust / demonstrate before they start that project.
- 2 Can you tell me who oversees / acts as student registration?
- 3 I had a difficult time at first because I had no one to take on / turn to.
- 4 The adviser at my college enabled me to / contributed get my first job.
- 5 My mother steered me away from / kept an eye on a lot of trouble when I was a child.
- 6 We want you to build a relationship / assist the general manager as soon as you can.

B Complete each paragraph with the correct words in the simple past.

act as	build trust	enable me to
keep an eye on	steer me away from	take on

My cousin Frederico ¹ acted as my tutor when I was in college. He ² took on the responsibility of helping me study and prepare for exams. He ³ kept an eye on all my work and ⁴ steered me away from making mistakes. We ⁵ built trust together, and I can honestly say that he ⁶ enabled me to graduate with good grades.

assist	build a relationship	contribute
demonstrate	oversee	turn to

Marina quickly ⁷ built a relationship with her students, and they ⁸ turned to her whenever they needed help. She ⁹ assisted them with their studies in every way and ¹⁰ oversaw all their exam preparations. She ¹¹ contributed useful suggestions and ideas at every staff meeting and always ¹² demonstrated interest and enjoyment in her job as a teacher here. I'm sorry she's leaving, but I wish her all the best for the future.

4.2 ASSESSING IDEAS (PAGE 36)

A Circle the correct option.

It can be hard to make decisions. It's not always easy to ¹ assess / draw what the final ² aspects / consequences might be. And even if it's possible to think ³ out / through everything in detail, ideas often have both good and bad ⁴ aspects / strengths. This sometimes forces us to ⁵ be destructive / weigh the pros and cons. Things get even more complicated if a decision has to be made as a team. Team members often point ⁶ out / up the problems with each other's ideas. This can cause problems. Success depends on the personal strengths and ⁷ cons / weaknesses of team members. Some people are good at expressing criticism in a positive, ⁸ constructive / destructive way. They are careful to ⁹ draw / point attention only to valid points. Others are not as careful. They can sound rude, and the results can be ¹⁰ constructive / destructive to team relationships.

B Cross out the word or phrase that doesn't work in each sentence.

- 1 I think he was being too critical. A lot of his points were *destructive* / ~~valid~~ / unreasonable.
- 2 We need to *assess* / think through / ~~point out~~ this plan and decide if it will work.
- 3 I'm really concerned about the ~~aspects~~ / consequences / weaknesses of his proposal.
- 4 Can I just draw attention to / ~~weigh the pros and cons~~ / point out a possible problem?
- 5 The boss was pleased with my ~~unreasonable~~ / valid / constructive suggestions.

5.1 DEALING WITH EMOTIONS (PAGE 44)

A Circle the correct option.

- 1 When planes land, I'm scared to death / conscious of an uneasy feeling among the passengers.
- 2 You need to calm down / panic and think clearly.
- 3 Do you think the therapist can *regain control* / cure my fear of spiders?
- 4 Right now, my *breathing technique* / anxiety level is low.
- 5 I was afraid to drive, but my mom helped me *be scared to death* / overcome my fear.
- 6 It's important to be rational / be in control of when faced with fear.
- 7 Do you think trying therapy / an anxiety level will help him?

B Complete each sentence with the correct word or phrase from the box.

be in control of panic	be rational regained control	breathing technique was scared to death	cure
---------------------------	---------------------------------	--	------

- 1 After panicking for a few minutes, I regained control and started to relax.
- 2 Do you want to be in control of your emotions when flying? If so, try our VR therapy.
- 3 The movie was so frightening. I was scared to death.
- 4 We're trying to be rational about the decision, but it will change our lives completely.
- 5 Try not to panic about your driving test. Breathe deeply and relax.
- 6 She feels much better, but the medicine didn't completely cure her cough.
- 7 You might feel more relaxed if you try this breathing technique.

5.2 WILLINGNESS AND UNWILLINGNESS (PAGE 46)

A Circle the correct options.

- 1 I'm *passionate* / eager to learn languages, but my friend has no *desire* / intention of learning another language.
- 2 My dad is more than happy / *reluctant* to help me study, but he is against / *eager* helping me write my essays.
- 3 Some of us are dying / *hesitating* to go camping, but others are anxious / *passionate* to stay at home and study for their exams.
- 4 It's great you're prepared / *unwilling* to meet us at the airport. We're *reluctant* / dying to see you again!

B Complete each sentence with the correct phrase.

am prepared to hesitated to	am unwilling to is against	are anxious to is passionate about	have no intention of are reluctant to
--------------------------------	-------------------------------	---------------------------------------	--

- 1 I saw he was in trouble, but I hesitated to help him. I didn't want to make the situation worse.
- 2 We are anxious to meet your new friends. We can hardly wait.
- 3 I hate flying and have no intention of getting on a plane ever again!
- 4 She is passionate about keeping fit. She runs ten kilometers every day.
- 5 Sorry, but I am unwilling to work this weekend. I'm tired and need to rest.
- 6 My mother can repair anything. She is against buying new things if she can fix the old ones.
- 7 They are reluctant to leave their house because they're watching a soccer game on TV.
- 8 I am prepared to accept the job if the salary is good enough.

6.1 TALKING ABOUT FAME (PAGE 54)

A Circle the correct option.

Jason ¹had a good reputation / *got hits* as a music student in college. One of his performances ²caught the media's attention / *made an appearance*, and he soon ³*heard of it* / was getting a lot of publicity. He never intended to ⁴seek fame / *praise himself*, but he enjoyed the attention. After that, he ⁵*raised awareness* / made appearances on several TV shows. I noticed he ⁶*did the broadcast* / made headlines almost every day, so I went to one of his concerts. Jason really ⁷raised my awareness of / *caught my attention* the power of music.

B Cross out the expression that does not work in each sentence.

- 1 The singer's videos *got a lot of publicity* / *got a lot of hits* / ~~*made an appearance*~~ in a short amount of time.
- 2 As a young artist, he ~~*praised*~~ / *caught everyone's attention* / *sought fame*.
- 3 Our band ~~*did a broadcast*~~ / ~~*has heard of*~~ / *made an appearance* online.
- 4 Famous people often have a need to make *headlines* / *appearances in public* / ~~*a bad reputation*~~.
- 5 The teacher *raised awareness of* / *praised* / ~~*made them entertaining*~~ our creative videos.



6.2 REPORTING VERBS (PAGE 56)

A Match the words (1–12) with the definitions (a–l). Use a dictionary or your phone to help you.

- | | |
|------------------------------|---|
| 1 announce <u>e</u> | a not be sure of something |
| 2 argue <u>g</u> | b promise |
| 3 boast <u>c</u> | c talk too proudly about something connected with you |
| 4 claim <u>i</u> | d guess the size, value, amount, cost, etc., of something |
| 5 confirm <u>f</u> | e tell people new information |
| 6 deny <u>i</u> | f say something is true |
| 7 estimate <u>d</u> | g give reasons to support or oppose an idea, action, etc. |
| 8 have doubts about <u>a</u> | h suggest a plan or action |
| 9 hope to <u>j</u> | i say something is not true |
| 10 insist <u>k</u> | j want something to happen |
| 11 propose <u>h</u> | k say something must be done |
| 12 swear <u>b</u> | l to say that based on evidence something is true |

B Circle the correct option.

- 1 My friends often boast / *hope to* / *swear* about their good grades.
- 2 When will you *insist* / announce / *claim* your plans to sell the company?
- 3 I was happy that the report confirmed / *estimated* / *denied* my numbers were correct.
- 4 I know that John was at a concert last night, but he *insists* / denies / *proposes* it.
- 5 Jenny *denied* / *had doubts about* / swore she told me about the party, but she hadn't.

7.1 POSITIVE EXPERIENCES (PAGE 67)

A Circle the correct options. Sometimes both are correct.

- 1 In my job, I have a positive effect on people. They *are of use* / value what I do.
- 2 I'm proud of the work I do. It *makes a contribution* / is an honor to work for this company.
- 3 My job is a lot of fun. I take pleasure in / *am a good influence on* my work.
- 4 It's good to make a contribution – to feel that what you do is beneficial / worthwhile.
- 5 When people are scared, it makes a difference if you *devote your life* / reassure them.
- 6 Janelle is an excellent nurse and *is a good influence on* / devotes her life to others.
- 7 When you do a job well, you generally get satisfaction out of / *reassure* it.
- 8 I want a job that has a positive effect on the world. I want to make a contribution / make a difference.

B Complete the sentences with these expressions. Sometimes more than one answer is correct.

devoted their lives to	get satisfaction out of	make a contribution	make a difference
reassure	take pleasure in	value	was beneficial
was of use	was worthwhile		

- 1 I enjoyed working on the construction of the new hospital. I felt it was worthwhile / made a difference for my city.
- 2 Thanks for your help. I always value the career advice you give me.
- 3 My sister and her husband have devoted their lives to helping others.
- 4 If we hire you, how can you help the company? How will you make a contribution / make a difference ?
- 5 I often help people in trouble, and of course, I get satisfaction out of / take pleasure in that.
- 6 Don't worry. Let me reassure you everything will be fine.

7.2 MAKING PURCHASES (PAGE 68)

A Complete the conversation with the correct words.

be foolish	convinced me	look ridiculous	makes financial sense
practical	purchase	regret a purchase	

Marcy I think we should ¹ purchase these snowboards.

Jason Yeah, the salesperson ² convinced me it's cheaper than renting them.

Marcy It really ³ makes financial sense. We snowboard a lot in the winter, so it's ⁴ practical.

Jason But I'm not sure about these bright colors. I don't want to ⁵ look ridiculous in front of our friends.

Marcy I think they're really cool, but I don't want you to ⁶ regret a purchase that was kind of expensive. Why don't we go home and look at some other options online?

Jason Good idea. There's no reason to ⁷ be foolish and make a quick decision.

B Circle the correct option.

- Owning an environmentally friendly car has a lot of appeal / *sense*, and I *convince* / encourage you to consider getting one.
- For me, buying new clothes is not worth the money / *looks ridiculous*. I get bored with them after a couple of weeks, and I always regret the purchase / *urge you to buy them*.
- My sister *regrets* / urged me to buy a laptop, but I think this tablet has potential / *is foolish*, too. It's cheaper and will do everything I need it to.

8.1 DESCRIBING NEATNESS AND MESSINESS (PAGE 76)

A Circle the correct option. Sometimes both options are correct.

- We've put the files in alphabetical order / *folded the files* so they can be found easily.
- Someone has arranged the towels / hung up the towels neatly.
- He left his papers all over the place / *tangled up*.
- She carefully lined up / *threw* the books on the shelves.
- My dad hung up his tools / *put his tools in a pile* on the wall of his garage.
- I keep telling my kids to *throw in* / put away their clothes.
- All the dishes are organized / *are disorganized* neatly in the cupboard.
- Your computer cables are all jumbled up / tangled up.

B Complete the paragraph with these expressions. Sometimes there's more than one correct answer.

arranges	disorganized	fold	hangs up	jumbled up
leaves ... all over the place	lines up	organized	puts away	
tangled up	throws ... on			

Leo and Ed are roommates, but they have completely different habits. Leo is ¹ organized. He always ² arranges / hangs up / puts away his clothes neatly in the closet, and he ³ arranges / lines up his shoes side by side on the floor. But Ed is completely ⁴ disorganized. His clothes are always ⁵ disorganized / jumbled up, and he ⁶ leaves them all over the place. He doesn't ⁷ fold / arrange them, but just ⁸ throws them on the floor.

8.2 TALKING ABOUT PROGRESS (PAGE 78)

A Circle the correct option.

- 1 My friend studied really hard, and *effectively* / *as expected* she did well on her exams.
- 2 He does everything very quickly and *with ease* / *little by little*.
- 3 If you want to work on that project, you will have to do it *efficiently* / *on your own time*, not during work hours.
- 4 I researched the subject *thoroughly* / *smoothly*, but I still had trouble writing my essay.
- 5 It's a wonderful feeling to complete a project *successfully* / *steadily*.
- 6 I felt relaxed because I was allowed to work *with difficulty* / *at my own pace*.

B Put the words in parentheses () in the correct place in each sentence. There's sometimes more than one correct place.

- 1 I have to do this ^{*little by little*} because it's easy to make mistakes. (little by little)
- 2 We read the instructions ^{*thoroughly*} but couldn't find the information we wanted. (thoroughly)
- 3 Just work on it ^{*steadily*} and don't worry about the schedule. (steadily)
- 4 How can we manage this project? ^{*effectively*} (effectively)
- 5 If you want to complete this ^{*on your own time*}, that's fine with me. (on your own time)
- 6 It's amazing that you can work in this noisy office ^{*efficiently*}. (efficiently)
- 7 I completed the project ^{*with difficulty*}, and I didn't enjoy it at all. (with difficulty)
- 8 Everything went ^{*smoothly*} so we were all very pleased. (smoothly)

9.1 LUCK AND CHOICE (PAGE 86)

A Complete the sentences with the correct expressions.

be in the right place at the right time	chance encounter
deliberate decision	determination
fate	believe my luck
path	was fortunate

- 1 A(n) *chance encounter* with a famous singer set me on a *path* to study music.
- 2 Sara believes in *fate*. She says it's the reason she met her boyfriend, but I just think she happened to *be in the right place at the right time*.
- 3 Joaquin made a *deliberate decision* to study law. He'll need a lot of *determination* to finish his degree.
- 4 I *was fortunate* to get the last two concert tickets. I can't *believe my luck*!

B Circle the correct options.

- 1 College was a *life-changing experience* / *fate* for me.
- 2 Laura got a *path* / *lucky break* when she was asked to appear on a reality TV cooking show.
- 3 Seeing my cousin at the mall was a *right place at the right time* / *coincidence*.
- 4 Gavin studied biology, but he *wound up* / *was fortunate* being a gym teacher.
- 5 She made a *chance encounter* / *deliberate decision* to cancel her trip when she heard about the storm.

9.2 COMMENTING ON MISTAKES (PAGE 89)

A Circle the correct options.

- Now I realize it was a bad *side* / move. It was a dumb *mistake* / thing to do.
- My clothes were totally wrong for the party. I found myself in an awkward / *incompetent* situation, but I could see the *bad* / funny side of it.
- I tripped over a bench because I wasn't watching / *learning* what I was doing. I don't text while walking now, but I learned that the *silly* / hard way.
- Her dog bit me, which was *incompetent* / unfortunate. It was my own fault / *kicked myself* because I accidentally scared it.
- It was a *hard* / silly mistake. And I made it because I was in too much of a hurry / *move*.

B Complete the sentences with the expressions in the box.

dumb thing to do incompetent at kicked myself learned that the hard way
found myself in an awkward situation sees the funny side too much of a hurry unfortunate

- Because I was quite incompetent at math, I decided not to become an engineer.
- I couldn't remember the company director's name, so I found myself in an awkward situation.
- I left my phone outside. Phones don't like rain! I learned that the hard way.
- I tried to carry six glasses. It was a dumb thing to do.
- Out of everyone in the restaurant, I was the one hit by the flying tomato! I was so unfortunate.
- At the airport, I realized I'd forgotten my passport. I could have kicked myself!
- Take your time. You're always in too much of a hurry.
- He's a pretty positive guy. He usually sees the funny side of things.

10.1 DESCRIBING CHARACTERISTICS (PAGE 98)

A What are the sentences describing? Write the correct expression.

a look a match build features look-alikes

- Tom is very tall and has a lot of muscles. build
- Mike and Joey aren't related, but people think they're brothers. look-alikes
- I love the clothes my Aunt Larisa wears, and she always has a trendy hairstyle. a look
- Mario has dark eyes, a small nose, and a wide mouth. features
- Jim and Cara are great for each other. They have a lot in common and get along well. a match

B Circle the correct options.

- My brother and I have similar features and *likeness* / characteristics, but our interests are completely different.
- You have to complete the form with your name, contact information, and *feature* / gender.
- My dog Charlie is a male / *female*, and he's very shy.
- The *features* / similarities between Isabel and her cousin make them seem more like sisters.
- John is a very independent individual / *match*. He always does what he wants, even if it's not popular.
- Lara has a medium build / *look*, while her sister is really tall and slim.

10.2 DESCRIBING RESEARCH (PAGE 100)

A Circle the correct options.

We did a ¹survey / calculation of our customers two months ago. One of the marketing staff then ²analyzed / demonstrated their profiles and ³calculated / identified ten customers who could become our special advisers. We want them to ⁴examine / survey our menu and give their ⁵survey / assessment of which dishes no longer interest people. In return for their help, we will give them cooking classes, including ⁶demonstrations / analysis and hands-on lessons. In addition, the manager has ⁷examined / calculated that we can afford to pay them \$50 each for their time.

B Complete the sentences with the correct words. Sometimes there's more than one correct answer.

analyze	assessed	assessments	calculations
demonstrations	examined	identify	surveys

- 1 Would you please analyze this sales report and let me know if it's reliable?
- 2 I carefully examined / assessed the printer, but I didn't see anything wrong with it.
- 3 We watched a couple of interesting demonstrations of how to interview new graduates.
- 4 I've assessed the information and am going to start writing my essay this afternoon.
- 5 We found out later that most of his calculations / assessments were wrong.
- 6 Unfortunately, the results of both customer surveys / assessments were unclear.
- 7 Can you identify one or two employees who have the potential to be managers?

11.1 DESCRIBING CONSUMER GOODS (PAGE 108)

A Complete the sentences with the correct words in the box. Sometimes there is more than one correct answer.

authentic	counterfeit	deadly	fake	fireproof
genuine	inferior	legal	second-rate	sophisticated

- 1 Is this watch real or not? If it's a copy, it's a very sophisticated one.
- 2 Don't buy that phone. It's made of cheap, inferior / second-rate materials, which won't last.
- 3 Your purse is authentic / genuine. It's definitely made by our company.
- 4 Is it legal to copy designer clothing if you openly say it's not real?
- 5 One of the chemicals used in this hair dye is dangerous. In fact, it's deadly. Throw it away!
- 6 I got a(n) counterfeit / fake \$5 bill in my change yesterday. I took it to the bank, and they gave me a real one.
- 7 This blanket is made of fireproof / sophisticated material and is very safe for your child's bed.

B Circle the correct options.

My friend says she doesn't mind if goods are ¹counterfeit / sophisticated as long as they're cheap. But it's an ²inferior / illegal trade, so that's why I prefer to buy ³fake / genuine goods. Besides, I don't like ⁴second-rate / original stuff.

I bought some ⁵fireproof / inferior gloves because I often have barbecues in the summer. But it turned out they weren't ⁶a deadly / an authentic product. The design was ⁷imperfect / original and had many problems. To me, this was a ⁸fake / legal issue because of the risk of injury, so I went to the police.

11.2 DEGREES OF TRUTH (PAGE 110)

A Complete the sentences with the expressions in the box. There is one you won't use.

controversial	dishonest	inaccurate	misinformation
suspicious	trustworthy	urban legend	white lie

- 1 I never believe what Joe tells me because he's dishonest.
- 2 I told Julie a white lie because I didn't want to hurt her feelings.
- 3 I don't believe the urban legend about the clown statue that came to life.
- 4 Making clones of animals is a(n) controversial issue.
- 5 That news article is inaccurate. Over 21 million people live in Mexico City, not 11 million.
- 6 I always post articles on social media from trustworthy sites because I want to inform people about the truth.
- 7 Donna's story is suspicious. I don't think she was in Los Angeles. I wonder where she *really* was!

B Cross out the word that doesn't work in each sentence.

- 1 Although the information is true, that article is *biased* / ~~inaccurate~~ / *controversial* because the author is friends with the person she interviewed.
- 2 Did you really think the story of a man owning a 200-pound cat was real? It was just a *hoax* / ~~a white lie~~ / a *rumor*.
- 3 Janice's story sounds *suspicious* / *exaggerated* / ~~trustworthy~~. I don't think she really was lost for 15 hours!
- 4 That photo is ~~accurate~~ / *misleading* / *false*. Sharks can't live in lakes.
- 5 ~~Misinformation~~ / *Urban legends* / *Rumors* are entertaining as long as they don't harm anyone.

12.1 SKILL AND PERFORMANCE (PAGE 118)

A Circle the correct options.

My friend Tasha is ¹talented / *analytical* in many creative fields. She's very ²*trained* / artistic even though she's never taken an art class. She paints, draws, and is an excellent photographer. I like her paintings the best because they're so ³imaginative / *determined*. She's also very ⁴*athletic* / musical and is ⁵a skilled / *an intellectual* piano player. Her father taught her how to play when she was three. Even though she's ⁶*technical* / gifted in these creative areas and finds math difficult, she wants to be an engineer. She's ⁷determined / *musical*, but I don't think it's a ⁸logical / *competent* choice.

B Complete the sentences with the correct words.

analytical	athletic	competent	intellectual	technical	trained
------------	----------	-----------	--------------	-----------	---------

- 1 Josh isn't a(n) trained life coach, but he gives very good life advice.
- 2 Sarah likes her science classes because she has a very analytical mind.
- 3 You have to be a(n) athletic person to be able to run a marathon.
- 4 I need help with some technical problems on my computer.
- 5 My accountant is very competent, but I prefer to keep track of my budget myself.
- 6 Intellectual games that require skill and knowledge make you smarter while you play them.

12.2 DESCRIBING EMOTIONAL IMPACT (PAGE 120)

A Circle the correct options. Sometimes both are correct.

- 1 I'm so happy! You've really brightened up my day / made my day.
- 2 I didn't like that movie. It was a real downer / took my mind off my problems.
- 3 His wonderful speech stressed me out / left a lasting impression on me.
- 4 Thanks so much! Your party raised my spirits / got me down.
- 5 The doctor was great. She put my mind at rest / ruined my day.
- 6 Seeing the new art sculptures in the park did me good / captured my imagination.

B Cover exercise A. Complete the sentences with the verbs in the correct form.

be brighten capture do get leave raise ruin stress take

- 1 He says his work is stressing him out right now.
- 2 You need something to take your mind off your problems.
- 3 The things he said left a lasting impression on me.
- 4 It will do you good to get out of the house for a while.
- 5 Failing my exam yesterday was a real downer.
- 6 You can brighten up people's lives with just a smile.
- 7 The speaker's ideas really captured our imagination last night.
- 8 This cloudy, rainy weather is getting me down.
- 9 Going out to dinner and a movie should raise your spirits.
- 10 That bad news ruined my day yesterday.

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 then compare with a partner. If they have different answers, they should check that both are correct.

Pair testing

- One student reads out a **Prove it** instruction while the other writes the words.

Teams

- Put Ss in groups of four.
- Ss keep their books closed. Read out the **Prove it** instructions.
- 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, students 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. Students 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 ...

- ☐ talk about facing challenges.
- ☐ talk about present habits.
- ☐ describe annoying things.
- ☐ talk about past habits.
- ☐ discuss issues and agree strongly.
- ☐ write an opinion essay.

Prove it

Use four words to describe how someone you know deals with challenges.
Write three things you do every day using three different forms.
Think of a tech item you don't like. Use four words to say why.
Write five things you used to do ten years ago. Use three different forms.
Complete the conversation with words that are true for you.
A As for _____, I think _____.
B Overall, _____.
Look at your formal essay from lesson 1.4. Find three ways to make it better.

UNIT
1

Now I can ...

- ☐ talk about exploration and research.
- ☐ use comparative structures.
- ☐ talk about life forms in different environments.
- ☐ use superlative structures and ungradable adjectives.
- ☐ exchange important information.
- ☐ write a description of an area.

Prove it

Complete the sentences.
1 I think travel to outer space _____.
2 Exploring the ocean floor _____.
3 We need to preserve _____.
Compare living underwater in a submarine to living in outer space in a spacecraft. Use these words: *endangered, habitat, plant life, poisonous, territory*.
Write five "amazing facts" about the animal, plant, and sea life in your country.
Use superlative structures to describe the amazing facts you wrote above.
Someone wants to visit your country for the first time. Give them some important information to help plan the visit.
Look at your description from lesson 2.4. Find three ways to make it better.

UNIT
2

Now I can ...

- ☐ describe personality.
- ☐ use relative clauses.
- ☐ talk about things I love or hate.
- ☐ use present participles.
- ☐ make and respond to requests.
- ☐ write a personal statement for a job application.

Prove it

Describe two people you know. How are their personalities different?
Complete these sentences.
My [family member], whose _____, is _____.
Winter is a time when _____.
Write about a sight, sound, or smell you love and one you hate. Say how they make you feel.
Complete the sentences with present participles and your own ideas.
I'm just sitting here, _____.
Animals _____ are _____.
Write a short conversation where one person makes a request and the other person refuses at first but finally agrees.
Write a short personal statement for a part-time volunteer job teaching English to a group of six-year-old children. Describe yourself and say what makes you suitable for the job.

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 ...

- ☐ talk about my support team in life.
- ☐ use *so, such, even, and only* to add emphasis.
- ☐ make decisions.
- ☐ use reflexive pronouns and pronouns with *other/another*.
- ☐ discuss advantages and disadvantages.
- ☐ write a summary.

Prove it

Write about two people you know and describe how they support you.

Write four sentences describing how easy, hard, or fun your daily life is. Don't forget to add emphasis.

Write three sentences about how you assess ideas. Use *weigh the pros and cons, constructive, point out*.

Write three sentences with examples of reflexive pronouns. Write one sentence with a form of *other* and one with *another*.

Write about the pros and cons of job sharing.

Look at your summary from lesson 4.4. Find three ways to make it better.

UNIT 5

Now I can ...

- ☐ talk about dealing with emotions.
- ☐ use real conditionals.
- ☐ express willingness and unwillingness.
- ☐ use alternatives to *if* in conditionals.
- ☐ consider and contrast ideas.
- ☐ write an online comment with examples.

Prove it

Write sentences using each of these expressions once: *anxiety level, be scared to death, calm down, regain control*.

Complete the sentences with your own ideas.

If I decide to travel, I'll _____.

I might _____ *if* _____.

Complete the sentences.

I have no desire to _____.

I'm dying to _____.

Write four sentences about communicating with people. Use *as long as, unless, even if, only if*.

Write about the pros and cons of studying online.

Look at your comment from lesson 5.4. Find three ways to make it better.

UNIT 6

Now I can ...

- ☐ talk about fame.
- ☐ use narrative tenses.
- ☐ use reporting verbs.
- ☐ use reported speech with modals.
- ☐ make assumptions.
- ☐ write an interesting story.

Prove it

Give definitions of these words: *broadcast, get hits, raise awareness*.

Look back over the last five years of your life. Describe how you came to be in your English class now from that point in your life. Use narrative tenses.

Which reporting verb means: Say something is not true? Say you plan to do something? Say you want someone to do something?

Change these sentences to reported speech.

Julian announced, "I'll be famous some day!"

A website claims, "The owner of Amazon is the richest man in the world."

My sister insisted, "We can sing well."

Imagine your friend took a vacation abroad. Write six assumptions about what their trip was like. Then write their reply to each one. Imagine some of your assumptions were totally correct, some were partly correct, and some were incorrect.

Write a short story about something unexpected that happened to you as a child.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT
7

Now I can ...

- ☐ describe positive experiences.
- ☐ use gerunds and infinitives after adjectives, nouns, and pronouns.
- ☐ talk about purchases.
- ☐ use infinitives after verbs with and without objects.
- ☐ bargain for a purchase.
- ☐ write a for-and-against essay.

Prove it

Write three sentences about something you get satisfaction out of, something you take pleasure in doing, and something that you value.

Write three sentences about how you spend your free time, how you waste time, and how people often spend weekends in your town.

Write two sentences about a practical purchase you've made and two sentences about a foolish purchase.

Complete the sentence with your own ideas.

Last year, I persuaded _____.

Write down two expressions each for (1) bargaining, (2) accepting an offer, (3) rejecting an offer.

Look at your essay from lesson 7.4. Find three ways to make it better.

UNIT
8

Now I can ...

- ☐ describe neatness and messiness.
- ☐ use modal expressions with *be*.
- ☐ talk about progress.
- ☐ use future forms.
- ☐ suggest and show interest in ideas.
- ☐ write a complaint letter.

Prove it

Write four sentences using each of these expressions: *put sth in alphabetical order*, *arrange sth neatly*, *be jumbled up*, *put away*.

Complete the sentences.

We're supposed to _____.

Don't worry. He's bound to _____.

Complete the sentences.

These days, _____ is going smoothly.

I _____ with difficulty.

Write two predictions and two plans about your future.

Write your response to a suggestion to have a pool party this weekend. Then write another suggestion.

Look at your complaint letter from lesson 8.4. Find three ways to make it better.

UNIT
9

Now I can ...

- ☐ talk about luck and choice.
- ☐ use unreal conditionals.
- ☐ comment on mistakes.
- ☐ express wishes and regrets.
- ☐ reassure someone about a problem.
- ☐ write an article with tips.

Prove it

Complete the sentences: *I don't believe in _____.*

Good things happened to me because of _____.

Complete the sentence: *If I could _____, I _____.*

Complete the sentences to match the comment.

Recently, I _____ . That was a bad move.

Yesterday, I _____ . I wasn't watching what I was doing.

Once, I _____ , but luckily, I saw the funny side of it.

Complete the sentences about small things you regret.

I wish I could _____ . If only I _____ .

I wish I hadn't _____ .

Complete these expressions of reassurance.

It's no use _____ . What are you _____ ?

Write an article giving tips about how to tell a good story.

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 people's characteristics.
- ☐ use gerunds after prepositions.
- ☐ describe research.
- ☐ use complements of verbs describing cause and effect.
- ☐ give my impressions.
- ☐ write a professional profile.

Prove it

Write three sentences about the features, build, and look of a well-known person.

Complete the sentence: *I believe in* _____.

Describe some analysis you would like to do on the grocery shopping habits of your class. How would you go about the research and what would the research demonstrate?

Write four sentences. Use each of these verbs once: *enable, keep from, let, protect from*.

Complete the sentences about what your friends are doing or thinking about.

I have a hunch that _____.

I get the impression that _____.

Look at your professional profile from lesson 10.4. Find three ways to make it better.

UNIT 11

Now I can ...

- ☐ describe consumer goods.
- ☐ use passive forms.
- ☐ talk about degrees of truth.
- ☐ use passives with modals and modal-like expressions; use passive infinitives.
- ☐ express belief and disbelief.
- ☐ write a persuasive essay.

Prove it

Write sentences with these words: *authentic, fireproof, illegal, second-rate*.

Complete the sentences with passive forms and your own ideas.

This fake watch was _____.

One day, goods will _____ *by* _____.

Write sentences with these words: *accurate, dishonest, exaggerated, hoax*.

Complete the sentence: *Fake purses shouldn't* _____ *online*.

Write two expressions each for expressing belief, some belief, and disbelief.

Look at your persuasive essay from lesson 11.4. Find three ways to make it better.

UNIT 12

Now I can ...

- ☐ talk about skill and performance.
- ☐ use adverbs with adjectives and adverbs.
- ☐ describe emotional impact.
- ☐ make non-count nouns countable.
- ☐ describe my ambitions.
- ☐ write a review of a performance.

Prove it

Write three sentences. Use a pair of words in each sentence: *analytical/logical, athletic/trained, musical/artistic*.

Complete the sentences with an adjective or adverb and your own ideas.

I sing especially _____.

Soccer is an athletically _____ *sport*.

Write four sentences. Use each of these expressions once: *get me down, leave a lasting impression on me, make my day, stress me out*.

Complete the sentences.

My teacher gave me two _____ *advice*.

How many _____ *clothing are you taking?*

Are you free for a(n) _____ *basketball?*

Everyone needs a(n) _____ *kindness*.

Complete the sentences with your own ideas.

I'm determined to _____ *I'm confident that*

_____. *But I can't say for sure that* _____.

Write a review of a performance you've been to that's different from the performance you wrote about in exercise 2C on page 125.

UNIT 1 LANGUAGE SUMMARY

Adjectives

Describing annoying things

awkward
clumsy
complex
frustrating
infuriating
time-consuming
tricky

Verbs

Facing challenges

accept
adapt
be a step forward
be capable of
be frightened of
can't take
cope with
get a grip
get through
resist
survive
tackle
underestimate
welcome

Describing annoying things

be a waste of time
be hard to operate
drive crazy
lose patience
get on nerves

Insider English

It looks like the server is down.
My Wi-Fi is down again!

Glossary

amateur
binge-watch
craft
DIY (do-it-yourself)
preserve
revive

Talking about how we deal with change

I'm always looking for an excuse to avoid change, and I'll do anything to keep my life simple.

We often talk negatively about the future, don't we?

We tend to fear change.

When we're feeling scared, we underestimate our ability to cope with things.

Talking about past difficulties

We didn't use to have any privacy.

I never used to have enough coins.

I'd drive my brother crazy.

It got on my nerves to have to get up and change the channel all the time.

Discussing issues and agreeing strongly

When it comes to technology, you can rely on the server to be unreliable.

That's so true!

You can say that again.

I couldn't agree more.

Looking at the big picture, I think email isn't that bad.

Generally speaking, you could be right ..., but

Overall, if I had to choose ...

Have it your way!

Writing an opinion essay

Organizing information with paragraphs

1st paragraph: Introduce the topic and state your opinion.

2nd paragraph: Use a topic sentence to introduce your example and give the main idea of the paragraph; describe the example.

3rd paragraph: (same as second paragraph)

4th paragraph: Restate your opinion but with different words than before.

Useful phrases

It was very awkward.

It was hard to operate.

It used to drive ... crazy.

It was really tricky.

It was a step forward from ...

We shouldn't underestimate ...

It helped to cope with ...

It was a waste of time.

It used to be so time-consuming.

Generally speaking ...

Looking at the big picture ...

Overall ...

When it came to ...

UNIT 2 LANGUAGE SUMMARY

Adjectives

The natural world

adaptable
endangered
poisonous

Nouns

Space and ocean exploration

atmosphere
exploration
investigation
resources
satellite
species
surface

The natural world

animal life
creature
environment
form of life
habitat
origin
plant life
pond
sea life
survivor
territory
volcano

Verbs

Space and ocean exploration

come across
launch
monitor
observe
preserve
use up

Insider English

You don't need to worry about Rachel.
She is a really tough cookie!

Glossary

fossil
head straight for
microbe
mammal

Talking about exploration and research

I would definitely prefer to explore space rather than study the ocean.

We can learn more from research into space exploration than most people realize.

Space exploration just isn't useful enough to justify the cost.
It's less important to fix future problems than (it is) to fix current ones.

There are fewer benefits to space exploration.

Talking about life forms in different environments

Nicaragua's Masaya Volcano is one of the most active volcanoes in Central America.

Yet in and around these holes, various forms of sea life exist.
The tiniest and most common are microbes.

Rats are the most adaptable mammal (that) we know of.

It's an absolutely awful place to live.

They become very hard and appear to be dead.

The final "tough cookie" has few limits to its territory.

Exchanging important information

Asking for information

Is there any danger of really bad weather?

What exactly do you mean by "the worst"?

Is there a risk of snow?

What sort of coat would you recommend taking?

Providing information

The most important thing to consider is that mountain weather is unpredictable.

First and foremost, you need a good waterproof coat.

One thing to keep in mind is that you don't want a thick coat.

Another thing to consider is the kind of T-shirt you wear.

Writing a description of an area

Using numerical words and phrases

Drumheller is a town of about 8,000 people in southern Alberta.

It's 138 kilometers northeast of Calgary.

The record highest (temperature) was 40.6°C, but the normal temperature range is -18° to 26°C.

Almost 500,000 tourists arrive every year.

The museum has one of the world's largest collections of dinosaur fossils, including more than 200 complete skeletons.

The hoodoos are natural towers of rock, up to 6 meters high.

Useful phrases

I've been to ...

I've been ... before.

I've gone ... in the past.

I went ... once.

It felt absolutely ...

It made me feel extremely ...

It was the ... of my life.

The environment was ...

UNIT 3 LANGUAGE SUMMARY

Adjectives

Describing strong feelings

bizarre
creepy
disgusting
fabulous
impressive
irritating
satisfying
stunning
tense
uneasy
weird

Verbs

Describing personality

attract attention
be an extrovert
be an introvert
be reserved
be the life of the party
enjoy the company of
feel left out
interact with people
show off
socialize
speak softly
speak up

Insider English

Gross!
That's gross!
Mushrooms are gross.

Glossary

cookware
database
deadline
intern
stereotype

Talking about personality types

It's Saturday morning, when we discuss my choice of the week. Cain, whose work explores the character of introverts, feels that American society often prefers extroverts. An extrovert is someone who easily attracts attention. These are the two stereotypes accepted by most people. But there's a third personality type, which Quiet Revolution explores.

Talking about things you love or hate

I'm just sitting here, thinking about the strange things I love and hate.
A crow flying slowly across the sky looks stunning.
Some people like to stand on beaches, watching sunsets.
... as a child living in New York City, I took it a lot with my mom.

Making and responding to requests

Is there any chance you could ... ?
I don't mean to be rude, but ...
Would you be willing to ... ?
I'd be happy to help out.
Do you think it would be possible (for you) to ... ?
I don't know how much I'd be able to ...
Sorry, but I wouldn't be comfortable [-ing verb] ...
Yes, I can probably manage that.

Writing a personal statement for a job application

Composing and evaluating a personal statement

Make sure your personal statement is:

Concise: Keep it short. Avoid unnecessary words that add no meaning. Avoid overusing the word "I." Vary the sentence structure. Put the information in one paragraph.

Relevant: Write about who you are and what you can do. Emphasize only skills and talents relevant to the job. Avoid common expressions such as "good at working on a team" or "a dedicated and enthusiastic worker." Say how you can contribute to the organization. Briefly mention your career goals.

Accurate: Check your punctuation (avoid exclamation points), spelling, and grammar.

Useful phrases

This question revealed that ...
Our question about ... shows someone who ... would be a good employee.
We thought this question would ... , but it didn't.
We could improve this question by ...

UNIT 4 LANGUAGE SUMMARY

Adjectives

Assessing ideas

constructive
destructive
unreasonable
valid

Nouns

Assessing ideas

aspect
consequence
strength
weakness

Verbs

Professional relationships

act as
assist
build a relationship
build trust
contribute
demonstrate
enable (sb) to
keep an eye on
oversee
steer (sb) away from
take on
turn to

Assessing ideas

assess
draw attention to
point out
think through
weigh the pros and cons

Insider English

be/get stuck with

Talking about your support team in life

... who play such important roles in our lives that it would be hard to manage without them.

They can even steer you away from trouble.

The Long Timer has known you for so long that you've built total trust.

They only need to look at you to know what you're thinking.

Making decisions

Everyone's excited and congratulating themselves on how great it's going to be.

I've been on a red team myself, and it wasn't much fun.

You've seen for yourself that they need to be valid points.

The other team can't do that by itself.

Zack Sanchez is here to present another idea.

The other team can't do that by itself.

That's a job for others to do.

Teams are used to supporting one another, not criticizing each other.

Discussing advantages and disadvantages

The main benefit is (that) ...

A/Another plus is (that) ...

The downside is (that) ...

One/The tricky issue is (that) ...

It gives the company/us/you/me the advantage of [-ing verb] ...

I'd be / I'm concerned (that) ...

The upside is (that) ...

One/Another potential problem is (that) ...

Writing a summary

Summarizing main points

Keep your summary short (about 1/4 of a page in length).

Use one paragraph.

Use your own words. Don't rewrite the original text.

Mention the title and author of the text. State the main topic.

Briefly describe the author's main points.

After each main point, include the most relevant details or examples.

Don't add your own opinions. The summary should be based on information from the article.

Useful phrases

The main benefit is ...

Another plus / potential problem is ...

The downside/upside is ...

I'd be concerned that ...

UNIT 5 LANGUAGE SUMMARY

Nouns

Dealing with emotions

anxiety level
breathing technique

Verbs

Dealing with emotions

be conscious of
be in control of
be rational
be scared to death
calm down
cure (an illness)
overcome my fear
panic (about sth)
regain control
try a therapy

Willingness and unwillingness

be against
be anxious to
be dying to
be eager to
be more than happy to
be passionate about
be prepared to
be reluctant to
be unwilling to
have no desire to
have no intention of
hesitate to

Insider English

be in for

Glossary

barrier
face time
gesture
isolation
millennial

Discussing how new technology can help people

Whenever I get on a plane, I'm scared to death.
When you're in a VR environment, your mind can't tell what's real or not.
I may even take flying lessons if the therapy continues to work so well.

Discussing the future of communication

Millennials will be eager to work for a virtual company as long as the technology is good.
That may be true, but only if we're talking about future workers.
It could be the next big thing, providing companies invest more in technology.
Even if the tech is amazing, face time is important.
You can't really connect with your team unless you're all in a room together.

Considering and contrasting ideas

At the same time, ...
I don't have a clue ...
I guarantee (that) ...
It's a well-known fact (that) ...
On the contrary, ...
That said, ...
Who knows ...
You can bet (that) ...

Writing an online comment with examples

Stating opinion and giving examples

Make an opening statement. Give your opinion: for, against, or mixed feelings.
Support your opinion with examples. For each example, give some background, describe what happened, and add a comment.

Make a closing statement. Give your opinion again but in different words.

Useful phrases

It's a well-known fact that ...
At the same time, we need ...
You can bet that ...
As long as ... , we can ...
That will work providing (that) ...
If ... , we'll ...
Who will be in control of ...

UNIT 6 LANGUAGE SUMMARY

Verbs

Talking about fame

catch sb's attention
do a/the broadcast
get hits
get publicity
have a good/bad reputation
have (never) heard of sth
make an appearance
make sth entertaining
make headlines
praise sb
raise awareness (of sth)
seek fame

Reporting verbs

announce
argue
boast
claim
confirm
deny
estimate
have doubts about
hope to
insist
propose
swear

Insider English

Then it hit me.
Suddenly, it hit her.

Glossary

trade (n, v)

Describing unexpected fame

The 26-year-old from Vancouver had been trading things online for a year before he finally got offered a two-story, three-bedroom, 1920s farmhouse.

Not many people had heard of the small town of Kipling before the story caught people's attention.

The mayor, Pat Jackson, was trying to promote tourism and decided to make the offer of the house.

Talking about unexpected situations

"It will be delayed by about 30 minutes." / They estimated (that) it would be delayed by about 30 minutes.

"There could be an even longer wait." / They announced (that) there could be an even longer wait.

"You won't have to wait much longer." / They said (that) we wouldn't have to wait much longer.

"I can make it." / She ... insisted she could make it.

"I might be late." / I wish she'd said (that) she might be late.

Making assumptions

Making assumptions

You/It must have been ...

I suppose ...

I assume ...

Contradicting assumptions

Not at all.

Not in the least.

Absolutely not.

Clarifying assumptions

Up to a point.

To an extent.

In a way.

Writing an interesting story

Making a story interesting by varying sentence length

I planned it all out very carefully: Drive to Las Vegas on Friday (six hours), and then drive to Salt Lake City (four hours) the next morning. We'd drive the whole ten hours back on Sunday. And the plan worked!

The place was packed, but no one was seated, which was weird. I hadn't expected to see them until after the ceremony. Then it hit me.

Useful phrases

You can catch the listeners' attention by ...

I suppose you can ...

It's entertaining to ...

This website said that ...

Another website claimed that ...

UNIT 7 LANGUAGE SUMMARY

Verbs

Positive experiences

be a good influence on
be an honor
be beneficial
be of use
be worthwhile
devote my life to
get satisfaction out of
make a contribution
make a difference
reassure sb
take pleasure in
value sth

Making purchases

be foolish
be practical
convince sb (to do sth)
encourage sb (to do sth)
have appeal
have potential
look ridiculous
make financial sense
not be worth the money
purchase sth
regret a/the purchase
urge sb (to do sth)

Insider English

You bet.

Glossary

anticipation

Discussing worthwhile experiences

It's common to dream about driving a fire truck.
I had people to help me.
They have someone to talk to.
It can be scary being in the hospital.
It's rewarding to spend time reassuring patients.

Talking about purchases

My friend encouraged me to buy this expensive treadmill.
My husband ... urged me not to buy it.
Does anyone want to buy it?
I ... planned to use it for business trips.

Bargaining for a purchase

Negotiating a price

So, how much are you asking for ... ?
That's a little on the high side. Can you go any lower?
I'm sorry, but I can't accept that.
Would you be willing to accept ... ?
Sorry, but no deal.
\$... is the best I can do.
Sorry, but I don't think it's worth that much.
I'll throw ... in for free.
That's my final offer.
That sounds fair enough.
I think I can accept that.
You've got a deal.

Writing a for-and-against essay

Organizing an essay that presents opposite points of view

Recently, there have been ...
Let us consider some arguments in favor of ...
To begin with, ...
For example, ... Another advantage is that ... For instance, ...
On the other hand, ... First, ... Another disadvantage is ...
For example, ... In addition, ...
Overall, I believe that ... Even though ...

Useful phrases

You can catch the listeners' attention by ...
I suppose you can ...
It's entertaining to ...
This website said that ...
Another website claimed that ...

UNIT 8 LANGUAGE SUMMARY

Adverbs

Talking about progress

as expected
at my own pace
effectively
efficiently
little by little
on my own time
smoothly
steadily
successfully
thoroughly
with difficulty
with ease

Verbs

Describing neatness and messiness

arrange sth neatly
be all jumbled up
be disorganized
be organized
be tangled up
fold sth
hang sth up
leave sth all over the place
line sth up
put sth away
put sth in alphabetical order
put sth in a pile

Insider English

You should talk.

Glossary

consumer affairs
faulty
sloppy

Talking about neatness and messiness

We were supposed to meet some friends at seven.
We were about to leave the house, but she couldn't find her keys.
Her keys were bound to be in the house somewhere.
We were forced to go room by room looking for them.
They're sure to be neatly placed side by side on the floor.

Talking about side projects

It won't cause you stress but will give you a real sense of satisfaction.
Eventually I'm going to edit it.
I'm not showing it to them until it's done.
In a couple of years, I'll be looking for a job.
This video is going to be a useful example of my skills as a filmmaker.
If things go smoothly, I might start my own video production business one day.

Suggesting and showing interest in ideas

One/Another thing you/we can do is ...
That's such a terrific / an awesome idea.
What a fabulous idea!
... always goes over well.
I bet everyone loved / will love that!
It never hurts to ...
That's always worth considering.
... is a good way to approach it.

Writing a complaint letter

Avoiding run-on sentences and sentence fragments

In formal writing, avoid sentences that go on and on (run-on sentences) as well as sentence fragments (incomplete sentences).

Useful phrases

If you do this, you're bound to / sure to ...
You're going to ...
You might ...
You'll be + verb + -ing ...

UNIT 9 LANGUAGE SUMMARY

Nouns and noun phrases

Luck and choice

chance encounter
coincidence
deliberate decision
determination
fate
life-changing experience
lucky break
path

Verbs

Luck and choice

be fortunate
be in the right place at the right time
(not) believe my luck
wind up

Commenting on mistakes

be a bad move
be a dumb thing to do
be a silly mistake
be incompetent (at)
be in too much of a hurry
be unfortunate
be your own fault
find yourself in an awkward situation
kick yourself
learn sth the hard way
not watch what you're doing
see the funny side of sth

Insider English

A I was really scared.
B I bet! OR I bet you were!
A She's so happy.
B I bet! OR I bet she is!

Talking about how your life might be different

If I could find her, I'd thank her.
If my brother hadn't broken my finger, I wouldn't be an X-ray technician today.
If you hadn't met that X-ray tech, you might have learned about radiology some other way.
If you were a banker now, you'd still be happy.

Talking about mistakes

I wish (that) I wasn't studying psychology.
I wish I could study art instead.
If only you'd been there to stop me!
If only I had a three-year-old brother.

Reassuring someone about a problem

Giving reassurance

You're not the only one who's done that.
We all make mistakes.
That's the way it goes.
What are you worrying about?
It's no use crying over spilled milk.
It's not that bad.
It could have been worse.
It'll turn out all right.
No one is perfect.

Writing an article giving tips

Using parallel structures when listing items

It's best to let someone finish their point before making a comment or asking a question.
Don't change the topic or start talking about yourself.
Watch a speaker's body language, such as eye contact, hand gestures, and posture.
Do they seem excited, angry, or worried?
It's best just to tell someone you understand or reassure them instead of telling them what you think.

Useful phrases

You were really fortunate!
It sounds like you were in the right place at the right time.
You're not the only one who ...
That's the way it goes.
Was it luck or a deliberate decision?

UNIT 10 LANGUAGE SUMMARY

Nouns

Describing characteristics

build
characteristic
feature
female
gender
individual
likeness
look
look-alike
male
match
similarity

Describing research

analysis
assessment
calculation
demonstration
examination
identification
survey

Verbs

Describing research

analyze
assess
calculate
demonstrate
examine
identify
survey

Insider English

lose track of time

Glossary

progression

Talking about people's characteristics

I wondered about the possibility of discovering a few of mine.
I was really interested in learning more.
I haven't succeeded in learning more about Michal.

Talking about customer research

It allows them to identify your needs.
... two different products to prevent insects from biting ...

Giving your impressions

I have a funny feeling (that) ...
I get the impression (that) ...
From what I can see, ...
I have a hunch (that) ...
Judging by the description, ...
My gut feeling is (that) ...
What strikes me (about ...) is (that) ...
As far as I can tell, ...

Writing a professional profile

Using professional language

Don't use slang (= very informal language).
Avoid words like *kind of*, *probably*, and *maybe*. Use language that makes you sound confident.
Don't be negative. Be positive and polite.

Useful phrases

I get the impression that ...
Judging by the people I know, ...
Judging by what I've heard, ...
As far as I can tell, ...
My assessment is (that) ...
This will allow first-time employees to ...
This will help them ...
This will enable them to ...

UNIT 11 LANGUAGE SUMMARY

Adjectives

Describing consumer goods

authentic
counterfeit
deadly
fake
fireproof
genuine
illegal
imperfect
inferior
legal
original
second-rate
sophisticated

Degrees of truth

accurate
biased
controversial
dishonest
exaggerated
false
inaccurate
misleading
suspicious
trustworthy

Nouns

Degrees of truth

hoax
misinformation
rumor
urban legend
white lie

Insider English

the best / greatest thing since sliced bread

Glossary

the galaxy

Talking about fake goods

Counterfeit soccer jerseys were recently discovered by the U.S. government while they were being shipped to Texas.
They're not always made of safe materials.
Nobody is going to be helped by fake medicine.
It's unlikely that counterfeiting will be stopped.
The original products are being sold for over \$1,000.
We forget that somebody's creative ideas have been stolen.

Talking about untrue information

Misleading photos shouldn't be posted.
This kind of misinformation has to be stopped.
All online articles need to be checked.
I didn't expect to be laughed at.
The video seems to be made on a computer.

Expressing belief and disbelief

Expressing belief

... , believe it or not.
I'm absolutely positive (that) ...

Expressing disbelief

Yeah, right!
Tell me another one.
I find that hard to believe.
There's no truth in it/that.

Expressing some belief

Maybe there's some truth in it.
It's/That's partly true.

Writing a persuasive essay

Using persuasive language

A persuasive essay usually has three or four paragraphs:

Introduction: Gives your position on the topic.

Body (one or two paragraphs): Support your position with facts and examples. May also give the opposite position and say why it is not true.

Conclusion: Restates your position and main points. A strong concluding statement makes your reader agree with you.

Useful persuasive language:

Give your opinion (I firmly believe that ... , I strongly believe that ... , I feel that ...)

Give facts (According to ... , Research shows that ...)

Give personal examples (When I used/tried ... , One time I ...)

Give the opposite position (Although some will say that ... , Although many people ... , While it's true that ...)

Useful phrases

... , believe it or not.
I find that hard to believe.
It's partly true.
Maybe there's some truth in it.
Tell me another one!

UNIT 12 LANGUAGE SUMMARY

Adjectives

Skill and performance

analytical
artistic
athletic
competent
determined
gifted
imaginative
intellectual
logical
musical
skilled
talented
technical
trained

Verbs

Describing emotional impact

be a (real) downer
brighten up sth
capture sb's imagination
do sb good
get sb down
leave a lasting impression on sb
make sb's day
put sb's mind at rest
raise sb's spirits
ruin sb's day
stress sb out
take sb's mind off sth

Insider English

by / through word of mouth

Glossary

encore
headlining act
steadier
unload

Talking about talent

You have to practice something for 10,000 hours to become truly good at it.

But it's not necessarily true.

So he didn't play especially well at first.

Drawing never came particularly easily to me.

Discussing how to make life better

Listen to a great piece of music while getting dressed.

Have a cup of coffee and a cookie in the afternoon.

Change my desktop wallpaper to a beautiful work of art.

Stick an inspirational quote or a great piece of advice on the fridge.

A little bit of kindness can really make someone's day.

Describing ambition

Describing ambitions

My dream scenario would be to ...

My ultimate goal is to ...

I'm determined to ...

Expressing optimism

I'm confident (that) ...

There's no harm in trying.

I see no reason why I can't ...

Expressing caution

I realize things might not go as planned.

There's no guarantee (that) ...

I can't say for certain (that) ...

Writing a review of a performance

Showing reason and result

The show was a huge success because of / due to the talented musicians.

The lighting and special effects were terrific, so the behind-the-scenes crew clearly did a great job.

It all helped to make the concert feel spectacular.

Everyone was disappointed when the show was over, and they shouted for more. Consequently / Therefore / As a result, Sanz performed an encore, which really made our day.

Useful phrases

I'm determined to ...

I'm fairly talented at ...

I'm more analytical / artistic ...

My ultimate goal is to ...

STUDENT'S BOOK AUDIO SCRIPTS

Track 1.05

Lesson 1.3, pages 6 and 7, Exercises 1B, 1C, and 3A

- Lorena** Did you get any emails this morning?
Shawn No.
Lorena Me neither.
Shawn That's strange.
Lorena Yeah, my inbox is usually full by this time in the morning. I wonder if the server's down.
Shawn Probably. When it comes to *technology*, you can rely on the server to be unreliable.
Lorena Actually, if nobody's emailing me, and I can't send emails, I can get some *real* work done. Result!
Shawn That's so true. How many emails are we copied into every day when we don't need to be?
Lorena Too many.
Shawn It's such a waste of time.
Lorena You can say that again.
Shawn All this technology was supposed to help us be more *efficient*, but it's become terribly time-consuming instead.
Lorena I couldn't agree more. Let's ban email and go back to pen and paper.
Shawn Right on, sister. We could use phones again for what they were invented to do – making phone calls.
Lorena Why stop there? Let's bring back fax machines.
Shawn Fax machines. Now there's a blast from the past. I hate emails too, but I'm not sure going back to the fax machine is the answer. I remember the line of people waiting to use the *single* fax machine we had in our office in my first ever job. If the guy in front of you was sending a thirty-page document ... that was pretty frustrating. And don't forget about all that *paper*! Looking at the big picture, I think email isn't that bad.
Lorena Generally speaking, you could be right ...
Shawn Is there going to be a "but"?
Lorena Here's my theory: people usually choose the *easy* option. Right?
Shawn Uh-huh.
Lorena Many emails are sent because it's an easy solution to a problem. Something doesn't work? Tell ten people about it. It's easier than trying to work out why the thing doesn't work. Can't find a document that was sent to you two weeks ago? Email someone, because it's quicker to do than looking for the original document. What I mean is, people are lazy and email helps with that.
Shawn I see your point. But, overall, if I had to choose between an inbox full of useless emails and a line at the fax machine, I think I'd still choose email.
Lorena Have it your way! So, we should let IT know about the server.
Shawn Yeah. Should we call them or write them a letter?

Track 1.10

Lesson 2.1, page 12, Exercise 1B

- atmosphere:** the gases around the Earth
come across: to find something or someone by chance
exploration: searching and finding out about something
investigation: examining something carefully, especially to discover the truth about it
launch: to send something out, especially a vehicle into space or a ship onto water
monitor: to watch and check a situation carefully for a period of time to discover something about it

observe: to watch carefully how something happens or the way somebody does something, especially to learn more about it

preserve: to keep something as it is, especially to prevent it from being damaged or destroyed

resources: natural substances such as water and wood which are valuable in supporting life

satellite: a natural object moving around a larger object in space, or an artificial object sent up into space to travel around Earth

species: a set of animals or plants, members of which are similar to each other and can breed with each other

surface: the outer or top part of something

use up: to finish all of something

Track 1.13

Lesson 2.3, pages 16 and 17, Exercises 1B, 1C, and 3A

- Tina** So, I have a *couple* of *questions* about equipment.
Guide Sure. Go ahead.
Tina In terms of clothing, will we need a lot of warm stuff? Is there any danger of really bad weather?
Guide Well, the most important thing to consider is that mountain weather is unpredictable. So you need to *prepare* for the *worst*.
Tina What exactly do you mean by "the worst"? Is there a *risk* of *snow*?
Guide I don't think it will snow where we're going. But to be honest, the worst sort of weather is rain. When you're wet, you get cold twenty-five times faster than when you're dry. So first and foremost, you need a *good waterproof coat* – as I'm *sure you know*.
Tina Of course.
Guide But one thing to keep in mind is that you don't need a thick coat. When you're walking, you get very hot, you sweat a lot, and your T-shirt gets wet, and then as soon as you stop walking, you quickly get cold.
Tina So *what* sort of *coat* would you recommend taking? A light one?
Guide Yeah, a light one is better. And then take a warm hoodie that you can wear under your coat if you need it. You probably won't need it during the day, but you definitely will in the evening. And another thing to consider is the kind of T-shirt you wear. Not cotton ones because if cotton gets wet, it takes a long time to dry. Lightweight sports T-shirts are better. They dry fast – plus, they're a lot lighter to carry in your backpack.
Tina OK. And that reminds me of something else I want to ask. What size backpack do I need?
Guide A big one! At *least fifty liters*.
Tina Fifty liters?
Guide Yeah, that's how much stuff it needs to hold. And in terms of weight, with all your stuff, it will probably weigh around ... twelve kilos.
Tina OK. I can handle that.
Guide But that doesn't include drinking water. And the problem with water is it's heavy. So it adds a lot of weight to your pack. Each day, you'll need four liters of water. That weighs four kilos.
Tina That's a lot. I'll need to drink all that?
Guide Well, some people try and drink less so they don't have to carry so much water. But if you don't drink enough water, you lose twenty percent of your energy. So it's not worth it.
Tina It seems like this whole thing is about water: drinking water, rain, sweat, ...
Guide Above all, sweat! But believe me, the views are worth it!

Track 1.21

Lesson 3.3, page 26, Exercises 1B and 1D

- Sandra** There's a social event for all of the new international students this Friday night. Is there any chance you could work late and help out?
- Kelly** Sure. What do you want me to do?
- Sandra** You really just need to be here to socialize. You know, talk to the students and possibly answer questions about the program.
- Kelly** I don't mean to be rude, but I feel uneasy about that. I really don't know very much about the program yet, since I just started last week.
- Sandra** Yes, I know, but that's ... Oh, wait, here's Hwan. Hwan, could you please come here for a minute?
- Hwan** Yeah, what's going on?
- Sandra** Would you be willing to tell Kelly more about our program? You know, about the classes we offer, student housing, social activities ...
- Hwan** Of course. I'd be happy to help out. Just let me know when.
- Sandra** Tomorrow morning would be great. Hwan has been working here for several years and was once an international student in the program. He can give you some information about what students are likely to ask. Would that make you feel more comfortable?
- Kelly** Definitely. Thank you. And thanks, Hwan.
- Sandra** And the event is really just to get to know the students, so don't worry if you can't answer all of their questions.

Track 1.22

Lesson 3.3, page 26, Exercise 1C & 1D

- David** I hear your project is going well.
- Mateo** Yes, I'm pleased with it. I'm making steady progress.
- David** Great. Do you think it would be possible for you to give a presentation on it at the summer conference?
- Mateo** I don't know how much I'd be able to say. I mean, it's not finished, and the conference is before the deadline.
- David** That's OK. I just want the rest of the team to get a general sense of the project.
- Mateo** Um ... Sorry, but I wouldn't be comfortable speaking in front of the whole team. My English isn't very good for that kind of thing.
- David** Your English is fine. Don't worry about it. So, will you do it?
- Mateo** Yes, I can probably manage that.

Track 1.30

Lesson 4.3, pages 38 and 39, Exercises 1B, 1C, and 3A

- Heather** So, Shelby, Rafael, you're interested in job sharing?
- Shelby** I'm not sure it's for me, but I'm interested in finding out more about it.
- Rafael** Yeah. As we get closer to graduation, it's starting to interest me. Could you tell us more about it?
- Heather** Of course. It's an interesting idea worth considering. It's when two people share the same job, and they each work fewer hours. The main benefit is that the employees have more time for themselves. For example, it's perfect for people who have young children or for someone who is starting a business at home.
- Rafael** Or for someone in a band, like me! It would be great to only work in the afternoons, especially on the days after late-night performances. And for someone just starting a job, another plus is that you could really learn a lot from your job-sharing partner.
- Shelby** But the downside is that you may never see the person you're job sharing with. That could be frustrating.
- Heather** Well, one tricky issue is deciding exactly how to divide up the job – who takes on what aspects of the job. But all of that can usually be worked out, especially if you have a good boss or manager who oversees the work.
- Rafael** Yeah, and it gives you the advantage of doing the parts of a job you're best at. That seems like a good thing.

- Shelby** I'd be concerned that I'd get stuck with all of the awful work, especially as a new employee.
- Heather** That would be something to be careful about.
- Rafael** The upside is that with more time off during the week, people aren't so stressed at work. At least that's what I read in an article.
- Shelby** Yeah, but one potential problem is money. Sharing work means sharing pay.
- Heather** That's a good point, Shelby. Job sharing definitely isn't for everyone. But for someone like Rafael, who has other interests and commitments outside of a day job, it could be a nice option. And you never know, it might be something you'll want to do in the future.

Track 1.35

Lesson 5.1, page 44, Exercise 2B

Verb phrase: be conscious of, be in control of, be rational, be scared to death, calm down, cure an illness, overcome my fear, panic about something, regain control, try a therapy

Noun phrase: anxiety level, breathing technique

Track 1.38

Unit 5, Lesson 3, page 48, Exercises 1A, 1B, and 1C

- Host** There's a lot of excitement about this new game that comes out today because it encourages teamwork. At the same time, some people say we don't need more video games. They're concerned because they think people spend too much time playing them. So, should we be concerned? With me to discuss this is Nadia Rivera, a video game developer, and Parker Wendell, from the group Game On – Game Off, which offers advice about gaming. Thank you for joining me.
- Nadia** Thanks for asking me.
- Parker** My pleasure.
- Host** Parker, if I can start with you. Can video games cause problems?
- Parker** First of all, let me say I'm not against video games. They can be a lot of fun. I know because I play them myself. That said, if you're not in control of your gaming, if you play for hours and hours without stopping, then, yes, that's a problem.
- Host** OK, I've seen figures saying that young people spend an average of ten hours a week on gaming. Other figures say twenty hours. I don't have a clue what the real situation is.
- Parker** Yeah, it's hard to give exact numbers. But it's a well-known fact that a lot of people spend too many hours gaming. Just think: the global video-game industry is worth almost a hundred billion dollars a year. That gives you an idea of how many gamers there are. So even if a small percentage of them have a problem, it's still a big problem.
- Host** Hmm ... Who knows, maybe this *is* a huge issue. Nadia?
- Nadia** Well, as Parker said, large numbers of people play video games. So, if gaming was causing major problems, you can bet we'd hear more about them. But that's not the case.
- Host** But what about isolation? The idea that people spend so much time in their rooms playing games that they don't develop social skills and ...
- Nadia** Listen. I guarantee that gaming doesn't cause isolation. On the contrary, it's a very social activity. Most gamers play online with other people. They constantly talk to each other. They meet new people and make friends. It's international. It can actually *improve* social skills. And it's fantastic for the brain. It improves thinking speed, the ability to concentrate, and problem-solving skills. In this new game, for example, gamers work together to solve problems and achieve a goal.
- Host** Ah, yes, the new game. Let's talk about that. Why do you think people are so excited about this particular game?

Track 1.46

Lesson 6.2, page 57, Exercise 3C

- Man** Ladies and gentlemen, we are delayed because of train traffic ahead of us. We should be on our way shortly. Thank you for your patience.
- Man** Ladies and Gentlemen, my name is Martin and I'm your chief flight attendant. The captain and the entire crew welcome you on board. At this time, make sure your seat belt is correctly fastened. Also, your portable electronic devices must be set to "airplane" mode for the duration of the flight.
- Woman** This is a customer announcement. Can Oliver's mom please come to Customer Service? He is waiting for her here.
- Woman** Hi Lorena, I've been trying to reach you. Why aren't you answering your phone or messages? Call me back when you hear this. We may need to reschedule that meeting.

Track 1.47

Lesson 6.3, page 58, Exercises 1B and 1C

- Reporter** It was here on this beach, just a couple of hours ago, that frightened swimmers ran from the water after seeing what they believed was a shark. I'm with Brice and Cynthia Maldon, who were in the water at the time. So, what happened?
- Brice** Well, we were swimming, not far from the beach, and suddenly someone shouted, "Hey, there's a shark!" I turned around and saw a sharp fin sticking out of the water.
- Reporter** You must have been terrified.
- Brice** Not at all. ... Well ... up to a point. It was pretty far away, so I knew we could get out of the water in time. But, yeah, I was pretty scared.
- Cynthia** He was terrified. I've never seen Brice swim so fast. And, well, I was swimming pretty fast myself.
- Reporter** I suppose everyone got out of the water quickly.
- Brice** They did.
- Reporter** People were screaming, I assume. I imagine that it must have been like a scene from *Jaws*, the movie, with everyone shouting, running out of the water, panicking ...
- Brice** To an extent. I mean, there may have been some screaming, but a lot of people were calm.
- Cynthia** I don't remember it that way. I think it was a little bit like a scene from *Jaws*!
- Reporter** What happened when everyone got back on the beach? I suppose they were still really shaken.
- Brice** Not in the least!
- Cynthia** Absolutely not. That's when it immediately got calm, like nothing had happened.

Track 1.48

Lesson 6.3, page 58, Exercise 1D

- Reporter** What happened when everyone got back on the beach? I suppose they were still really shaken.
- Brice** Not in the least!
- Cynthia** Absolutely not. That's when it immediately got calm, like nothing had happened. Because it turned out that the fish wasn't actually a shark. The lifeguard told us it was an ocean sunfish.
- Reporter** And if you've never seen an ocean sunfish – most of our viewers probably haven't – they're huge fish, with fins that look just like a shark's. But they're not sharks. And they're not dangerous at all. So for you, Brice and Cynthia, I assume that was a relief.
- Cynthia** It sure was!
- Brice** Um ... in a way, yeah. At the same time, it would've been cool to tell people we'd had a narrow escape from a shark attack!

Track 1.49

Lesson 6.3, page 58, Exercise 1E

- Reporter** It was here on this beach, just a couple of hours ago, that frightened swimmers ran from the water after seeing what they believed was a shark. I'm with Brice and Cynthia Maldon, who were in the water at the time. So, what happened?
- Brice** Well, we were swimming, not far from the beach, and suddenly someone shouted, "Hey, there's a shark!" I turned around and saw a sharp fin sticking out of the water.
- Reporter** You must have been terrified.
- Brice** Not at all. ... Well ... up to a point. It was pretty far away, so I knew we could get out of the water in time. But, yeah, I was pretty scared.
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- Cynthia** It sure was!
- Brice** Um ... in a way, yeah. At the same time, it would've been cool to tell people we'd had a narrow escape from a shark attack!

Track 2.05

Lesson 7.3, pages 70 and 71, Exercises 1B, 1C, and 3A

- Sergio** I'm interested in this desk you have here.
- Megan** The desk? As you can see, it's in great condition.
- Sergio** Hmm. It looks a little old. There are some scratches and stuff on it.
- Megan** Yeah, but that's just on the surface. The rest of it still looks pretty good.
- Sergio** I suppose.
- Megan** It's a really good desk, and it's only a few years old.
- Sergio** Uh-huh. Does it come with this chair?
- Megan** No. The chair is separate.
- Sergio** OK. So, how much are you asking for the desk?
- Megan** A hundred and fifty dollars.
- Sergio** Wow, that's a little on the high side. Can you go any lower?
- Megan** Such as?
- Sergio** How about one twenty?
- Megan** I'm sorry, but I can't accept that. I'd like at least one hundred forty.
- Sergio** Hmm ... Would you be willing to accept a hundred and twenty-five dollars?

Megan Sorry, but no deal.

Sergio OK, well, a hundred and twenty-five is the best I can do.

Megan That's too bad. I mean, it's made of good quality wood. It has drawers for your files and papers. A hundred and forty dollars is a really good deal.

Sergio Sorry, but I don't think it's worth that much. Well, I guess I'll walk around and see if there's something cheaper. Thanks, anyway.

Megan OK, hang on a minute. The chair is worth thirty-five dollars. I'll throw it in for free. A hundred and forty dollars total. That's my final offer.

Sergio For both? OK, that sounds fair enough. I think I can accept that. Can you deliver them?

Megan I'm sorry, no.

Sergio I see. Well, I suppose I could call a friend and ask him to come here with his truck. Could you hold it for me for an hour or so?

Megan You bet. If you pay me a hundred and forty dollars now, you can come and get them anytime you want.

Sergio You've got a deal!

Track 2.12

Lesson 8.2, page 78, Exercise 2A

as expected: in the way that you thought something would happen

at my own pace: at the speed that's natural or comfortable for you

effectively: in a way that's successful and achieves what you want

efficiently: quickly and in an organized way

little by little: gradually, a little at a time

on my own time: during the time when you are not officially working

smoothly: without any problem or delay

steadily: at a gradual, regular rate

successfully: with the results that you wanted to achieve

thoroughly: completely; very carefully

with difficulty: with some trouble, not easily

with ease: with no trouble

Track 2.13

Lesson 8.3, pages 80 and 81, Exercises 1A, 1B, 1C, and 3A

Julie Welcome to *The Event Place* with Julie Rae. I'm about to talk to event planners Benny Warwick and Lydia Ramirez, who, like me, plan all types of events – big *and* small. Today's episode is going to focus on themed events. Hello, Benny, Lydia. Let's get right to it.

Benny OK.

Lydia Sounds good.

Julie How do you choose a theme for customers?

Lydia In my opinion, it's all about sitting down with them and getting to know them. One thing you can do is ask them about their favorite things and then find a way to turn those favorites into a theme.

Julie That's an *awesome* idea. Can you give an example or two?

Lydia Sure, it can be a simple theme, like a favorite color. I once planned a blue retirement party for someone. The decorations were blue, we served blue food, like blue cheese and blueberry pie, and we even played songs with the word *blue* in them. Or it can be a *complex* theme, like travel, which I used for a wedding I planned for a couple that loved to travel. This little touch was nice – when the guests arrived, they found their names on a piece of paper that looked like a boarding pass for an airplane. It told them where to sit and what their meal was.

Julie What a fabulous idea!

Benny Yeah. Making a theme party personal always goes over well. And Lydia is right about the little touches. I just planned a birthday party for a fifteen-year-old girl who loves strawberries. I ordered her a cake that was strawberry-flavored, and it was shaped like a strawberry, too.

Julie I bet everyone loved that!

Benny Well, the *birthday girl* loved it, but not everyone likes strawberries. We were prepared for that, though, and had some chocolate cupcakes on the side. It never hurts to think about what most of the guests might like.

Lydia Yeah, that's always worth considering. If you only please the customer, especially one with unusual taste, you're sure to disappoint the guests. And if the guests don't have a good time, your customer will be disappointed in the end. Finding a balance is a good way to approach it.

Benny Speaking of balance ... a little touch that goes a long way is having something your guests can take home to remember the event and having something for them to leave behind.

Julie I'm not sure what you mean.

Benny Well, Lydia's boarding passes are a perfect example of something the guests can take home.

Lydia Oh, and at that same wedding we had a small suitcase with pieces of paper next to it. Guests wrote down life advice and put it in the suitcase, which the couple took home to read later.

Benny That's *such* a terrific idea and exactly what I'm talking about.

Julia Many of your ideas to add a little something extra to a themed event aren't very expensive, and that's nice for customers.

Lydia Yeah, and it *really* is the little things they remember, even years after the party.

Track 2.21

Lesson 9.3, pages 90 and 91, Exercises 1A, 1B, 1C, and 3A

Host Our topic this morning is mistakes we wish we'd never made. I've got Sandy on the line with her story. Not her real name, by the way. Go ahead, Sandy.

Sandy Thanks. OK, last week, I wrote a personal email to a friend – a very personal email – but by accident I sent it to a senior manager at my company. He has the same first name as my friend, but I didn't notice that when I entered his name. Right after I sent it, I realized what I'd done. I could have kicked myself! The manager hasn't said anything, but I'm so embarrassed! What should I do?

Host So, what do you think Sandy should do? I'll be taking your calls right after the commercial break.

Host All right, so Sandy sent a personal email to the wrong person, and she needs your advice. Our first caller is Marta.

Marta Well, Sandy, you're not the only one who's done that. It happened to me, too, but with a friend, not a coworker. I just pretended my brother had gotten into my email and sent it as a joke. But that won't work in your case, so just send the manager an apology. I'm sure he's not angry. I mean, we all make mistakes. That's the way it goes.

Host Thanks, Marta. And here's our second caller, Jon.

Jon What are you worrying about, Sandy? That's digital communication – we write and send stuff quickly, and then we can't "unsubscribe" it, so we have to live with our mistakes. I think you should say nothing and just get on with your job. It's no use crying over spilled milk.

Host OK, Jon, thanks. Our next caller is Ramon.

Ramon OK, the situation is embarrassing, but really, it's not that bad. It could have been worse, like if you'd said something awful about your coworker and sent it to him by mistake. I think you should go to the guy and tell him what happened. Be open and honest, and hopefully you'll both wind up laughing. It'll turn out all right, I'm sure.

Host Thanks for that, Ramon. I'm taking one more call, from Amanda.

Amanda Well, Sandy, no one is perfect, so try not to worry about it. It'll soon be a distant memory. But here's some advice for the future. Think before you write something, think again before you send it, and check who it's going to before pushing "Send." And don't use your work email for personal messages in the first place!

Host Thanks, Amanda. Well, you've got lots to think about, Sandy. Good luck.

Track 2.26

Lesson 10.1, page 98, Exercise 2A

build: the form of a person's body

characteristic: a typical or noticeable quality of someone

feature: a part of a person's face

female: a woman or girl

gender: the state of being male or female

individual: a person, when considered separately and not as part of a group

likeness: the fact of being similar in appearance

look: appearance, style or fashion

look-alike: someone who is similar in appearance to someone else

male: a man or boy

match: when two things fit together well

similarity: the fact that people or things look or are the same

Track 2.29

Lesson 10.3, page 102, Exercises 1B and 1C

Yasmin OK, we'd better get busy and order Silvia's cake. Her birthday is only a week away, and I have a funny feeling choosing the perfect cake will take longer than we think.

Jude You're right! I totally lost track of time.

Yasmin Yeah. So, we want a specialty cake, right?

Jude Right. OK, I'll look online for a place that makes them. OK, here's one – Triple Cakes. The company profile says, "cakes for all occasions," "designs for all themes and budgets," and "skilled, professional cake decorating." That all sounds good.

Yasmin It also says "free personal advice" – that's nice. I get the impression they really want to make their customers happy.

Jude Yeah, but from what I can see, they're not local. I'll check the map. Yeah, they're about an hour away.

Yasmin An hour? Hmm. Well, let's look at another profile. Painted-by-Rose Cakes. Hmm ... it says Rose has won awards and has fifteen years of experience making cakes. And it says she's an artist – a painter, of course.

Jude Yeah, look at this! She's actually painted a picture on the cake – a real painting! I've never seen anything like that.

Yasmin Wow, amazing! But there's the problem of cost. I have a hunch that her cakes are expensive.

Jude Yeah. OK, let's look at one more. Madrona Cakes ... "freshly baked, a variety of flavors, reasonable prices." And they also make cakes low in sugar, cakes with no egg, and dairy-free cakes.

Yasmin Judging by the description, they might be *too* healthy.

Jude Maybe, but you know what? I'm starting to feel hungry.

Yasmin Me, too. Well, help me make a decision, and then we can have lunch.

Track 2.30

Lesson 10.3, page 102, Exercise 1D

Yasmin Me, too. Well, help me make a decision, and then we can have lunch.

Jude OK, well, Madrona Cakes – they may be too healthy, as you said. As for Painted-by-Rose Cakes, my gut feeling is they might *look* better than they *taste*.

Yasmin You're probably right. So, that brings us to Triple Cakes. As I said before, what strikes me about that company is that they really seem to care about their customers. So ...

Jude So we'll go with them. As far as I can tell, they're the best option. OK, let's call them now. We can see if they deliver. If not, I'll pick up the cake. I think the drive will be worth it.

Track 2.36

Lesson 11.2, page 110, Exercise 1A

Adjectives: accurate, biased, controversial, dishonest, exaggerated, false, inaccurate, misleading, suspicious, trustworthy

Nouns or noun phrases: hoax, misinformation, rumor, urban legend, white lie

Track 2.38

Lesson 11.2, page 110, Exercise 2C

Host Of course, my story about the moon landing not being real was totally false. And although there are true stories about a snake or two escaping in a city, Raúl was correct to think the story about hundreds of deadly snakes escaping was false. This fake story has been on the internet in many different cities and towns. Nina was correct in thinking the purple watermelon photo was a hoax. The photo isn't accurate at all, but many people have posted purple and blue fake watermelon photos. Dishonest people have even sold seeds online, claiming they grow into purple watermelons. Interestingly, watermelons can be yellow and green inside. Now, Gabe's information is true. There are one hundred to four hundred billion stars in our galaxy, but there are over three trillion trees on Earth. Britt is correct that the robot video was created by a computer. After it went viral, some people suffered from *robotphobia* – thinking robots were taking over the world, but it wasn't true at all. The internet can spread lies and misinformation, which can be dangerous, but we can also find a lot of accurate information online if we know where to look.

Track 2.39

Lesson 11.3, page 112, Exercises 1B and 1C

Damon Did you hear about that space probe NASA launched? It's actually going to the sun, believe it or not.

Lori Yeah, right, Damon!

Damon Really.

Ashley Tell me another one!

Damon No, seriously. There's no one on board, obviously.

Juan Yeah, but even so, a spaceship couldn't get to the sun. It would burn up.

Damon Well, I read a news story about it.

Ashley Yeah, probably a fake news story.

Damon No, I'm absolutely positive it was genuine. If you don't believe me, look on NASA's website.

Ashley What, from this campsite? The connection's worse than in outer space!

Juan Maybe there's some truth in it. It may fly around the sun at a huge distance or something. But actually going right up to the sun ... that's ... I find that hard to believe.

Lori Wait a minute. It's that old joke, right? They're going on a mission to the sun, and they found a smart way to avoid burning up: They're going to land at *night*!

Damon I'm telling you, it's true!

Track 2.40

Lesson 11.3, page 112, Exercise 1D

Presenter With me to talk about the Parker Solar Probe is our science correspondent, Rose Hudson. Rose, a mission to the sun. A lot of viewers will be thinking, "There's no truth in that." But this spaceship really *is* going all the way to the sun, right?

Rose Well, that's partly true. It won't actually "touch" the sun. It'll be about six million kilometers from the surface. Now that sounds like a long way, but when you realize that the space probe will travel around the sun in temperatures of several million degrees Celsius ...

Presenter Wow! That's *hot*!

Rose True, but only a small amount of that heat will actually get through to the solar probe. It will only have to cope with temperatures of about one thousand four hundred degrees Celsius.

Presenter That's *still* hot!

Track 2.48

Lesson 12.3, pages 122 and 123, Exercises 1B, 1C, and 3A

Interviewer Hi, Daniel. My name is Mariella.

Daniel Nice to meet you, Mariella.

Interviewer You, too. How are you doing?

Daniel Good, thanks.

Interviewer Please have a seat, and we'll get started. So, I understand you're serious about acting.

Daniel Yes, of course.

Interviewer OK ... so how do you imagine your future career as an actor?

Daniel Well, my dream scenario would be to play leading roles in movies.

Interviewer OK. And do you think that's a realistic goal?

Daniel Um, I realize things might not go as planned. I mean, there's no guarantee I'll end up in Hollywood, even if I'm extremely talented. But I'm confident that I'll have some level of success.

Interviewer What makes you so confident?

Daniel Well, one of my strengths is that I can play different characters – not just one kind of role.

Interviewer But a lot of actors are famous for playing a particular type of role.

Daniel True, but the very best actors can play any type of character, in my opinion. My ultimate goal is to be in that category. I may not succeed, but there's no harm in trying.

Interviewer I see. OK, let's move on to your training. Why did you choose this school, in particular?

Daniel I heard it was the best. Also, one of my friends studied here and said you had a fantastic program. I read everything on your website and asked my friend lots of questions about the school, the classes, the teachers – everything.

Interviewer That's good. Now, I see you have a lot of experience in school and community theater. How open are you to learning new things – to forgetting some of the things you know and starting again?

Daniel Hmm, I can't say for certain that it will be easy, but I'm determined to be open-minded and try everything.

Interviewer OK, and how would you feel about working with students who have more experience than you – and possibly greater talent?

Daniel Well, I see no reason why I can't handle that. On the contrary, I think it would do me a lot of good.

PHOTOCOPIABLE ACTIVITIES

Grammar teacher's notes	T-181
Grammar activities	T-189
Vocabulary teacher's notes	T-213
Vocabulary activities	T-221
Speaking teacher's notes	T-245
Speaking activities	T-249

- 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 ARE YOU A CREATURE OF HABIT?

page T-189

Present habits

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss the following questions and elicit different answers from different Ss. Give your own examples if necessary. *What do you tend to do when you're feeling lazy?* (I tend to sit on the couch and watch TV.) *What do you and your friends do in your free time?* (My friends and I will often go to a movie or meet for coffee.) *What's something you're constantly dreaming of doing?* (I'm constantly dreaming of taking a long vacation somewhere hot and sunny.)
- **Do the task** Ss read the sentence starters individually and put an X next to ten sentences they would like to complete. They complete the sentences in their own words using simple present, present continuous, *tend to*, or the modal *will*.
- Ss take turns reading their sentences to a partner and comparing their habits and opinions.
- Monitor and make sure Ss are using the grammar correctly. If Ss finish early, tell them to choose more sentence stems.
- To extend the activity, put Ss into new pairs and tell them to choose new sentences to compare with each other.
- **Review** Ask Ss to report back what they learned from their partners. *When he's traveling, Juan usually calls his family every evening.*

1.2 WHAT'S CHANGED IN MY LIFE?

page T-190

Past habits

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four Ss. Cut into cards.
- **Introduce** Tell the class that something has recently changed in your life. Ask them to guess what's happened. *Say Before this happened, I used to dream about being famous. I would often watch movies or TV shows and think how great it would be if everyone knew who I was. Nobody ever recognized me or knew anything about me. I used to feel sort of invisible. Now everything's different! What happened to me?* (You became a famous movie actor.)
- **Do the task** Put Ss into groups of four. Give each group a set of cards and a copy of the top part of the worksheet.

- Ss take turns taking a card. They describe their lives before the event on the card using *used to*, *would*, and the simple past, e.g., *I used to be single. I didn't have a boy/girlfriend. I lived alone. I would often dream of the big day when things would change. My family really wanted this for me.* (You got married yesterday.) The S who guesses the event correctly takes the card. Monitor and make sure Ss are using the grammar correctly.
- Ss continue until there are no more cards left. The S who has the most cards at the end is the winner.
- To extend the activity, have Ss write some real or imagined events of their own to make new cards.
- **Review** Ask Ss to give a real example of when something in their life changed. Have them tell the class how things used to be before the event happened. *I moved to a new apartment last summer. Before this happened, I used to wish that I had more space to live in. I really wanted some outdoor space, too. I would sometimes go to the park just to get some fresh air.*

2.1 WHAT IS MORE IMPORTANT?

page T-191

Comparative structures

40 minutes

- **Prepare** Make one copy of the game board for each group of four Ss. Enlarge the board if possible. Each group will need one die. If you don't have dice, use coins (one side of the coin = move one square, the other side = move two squares), or use a dice app on a smartphone.
- **Introduce** Read some of the words from the worksheet aloud or write them on the board. Ss make sentences using a comparative structure. For example: *Difficult: It's less difficult to ride a bike than to drive a car. Moving to a new country is more difficult than people realize. Rainforests/Medicine: I'd rather learn about rainforests than medicine. or It's more important to research medicine than save the rainforests.*
- **Do the task** Put Ss into groups of four. Tell groups to take turns rolling the dice, moving forward on the board, and using comparative forms to make sentences of their own.
- Explain that if Ss land on a square that says *Miss a Turn*, they don't make a sentence. Instead they wait until it's their turn to roll the dice again. If they land on a square that says *Go Forward Two Spaces*, they can move two spaces ahead on the board without making a new sentence. If they land on a square that says *Go Back One/Two Spaces*, they move back without making a sentence.
- If the S gets the comparative structure wrong in their answer, he/she has to move back to their original square.

- Monitor and make sure Ss are using the comparative structures correctly.
- Ss continue until they have all reached the end of the board.
- **Review** Choose words from the board at random and ask Ss to come up with as many sentences as they can, using a comparative structure, e.g., *safe: Space travel isn't safe enough to justify sending humans to Mars yet. It's better to be safe than sorry. I'd prefer to be safe than to be rich.*

2.2 IT'S NO EXAGGERATION!

page T-192

Superlative structures; ungradable adjectives

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Write on the board *This is an unbelievable story. Say I've never heard anything less believable.* Ask Ss to make a new sentence using a superlative structure, e.g., *This is the most unbelievable story that's ever been told. / It's the most unbelievable story! / It's one of the most unbelievable stories I've ever heard.* Next, write *It's a crazy story* on the board. Ask Ss whether it's possible to add an adverb before *crazy* (yes). Elicit *It's a completely/an absolutely crazy story!* from Ss.
- **Do the task** Put Ss into pairs. Tell Ss to rewrite the story using superlative structures. Explain that if a superlative structure isn't possible, they should use *the most / the least / completely / absolutely* + adjective. For example: *It's the least suitable environment for anything to live in. It's absolutely awful.*
- If necessary, explain that the *snipe* is an imaginary animal.
- Monitor and make sure Ss are using superlative structures and ungradable adjectives correctly.
- **Review** When Ss have finished rewriting their stories, ask them to compare each sentence with another pair of Ss.

Answers

3 the scariest 4 the farthest 5 Absolutely
6 the least suitable / the most unsuitable
7 absolutely / completely 8 completely / absolutely
9 the biggest 10 tiniest 11 the most adaptable
12 the rarest 13 the slowest 14 least

3.1 FINISH MY SENTENCE

page T-193

Relative pronouns; reduced relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into cards. Tell pairs to keep the bottom part of the worksheet.
- **Introduce** Read aloud some of the sentence starters from the worksheet or write them on the board. Ask Ss to complete them with a relative clause, e.g., *That's the man* I told you about yesterday. *That's the man* who hosted the radio show. *That's the man* I'm going to marry.

- **Do the task** A Put Ss into pairs and give each pair a set of cards. Tell Ss to put the cards upside down in a pile. Ss take turns picking up a card and reading the sentence starter to their partner. Their partner must finish the sentence with a relative clause. Tell them to use the relative pronouns *who, that, which, where, whose, or when*, as necessary, e.g., *A tiger is an animal that is endangered. There's the dog (that) I saw yesterday.* If a S's sentence ending is correct, they keep the card. If the ending is wrong, they put the card back in the pile. The winner is the S who has the most cards when all the cards have been used.
- Monitor and make sure Ss are using relative clauses correctly.
- To extend the activity, have pairs of Ss play the game with another pair.
- B In the same pairs, Ss complete the sentences in the chart using non-defining relative clauses.
- Put pairs together to form groups of four. Groups share their sentences.
Have groups choose the three most creative sentences.
- **Review** When Ss have finished, ask them to present their three most creative sentences to the class. Ask the class to vote on the most original sentence endings.

3.2 IS THAT TRUE?

page T-194

Present participles

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** Ask Ss to listen to what you are going to say and decide whether it's true or not, e.g., *As a child playing soccer in the spring, I got sunburned every year. I prefer lying on the couch, dreaming about winning the lottery. I love to experiment with vegan dishes, using as many different vegetables as possible.*
- **Do the task** Put Ss into groups and give each group a set of cards. Ss put the cards upside down in a pile. Then they take turns picking up a card and completing the sentence using present participles, e.g., *I spend a lot of time* doing very little. *As a family, we don't like* sitting around, doing nothing. Explain that the other Ss in the group have to guess whether the sentence is true or not. Ss continue until all the cards have been used.
- Monitor and make sure Ss are using present participles correctly.
- To extend the activity, ask Ss to write new sentence starters of their own.
- **Review** Groups work together to write three sentence endings for a sentence starter of their choice. They present their sentences to the class.

4.1 IT WAS SO MUCH FUN!

page T-195

Adding emphasis: *so ... that, such ... that, even, only*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** On the board, write
It was ___ a rainy day ___ everyone got wet.
I ___ eat chocolate on my birthday.
- Ask Ss to give suggestions to fill in the blanks (*such; that; so; only; even*).
- **Do the task** Put Ss into groups of four and give each group a set of cards and the top portion of the worksheet. Ss divide up the cards and fill in the spaces with the missing words from the box. Explain that if no words are missing, they should write an X, e.g., *It was such a bad storm that several trees fell.*
- Ss put all the cards in a pile and take turns turning them over. Student A puts down the first card. Then Student B puts down a card. If the spaces match, Student B keeps both cards, e.g., *It was such a bad storm that several trees fell. He has such weak eyes that he can't look at a computer screen.* If the spaces do not match, then both cards stay on the table. Ss take turns trying to match and collect cards. The S with the most cards at the end is the winner.
- Check answers with the class.

Answers

1 such, that 2 only 3 Even 4 so, that 5 such, that
6 Even 7 so / X 8 such, that 9 X / even 10 such, that
11 such, that 12 X / such 13 so, that 14 Only 15 so / X
16 so, that 17 so / X 18 so / X 19 Even 20 only / X
21 such / X 22 even / X 23 so, that 24 so, that
25 such / X 26 such / X 27 so, X / X, that 28 such / X
29 only / X 30 even / X 31 so / X 32 such / that

- **Review** Groups work together to write a new sentence using each of the words from the box. For example: *We only relax on weekends. The kids were so excited that they couldn't sleep.* Ss then present their sentences to the class.

4.2 TALKING ABOUT OURSELVES

page T-196

Reflexive pronouns; pronouns with *other/another*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of four Ss. Give each group one die. If you don't have dice, use coins (one side of the coin = move one square, the other side = move two squares), or use a dice app on a smartphone.
- **Introduce** On the board, write *I hope you all enjoy ___ today. I see your mug is already empty – would you like ___ cup of coffee? Do you two know ___ well?* Elicit the missing words from Ss. (*yourselves; another; each other*). Ask Ss to give you more examples of sentences with reflexive pronouns and *other/another*.

- **Do the task** Ss work in groups of four, rolling the die and moving along the board. When Ss land on a square, they complete the sentence with an appropriate word from the box, e.g., *Some people eat meat; others don't.* Ss go up the ladders and down the snakes. Monitor and make sure Ss are completing the sentences correctly.
- **Review** Groups work together to write a new sentence using each of the words from the box, e.g., *I wrote the email myself. We really enjoyed ourselves yesterday. Is there another movie you want to watch?* Ask groups to share their sentences with the class.

Answers

1 myself 2 themselves 3 yourself 4 themselves
5 ourselves 6 the others/others 7 another 8 each other
9 others 10 yourself/yourselves 11 itself 12 himself
13 one another 14 myself 15 other 16 each other
17 herself 18 another 19 other 20 himself
21 yourself/yourselves 22 others/the others 23 herself
24 others 25 yourselves 26 itself 27 ourselves
28 another

5.1 WHO WILL YOU CALL?

page T-197

Real conditionals

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Ask Ss some questions with *if/when/whenever*, e.g., *Do you text much when you're on vacation? Where do you go if you want to relax? Do you look at your phone whenever it rings?*
- **Do the task** Put Ss into pairs. Tell them to take turns asking and answering questions. When they answer, they should use *if/when* sentences. Ss may use the phrases in the box if they need ideas or they can answer in their own words. Demonstrate with a stronger S:
T *If you go to a new city, what do you do?*
S *If I go to a new city, I see the sights.*
- Monitor and make sure Ss are using conditionals correctly.
- **Review** Ss write three questions of their own to ask and answer with their partner.

5.2 ONE OR MORE?

page T-198

Conditionals: Alternatives to *if*

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** On the board, write
I'll give you my cell phone number ____ you don't give it to anyone else.
____ *I have to work late, I'll see you at six.*
- Ask Ss to give suggestions to fill in the blanks (*providing* or *only if*; *Unless*).
- **Do the task** Put Ss into groups of four and give each group a set of cards and the top portion of the worksheet. Ask Ss to divide up the cards and fill in the blanks with the words from the box.
- Monitor to make sure Ss are completing the spaces correctly.
- Check answers with the class.

Answers

1 As long as / Providing 2 unless / even if 3 only if
4 As long as / Providing 5 only if
6 as long as / providing 7 Unless / Even if
8 as long as / providing 9 As long as / Providing
10 as long as / providing 11 Even if 12 Providing / As long as
13 only if 14 As long as / Providing 15 as long as / providing
16 As long as / Providing 17 unless 18 unless 19 even if
20 as long as / providing

- Ask Ss to put all the cards in a pile and take turns turning them over. S1 turns over the first card. Then S2 turns over a card. If the meanings of the two sentences match, S2 keeps both cards, e.g., *Even if the weather is terrible, we have to go out. We have to go out even if the weather is bad.*
- If the meanings do not match, then both cards are returned to the pile. Ss take turns trying to match and collect cards. The S with the most cards at the end is the winner.
- **Review** Groups work together to write a new sentence using each of the words from the box, e.g., *I'll lend you the money as long as you pay me back. Even if I need to work late, I'll come over to see you.* They present their sentences to the class.

6.1 TELL ME ABOUT IT

page T-199

Narrative tenses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into cards.
- **Introduce** Read aloud some of the sentence starters from the worksheet or write them on the board. Ask Ss to complete them with a narrative tense, e.g., *A hundred years ago, no one imagined that we would have video calling. Were you watching TV when I sent you that text message?*

- **Do the task** Put Ss into pairs and give each pair a set of cards. Tell Ss to put the cards upside down in a pile. Ss take turns picking up a card and reading the sentence starter to their partner. Their partner must finish the sentence, e.g., *After the movie, we went and bought ice cream.*
- If the S's sentence ending is correct, he/she keeps the card. If it's wrong, the card goes back in the pile.
- Monitor to make sure Ss are using tenses correctly.
- The winner is the S who has the most cards when all the cards have been used.
- To extend the activity, have pairs of Ss play the game with another pair.
- **Review** When Ss have finished, ask them to give examples of their sentences to the class. Ask the class to vote on the most original sentence endings.

6.2 WHO SAID WHAT?

page T-200

Reported speech with modal verbs

20 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut up the statement cards.
- **Introduce** Make some statements about a job using direct speech, e.g., *We use organic vegetables in all our dishes. We serve over 200 customers a day.* Ask S to report what you said, e.g., *She explained that they used organic vegetables in all their dishes. She claimed that they served over 200 customers a day.* Ask Ss what type of job they think you have. (*You're a chef.*)
- **Do the task** Put Ss into pairs. Give each pair the statement cards and the sheet with pictures. Ss take turns taking a statement card and turning the direct speech into reported speech, using the prompts, e.g., *He explained that the hotel was on a one-way street.* The other S tries to guess the correct job from the pictures. (*taxi driver*)
- Ss continue until the statement cards have been used up.
- Monitor to make sure Ss are using reported speech correctly.
- **Review** Ss each think of a new job and write five statements about their job using direct speech. They take turns reporting each other's statements to the class. The class guesses the job.

7.1 TIC-TAC-TOE

page T-201

Gerunds and infinitives after adjectives, nouns, and pronouns

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** On the board, write *Sometimes I spend my free time _____. It's normal to want _____.*
- Ask Ss to suggest various ways of finishing the sentences, e.g., *Sometimes I spend my free time playing tennis. It's normal to want to spend time with family.*
- **Do the task** Elicit the rules of the game tic-tac-toe by drawing a 3x3 grid on the board and writing an X in one square. Ask a volunteer to write an O in another square, and continue until no squares are left.

- Put Ss into pairs and give them a copy of the worksheet. The Ss take turns choosing a square and completing the sentence with the gerund or infinitive form of a verb from the box. For example: *Economics is a very interesting subject to study.* If the S completes the sentence correctly, they write X or O in the square. The first S with three Xs or Os in a row – horizontally, vertically, or diagonally – is the winner.
- Ss play two more games to determine the overall winner.

Answers

Game 1

doing	to study	coping
to say	talking	to help
to tell	being	being

Game 2

to have	trying	wondering
to take	to talk	to contact
shopping	to want	to devote

Game 3

watching	drinking	writing
to find	waiting	dreaming
to drive	joining	to move

- Review** Pairs work together to write three sentences with a gerund and three with an infinitive. They then present the sentences to the class.

7.2 MIX AND MATCH

page T-202

Infinitives after verbs with and without objects

30 minutes

- Prepare** Make one copy of the worksheet for each group of Ss.
- Introduce** On the board, write *Did you plan ____? I'd like to ____.*
- Ask Ss to suggest various ways of finishing the sentences, e.g., *Did you plan to spend so much money? I'd like to learn to make sushi.*
- A Do the task** Put Ss in groups of three to four. One S writes the group's sentences on a piece of paper. Ss choose a word or phrase from each column to make a sentence with an infinitive. They should write down as many sentences as they can. To make the game more challenging, set a timer for five minutes. Monitor Ss to make sure their sentences are grammatically correct and make sense. Groups score a point for every correct sentence. The group with the most points is the winner.
- B** When Ss have finished part A, ask them to exchange papers with another group and change the verb in each sentence, e.g., (Group A) *I'd like to watch a good movie.* (Group B) *I'd like to star in a good movie.* They can also change the end of the sentence if they want to, e.g., *I'd like to star in a TV comedy.* Ss can use their own ideas for these changes.
- Review** Pairs work together to write three sentences with an infinitive after a verb. They then present the sentences to the class.

8.1 THE DIFFICULT GUEST LIST

page T-203

Modal-like expressions with be

40 minutes

- Prepare** Make one copy of the worksheet for each student.
- Introduce** Say *I hardly ever ask my friend to meet me for coffee because she's bound to be working or cleaning the house or looking after her kids. Do you have any friends who are always busy? Elicit sentences that describe those friends, e.g., I was supposed to meet my friend yesterday, but she had to work late. My friend Carlos is sure to be taking care of his new baby, so I won't see him at the barbecue.*
- Do the task** A Ss take turns choosing a person on the guest list and making sentences about them using the information given, e.g., *We can't invite Magdi. He's sure to be busy. He has two jobs and a lot of responsibilities at home.*
- B** Now think about their own friends or family and make statements about them to their partner, using modal-like expressions, e.g., *My mom works a lot, so I only call her in the evening because she's sure to be out during the day.*
- Review** Pairs work together to write a sentence that includes each of the modal-like expressions in the third column. They compare sentences with another pair of Ss.

8.2 WHAT DOES THE FUTURE LOOK LIKE FOR YOU?

page T-204

Future forms

35 minutes

- Prepare** Make one copy of the worksheet for each student.
- Introduce** Say *This evening I'm going to watch a great movie on TV. I'm planning to make some snacks to eat while I'm watching it. I may invite my friends over, but I'm not sure yet. What are you doing this evening?*
- Ask Ss to tell you about their plans, e.g., *I might go to the supermarket because I really need to do a little shopping. I'm going to pick my kids up and take them swimming.*
- Do the task** Ss complete the sentences individually, using the future forms given. Monitor to make sure Ss are using the correct forms.
- Pairs discuss their opinion of the future, e.g.:
A *By 2029, I think we'll all be using drones to get our stuff delivered.*
B *Really? I don't think so. By 2029, people might want to go to markets and small local stores. Maybe we won't even have drones.*
- Review** What surprises Ss most about their partner's answers? Ss share their partner's information with the class, e.g., *Tomorrow afternoon, Yoichi is going to take his mom to the museum. Someday he might move to Texas. I'm surprised because Yoichi thinks that in a year or two he'll be working for an international company.*

9.1 IF ONLY ...

page T-205

Unreal conditionals

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into cards.
- **Introduce** Read aloud some sentence starters, e.g., *If dogs could talk ...*
- Tell Ss to write down as many creative sentence endings as they can, e.g., *If dogs could talk, they'd tell us funny jokes. If dogs could talk, the world would be a noisy place. If dogs could talk, veterinarians would have an easier job.*
- **Do the task** Put Ss into pairs and give each pair a set of cards. Tell Ss to put cards upside down in a pile. Ss take turns picking up a card and reading the sentence starter to their partner. Their partner must finish the sentence, e.g., *If I had been born in Madrid, I would be the star player of the Real Madrid soccer team!*
- Monitor to make sure Ss are using the correct forms.
- **Review** Ask Ss to share the funniest or most unusual sentences they came up with. Ss can vote on the top three funniest sentences and the top three more unusual sentences.

9.2 I WISH I HADN'T DONE THAT!

page T-206

Wishes and regrets

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Give each pair one die. If you don't have dice, use coins (one side of the coin = move one square, the other side = move two squares), or use a dice app on a smartphone.
- **Introduce** Express some regrets, e.g., *If only I hadn't forgotten to lock my front door, I wouldn't be so anxious now! I wish I'd locked my front door because it worries me when I don't.* Ask Ss to tell you about a regret they have, e.g., *If only I had a car, I wouldn't have to take the bus. I wish I'd read the news this morning.*
- **Do the task** Put Ss into pairs. Ss take turns rolling the die and moving through the game board. When a S lands on a square, he/she uses the words with *If only* or *I wish* to make a sentence. They complete the idea by saying another sentence or adding on to the first sentence, e.g., *If only I hadn't dropped my phone! Then I could have called you to say I was running late.*
- Monitor and make sure Ss are using the correct forms. The first pair of Ss to get to the end of the board is the winner.
- Ask Ss to share a few of their partner's best answers with the class.
- **Review** Ask Ss to write three sentences using *If only* and three sentences using *I wish*. The sentences can be real regrets or fake ones. Ss read their sentences to a partner, who guesses whether they're real or fake.

10.1 IS THAT TRUE?

page T-207

Gerunds after prepositions

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut each worksheet into A and B parts.
- **Introduce** Say (for example) *I'm totally obsessed with eating peanut butter sandwiches. I'm very concerned about the environment. I wouldn't dream of riding a motorcycle.*
- Ask Ss to guess whether what you're saying is true or not. Next, elicit a few sentences from Ss. Ask *What wouldn't you dream of doing?* Check that Ss can identify prepositions (*with, about, of, etc.*).
- **Do the task** Put Ss into pairs and give each a Student A or Student B part of the worksheet. Ss first complete their sentences individually. Tell Ss to use a gerund and to complete some sentences so that they are true and some so that they're false.
- Ss take turns reading their sentences to their partner. Encourage Ss to go beyond the initial sentence in order to persuade their partner, e.g.,
A *I'm obsessed with collecting stuffed animals.*
B *Really? You don't look like someone who would collect toys!*
A *Yes, really. I dream of having a massive collection of stuffed animals, particularly stuffed giraffes. They're so cute.*
B *I don't believe you!*
- The partner guesses whether they're telling the truth or not. Monitor to make sure Ss are using gerunds.
- **Review** Ask Ss to share the statements about themselves that their partner didn't guess correctly, e.g., *I sometimes insist on having complete silence in my apartment. I'm really looking forward to studying astronomy in college next year.*

10.2 GUESS MY WORD

page T-208

Complements of verbs describing cause and effect

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** Write two or three words from the worksheet on the board. Ask Ss to describe what the objects are, using causative verbs, e.g., (umbrella) *It's a thing that prevents you from getting wet when it rains.* (credit card) *It's a thing that enables you to buy groceries, clothes, and other things in stores.*
- **Do the task** Put Ss into groups. Give each group a set of cards and a copy of the top part of the worksheet. Ss take turns taking a card and, without revealing what the word is, giving a definition of that word using causative verbs, e.g., *These are animals that can keep you safe. They also make you exercise a lot!* (dogs) The S who correctly guesses the word takes the card.

- Monitor to make sure Ss are using the verbs accurately.
- Ss continue until there are no more cards left. The S who has the most cards at the end is the winner.
- **Review** Choose some words and ask Ss to give definitions. Ask Ss how the definitions could be clearer. As an extension, ask Ss to think of their own words and explain them to other Ss.

11.1 CAN YOU NAME IT?

page T-209

Passive forms

40 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut into cards.
- **Introduce** Say *Name two things that are imported*. Elicit answers in the passive from Ss, e.g., *Bananas are imported*. *Computer chips are imported from China*.
- **Do the task** Put Ss into groups. Give each group a set of cards. Ask Ss to divide up the cards and fill in the blanks with the appropriate passive forms of the verbs given. Ask Ss to put all the cards in a pile and take turns taking a card and asking the group to name what's on the card, e.g., *Name something that was celebrated last month.* / *My wedding anniversary was celebrated.*; *New Year's Eve was celebrated.*
- Monitor to make sure Ss are using the passive accurately.
- Ss continue until there are no more cards left.
- **Review** Ask each group of Ss to write five new cards. The groups take turns testing each other:
- **Group A** *Name one thing that has rarely been seen.*
- **Group B** *The dark side of the moon has only been seen once so far!*
- **Group C** *The giant armadillo has rarely been seen.*
- **Group D** *Bigfoot has rarely been seen!*

11.2 WORLD PROBLEMS

page T-210

Passives with modals and modal-like expressions;
passive infinitives

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Say *What do you think should be done to improve the world?* Elicit answers in the passive from Ss, e.g., *Education should be provided for everyone.* *Many animals need to be taken care of.*
- **Do the task** **A** Give each student a worksheet. Ss fill in the blanks with the appropriate passive forms from the box.
- Monitor to make sure Ss are using the passive accurately.
- Check answers as a class.

Answers

1 expects to be bullied 2 expect to be treated 3 have to be changed 4 want to be heard 5 has to be stopped 6 should be done 7 can be persuaded 8 need to be protected 9 need to be saved 10 could be educated 11 should be given 12 need to be paid

- **B** Ss complete the questions in exercise B using the passive forms of the verbs in parentheses.
- Check answers as a class.

Answers

1 be fixed 2 be protected 3 be educated 4 to be paid
5 be done 6 to be persuaded 7 be changed 8 be saved

- **C** Put Ss in pairs and tell them to take turns asking and answering the questions they completed in exercise B, e.g., *What big world problem do you think has to be fixed? I think food insecurity has to be stopped. It's terrible that people don't have enough to eat. How about you?*
- If time allows, have students walk around the classroom and ask other people the questions.
- **Review** Ask each pair of Ss to write four new questions of their own. Then they ask and answer their questions with another pair, e.g., *Should farmers be persuaded to cultivate land differently? Yes, we think so. Permaculture seems like a good idea.*

12.1 THE CHAIN GAME

page T-211

Adverbs with adjectives and adverbs

40 minutes

- **Prepare** Make one copy of the worksheet for each group.
- **Introduce** Model the chain game with a student. Say *I work incredibly hard*. The S adds another adverb and adjective/adverb: *I work incredibly hard and I'm very tired a lot of the time*.
- (You) *I work incredibly hard, I'm very tired a lot of the time, but I'm remarkably good at cooking*.
- **Do the task** Put Ss into small groups. Give each group a worksheet. Ss choose adjectives and adverbs from the two boxes to add sentences to their chains, e.g.,
- **A** *I'm unbelievably calm.*
- **B** *I'm unbelievably calm and I'm enormously dangerous.*
- **C** *I'm unbelievably calm, I'm enormously dangerous, and I'm spectacularly artistic.*
- **Review** Ask groups of Ss to think about famous people that the class will know. Then they make sentences about the person, using adjectives and adverbs, e.g., *This person is a remarkably talented actor who's often in movies*. The class tries to guess who is being described.

12.2 PUZZLE TIME

page T-212

Making non-count nouns countable

30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** On the board, write *I need a ____ of information.*
Can I have a ____ of cake, please? Elicit the missing words from Ss (*piece; slice*). Ask what other non-count nouns go with *piece* (*advice; cheese*) and *slice* (*bread; pie*).
- **Do the task** Put Ss into pairs. Give each pair a worksheet. Check that they know how to complete the puzzle.
- Monitor as necessary.
- Check answers as a class.

Answers

Across:

2 knowledge 5 luggage 7 bit 8 pint 9 lemon 12 piece
15 slice

Down:

1 work 3 game 4 cup 6 articles 7 bottle 10 music
11 news 13 information 14 acts

- **Review** Ask Ss to write new sentences for each of the words used in the puzzle, e.g., *I heard some shocking news on TV last night. What work of art is your favorite?*

1.1 GRAMMAR

ARE YOU A CREATURE OF HABIT?

A Think about your present habits. Choose ten prompts and complete them so they are true for you.

B Compare your habits with a partner. How similar or different are they?

I tend to fear big changes in life. How about you?

I don't. Actually, I mostly like change, but if I feel stressed, I tend to talk to a friend.

On weekends, my friends and I _____.

I often _____.

When I'm facing a new challenge, I often _____.

I'm always _____.

When I'm feeling stressed, I usually _____.

I tend to fear _____.

I tend to go on social media _____.

To make my life easier, I usually _____.

When I'm traveling, I usually _____.

I'll do anything to _____.

I find it hard to cope with _____.

I tend to worry about _____.

The first thing I do when I wake up _____.

When I'm not sure what to do, I usually _____.

Sometimes I'm looking for an excuse to _____.

When I'm tired, I'll _____.

If I have free time, I'll often _____.

I tend to waste time _____.

My family and I _____.

I'm constantly thinking about _____.

I think people tend to fear _____.

When I'm relaxed, I often _____.

1.2 GRAMMAR

WHAT'S CHANGED IN MY LIFE?

Play in groups of four. Take turns. Choose a card and describe what your life was like before this change happened. Use *used to*, *didn't use to*, *would (never)*, or the simple past. Your group guesses what change has happened in your life. The student with the most cards at the end of the game is the winner.

A Before this happened, I would hardly ever go out for a walk.
I used to drive places. I would never play ball or run around.

B Have you moved to a new country?

A No. I didn't exercise much. In fact, I didn't use to get any fresh air. I would often stay home and watch TV. I used to wish I had someone to keep me company. I guess I felt lonely sometimes.

C I know! You got a dog!

You bought a car for the first time.	You started going to the gym every day.
You quit eating junk food.	You moved to a new country.
You got a puppy last weekend.	You got married yesterday.
You learned how to swim.	You just got your first job.
You inherited a lot of money from an aunt.	You're going to singing classes.
You just got your own apartment.	You moved out of the city to a small place near the beach.
You started doing volunteer work.	You just started eating vegan food.
You became a famous movie actor.	You just had your first child.
You just graduated from college.	You celebrated your 21st birthday last week.
You're training to be a firefighter.	You sold your car and bought a bicycle.
You just moved out of your parents' home.	You just quit drinking coffee for good.

2.1 GRAMMAR

WHAT IS MORE IMPORTANT?

Work in a group. Take turns rolling a dice  and moving along the board.

When you land on a square, use the word or words to make a comparative sentence of your own.

If a square tells you to move forward, back, or miss a turn, you don't need to make a sentence.

SPACE, OCEAN

I'm more interested in space than the ocean.

Space is bigger than any ocean on Earth.

30 NATURAL RESOURCES TECHNOLOGY	31 LIKELY	32 GO BACK TWO SPACES	33 RATHER	FINISH
29 EARTH MARS	28 GO FORWARD ONE SPACE	27 MORE	26 MISS A TURN!	25 DANGEROUS
20 PREFER	21 SAFE	22 DIFFICULT	23 WILDLIFE EDUCATION	24 FUN
19 EASY	18 RAINFORESTS MEDICINE	17 LESS	16 INTELLIGENT ENOUGH	15 FUTURE PROBLEMS CURRENT PROBLEMS
10 GO FORWARD 2 SPACES	11 PLANTS ANIMALS	12 NOT USEFUL ENOUGH	13 INTERESTING	14 RATHER
9 PREFER	8 FEWER	7 HEALTHY	6 MISS A TURN!	5 IMPORTANT
START	1 SPACE OCEAN	2 EXPENSIVE	3 MONEY HEALTH	4 LESS

2.2 GRAMMAR

IT'S NO EXAGGERATION!

Work with a partner. Rewrite the story using either superlative structures or, if superlatives aren't possible, use *the most/the least/completely/absolutely* + adjective. Use the clues in parentheses () to help you.

- 1 This is an unbelievable story. (You've never heard anything less believable.)
This is the most unbelievable story.
- 2 In fact, it's a crazy story. (It's really crazy.) It's a completely crazy story.
- 3 Let us tell you about a scary place on Earth. (Nowhere is scarier.) Let us tell you about _____ place on Earth.
- 4 It's farther away from civilization than anyone can imagine. (No place is farther away from anywhere.)
It's _____ place from civilization anyone can imagine.
- 5 Nobody lives there. (Zero people live there!) _____ nobody lives there!
- 6 It seems to be an unsuitable environment for anything to live in. (We can't think of anywhere less suitable.)
It seems to be _____ environment for anything to live in.
- 7 It's awful. (It's really awful.) It's _____ awful!
- 8 It's deserted. (There is really no human life in this place.) It's _____ deserted.
- 9 It has a big volcano. (There is no bigger volcano on Earth. It's enormous.) It has _____ volcano on Earth. It doesn't sound like a great place, does it? But wait!
- 10 Strangely, a tiny creature lives in this place. (It's tinier than any other creature ever discovered.) Strangely, the _____ creature lives in this place. Its name is *snipe*.
- 11 The snipe is adaptable. (Nobody knows of another animal that adapts better.) The snipe is _____ animal on Earth.
- 12 The snipe is rare. Only two scientists know about it. (We don't think many other animals are as rare as the snipe.) The snipe is one of _____ animals we know of.
- 13 This animal moves very slowly. (Few animals on Earth move more slowly.) The snipe is one of _____ animals on Earth.
- 14 We know less about the snipe than anything else in the world. The snipe is the thing we know _____ about in the world.

3.1 GRAMMAR

FINISH MY SENTENCE

- A **Work in pairs. Choose a card. Read the beginning of the sentence to your partner. Your partner finishes the sentence using a relative clause. Use the pronouns *who*, *that*, *which*, *where*, *whose*, or *when* to introduce the relative clause. Sometimes you don't need a relative pronoun.**

I enjoyed the TV show ...

... you told me about **OR** that you told me about
OR that was on Channel One last night.

I remember a time ...	I love going to places ...	Have you seen the movie ...
An extrovert is someone ...	The book ...	A computer is a thing ...
Have you ever been to the place ...	Did you eat the sandwich ...	I'd love to visit the place ...
My friend met a woman ...	What's the name of the actor ...	I enjoyed the TV show ...
A genius is a person ...	A politician is a person ...	Do you remember a time ...
This is the best restaurant ...	2015 was the year ...	I know a boy ...
A tiger is an animal ...	I just ate a burger ...	There's the dog ...
My home is the place ...	That's the man ...	Do you know anybody ...

- B **With your partner, brainstorm possible endings to complete the sentences. Use a non-defining relative clause. When you've finished, compare your sentences with another pair of students.**

- A My brother, whose wife is a diplomat, lives in Rome.
- B My brother, who's the kindest person I know, called me last night.
- C My brother, who is a great cook, often makes dinner for us.
- D My brother, whose kids are two and five, is really tired all the time!

My brother ...	Elephants ...	Mexico City ...
The local roads ...	Coffee ...	Cell phones ...
Our school ...	Picasso ...	My neighbors ...
August ...	The Statue of Liberty ...	Costa Rica ...

3.2 GRAMMAR

IS THAT TRUE?

Work in groups. Take turns choosing a card. Complete the sentences using present participles. Your sentence can be true or false. The other students in your group guess whether you're telling the truth or not. Continue around the group until everyone has used a card.

I like to run on beaches, shouting as loudly as I can.

I love to cook exotic dishes, using as many spices as possible.

I prefer sitting around, doing absolutely nothing at all.

I like ...	I enjoy lying on a beach, ...
I love the smell of ...	As a child, ...
I sometimes have lunch while ...	I get annoyed by people ...
I always love ...	I spend a lot of time ...
I prefer ...	In my opinion, ...
As a family, we don't like ...	I never waste time just ...

4.1 GRAMMAR

IT WAS SO MUCH FUN!

Work in groups of four. Divide up the cards and fill in the blanks with the words from the box.
If no words are needed, write X.

even only so so ... that such such ... that

1 It was _____ a bad storm _____ several trees fell.	2 I _____ need to look at you to know what you're thinking.	3 _____ people who never exercise can do these simple activities.	4 We've known each other _____ long _____ we can't remember when we met.
5 He has _____ weak eyes _____ he can't look at a computer screen.	6 _____ though it's her first day here, she's doing great.	7 The train is _____ late today!	8 He plays _____ an important part in the company _____ we can't lose him.
9 My brother can _____ fly a plane!	10 It's _____ a big responsibility _____ it makes me nervous.	11 You're _____ a good cook _____ we never need to eat out!	12 We had _____ a great time at the party.
13 Nico waited _____ long _____ he actually fell asleep.	14 _____ my best friend understands me.	15 We all love Carlos – he's _____ funny.	16 The movie was _____ funny _____ we couldn't stop laughing.
17 What's up? You look _____ sad.	18 I wish my coworker wasn't _____ unreliable.	19 _____ experts need advice sometimes.	20 He _____ drinks one cup of coffee a day.
21 These are _____ expensive apartments!	22 I don't _____ know what that word means.	23 The food was _____ bad _____ we didn't pay for it.	24 My house is _____ far from work _____ I have to take two trains.
25 I had _____ bad headaches when I was a kid.	26 The highway to the city is _____ a busy road.	27 I was _____ scared _____ I wouldn't get the job.	28 Pedro has _____ an amazing ability with fixing stuff.
29 The player _____ scored once in the whole game.	30 I don't _____ like shopping, but I go to the mall every Saturday.	31 The dish was _____ salty. I wonder why.	32 We waited in line for _____ a long time _____ our legs started to ache.

4.2 GRAMMAR

TALKING ABOUT OURSELVES

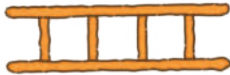
Work in a group. Take turns rolling a dice  and moving along the board.

I eat a lot of candy. I just can't help myself!

When you land on a square, use a word or phrase from the boxes to complete the sentence.

Sometimes more than one answer is possible.

Go up the ladder



and down the snakes



myself yourself himself herself itself ourselves yourselves themselves

another one another each other other others/the others

FINISH 	28 We should support one _____.	27 Should we treat _____ to pizza tonight?	26 The horse hurt _____ trying to escape.	25 Bye, kids! Enjoy _____!
20 Zack wants to be by _____ this evening.	21 Ask _____ this – is it a good idea?	22 Sadly, _____ disagree with our plans.	23 Tania taught _____ to speak Mandarin Chinese.	24 Some people eat meat; _____ don't.
19 The _____ problem is that we can't afford it.	18 Do you want _____ cup of coffee?	17 Did Carla make that dress _____?	16 We've known _____ since we were kids.	15 The _____ subway line is faster.
10 You can really enjoy _____ in the park.	11 The machine can't do that by _____.	12 Pete solved the problem by _____.	13 Managers and employees don't always understand one _____.	14 I need to do this by _____.
9 Do you think we should wait for the _____ to join us?	8 Do you two know _____ well?	7 Listen, I have _____ idea!	6 That's definitely a task for _____ to do.	5 What decisions should we make _____?
START 	1 I eat a lot of candy. I just can't help _____.	2 Some people always want to draw attention to _____.	3 Did you teach _____ how to play the piano?	4 The kids clean their rooms _____.

5.1 GRAMMAR

WHO WILL YOU CALL?

Student A

Ask and answer the questions with a partner. You can use the phrases in the box in your answers or use your own ideas.

How do you feel when you go on a plane?

When I go on a plane, I feel excited.

- 1 How do you feel when you go on a plane?
- 2 If you want to go out, where might you go?
- 3 When you have some free time, how do you spend it?
- 4 If you decide to move somewhere else, where will you go?
- 5 If you need some advice, who do you call?
- 6 When you feel anxious, what can you do?
- 7 If you need a new job, what will you do?
- 8 Where might you go if you take a vacation next year?
- 9 If you go to a new city, what do you do?
- 10 When you want to relax, what do you do?

a friend / a family member / a coworker
spend time outdoors / watch a movie / ride a bike /
cook a meal
exercise / call a friend / read a book
see the sights / explore the city / visit a museum
spend time at the mall / movie theater / beach /
restaurant

relaxed / anxious / nervous / excited
use breathing exercises / do yoga / practice
meditation
a nice hotel / a beach resort / a city / the mountains
search online / check the newspapers / go to an
employment fair / update my resume
go to another city / state / country

Student B

Ask and answer the questions with a partner. You can use the phrases in the box in your answers or use your own ideas.

How do you feel when you meet new people?

Hmm. When I meet new people, I feel ... anxious.

- 1 How do you feel when you meet new people?
- 2 If you want to go out, where might you go?
- 3 When you have a day off, how do you spend it?
- 4 If you decide to change your life, what will you do?
- 5 If you're bored, who do you call?
- 6 When the weather is bad, what do you do?
- 7 If you want a better job, what might you do?
- 8 Where will you go if you take a vacation next year?
- 9 If you get a chance to travel, where might you go?
- 10 When you want to feel great, what do you do?

a friend / a family member / a coworker
spend time outdoors / watch a movie / ride a bike /
cook a meal
exercise / call a friend / read a book
see the sights / explore the city / visit a museum
spend time at the mall / movie theater / beach /
restaurant

relaxed / anxious / nervous / excited
use breathing exercises / do yoga / practice
meditation
a nice hotel / a beach resort / a city / the mountains
search online / check the newspapers / go to an
employment fair / update my resume
go to another city / state / country

5.2 GRAMMAR

ONE OR MORE?

Work in a group. Divide up the cards and fill in the blanks with words from the box.

as long as even if only if providing unless

1 _____ you mail your check today, they should get it in time.	2 Some people will not be able to afford college _____ they receive financial assistance.	3 My friend might move to Canada, but _____ she gets a job.	4 _____ Pedro works harder, he will get a raise.
5 I'll tell you my secret, but _____ you promise not to tell anyone.	6 Your phone really should last a few years, _____ you take care of it.	7 _____ they receive financial aid, some people will not be able to afford college.	8 Climate change will slow down _____ everyone does something about it.
9 _____ you take care of it, your phone should last a few years.	10 We should exercise in the park tomorrow, _____ I don't oversleep.	11 _____ the weather is terrible, we have to go out.	12 _____ you won't tell anyone, I'll tell you my secret.
13 I'll have dinner with you tomorrow, but _____ you let me pay!	14 _____ everyone does something about climate change, it will slow down.	15 They should get your check in time _____ you mail it today.	16 _____ you let me pay, I'll have dinner with you tomorrow.
17 My friend might move to Canada, but she won't go _____ she gets a job.	18 Let's exercise in the park tomorrow, _____ I oversleep.	19 We have to go out _____ the weather is bad.	20 Pedro will get a raise _____ he works harder.

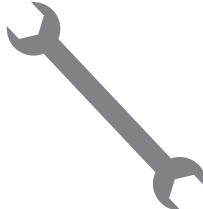
6.1 GRAMMAR

TELL ME ABOUT IT

It had been raining and ...	Back in 2010, people ...	The store had closed by the time ...	It hadn't been raining long so ...
She worked as an actress for years, but in 2017 ...	Joe and Steve ran as fast as they could toward ...	Juan had caught the filmmaker's attention because ...	Ricardo didn't feel hungry because ...
I was very nervous because ...	While you were talking to your mom, your dog ...	My friends had been chatting for hours when suddenly ...	At about ten o'clock this morning, ...
While Zoe was walking along, ...	She had worked as a server in a diner, but ...	Yesterday afternoon, I lost ...	I hadn't seen an elephant since ...
As we listened to the news, ...	A few minutes later, the reporter ...	Marta had been a doctor for years, but ...	The kids returned from camp ...
They hadn't expected to be interviewed on the TV news, but ...	Social media users were posting ...	I hadn't been working long before ...	A hundred years ago, planes ...
I was the only member of my family who ...	A hundred years ago, no one imagined ...	When I was in college, ...	The sun had been shining all day long and ...
After the movie, we ...	Were you watching TV when ...	Next, they moved to Las Vegas where they ...	Suddenly, we heard a loud noise that ...
While you were sleeping, ...	He stopped working five years ago and ...	She'd been searching the internet for a couple of hours when ...	I had never heard of her until ...

6.2 GRAMMAR

WHO SAID WHAT?

chef 	doctor 	weather reporter 
taxi driver 	mechanic 	teacher 

Take turns picking up a card. Turn each direct statement into reported speech. Use the verbs in the box. Your partner guesses which person made the statement. Score one point for every correct guess.

claim explain insist say tell

"I can check your heart during our next appointment."

She told me she could check my heart during our next appointment.

I think that's the doctor.

Yes, it is!

STATEMENT CARDS

"Your car won't need another tune-up until next year."	"It never rains in August."
"You should check the oil before a long trip."	"We offer pasta or chicken for children."
"We might need to use dictionaries tomorrow."	"You shouldn't go to work with a fever."
"This dish will not be too spicy for most people."	"We can take the highway to get to the museum."
"The storm will definitely destroy some homes."	"The trip to the airport could take an hour."
"The hotel is on a one-way street."	"I might get a ticket if I stop here."
"It'll be easy to pass the exam."	"The medication will start working immediately."

7.1 GRAMMAR

TIC-TAC-TOE

Work in pairs. Student A chooses a square and finishes the sentence with a gerund or an infinitive. Student B checks whether the sentence is correct or not. If the sentence is correct, Student A writes an X. Then Student B chooses a square and completes the sentence. If the sentence is correct, Student B writes an O. Take turns. The first person to get three in a row is the winner.

GAME 1

be be cope do help say study talk tell

I sometimes waste time _____ ... nothing.	Economics is a very interesting subject _____.	Do you have trouble _____ with all the work you have to do?
Nico called _____ hello to me about a week ago.	Juan spends a lot of time _____ to his students.	I'll ask the teacher _____ me.
Belinda needs someone _____ her how to apply for the job.	Many people enjoy _____ outdoors in the fresh air.	My son is scared of _____ laughed at in school.

GAME 2

contact devote have shop take talk try want wonder

It's important _____ contact with your family.	Don't give up! Just keep _____.	I can't help _____ where Joe is.
Carmen offered _____ me to the airport.	Do you have someone _____ to about your ... ?	We advise you _____ the police if there's a problem.
Last year I stopped _____ in supermarkets and started going to farmers' markets instead.	It's normal _____ to be liked.	Oliver decided _____ his life to helping other people.

GAME 3

dream drink drive find join move wait watch write

The kids enjoy _____ cartoons.	Do you know that I've stopped _____ coffee?	When I finish _____ this email, I'll make dinner.
This is a horrible situation _____ yourself in.	Sam can't stand _____ for the results of his exams.	It's no use _____ about making a million dollars.
I can teach you _____ if you like.	I feel nervous about _____ this social media group.	Do you want _____ to Chicago this year or next?

7.2 GRAMMAR

MIX AND MATCH

A Play the game in small groups. One student writes the group's sentences on a piece of paper. Choose a word or phrase from each column to make a sentence with an infinitive. Write down as many sentences as you can. Your teacher will check your answers. Score a point for every correct sentence. The group with the most points is the winner.

A Who convinced you to spend the money? (OR Who convinced you to wear those jeans?)

B I'd like to buy that apartment. (OR I'd like to watch a good movie.)

C Did you plan ... ?

Who convinced you	find	the email
My sister encouraged me	join	us
Next year, I expect	buy	the gym
I want you to help me	travel	the police
I hope	learn	this computer
You warned me	eat	that apartment
How do you expect me	fix	to you
Why did you persuade me	go	a scooter
I planned	wear	a good movie
Who urged you	be	the money
Did you plan	spend	a millionaire
My brother urged me	rent	to London
Does anyone want	use	the piano
I'd like someone	help	that cake
How did you manage	call	on the weekend
Why would they	cook	those jeans
Where do you like	send	my car
Did you encourage us	talk	me
I'd like to	watch	Mexican food

B Now exchange papers with another group. You have ten minutes to change the verb in each sentence. You can end the sentences with your own words. Your teacher will check your answers. Score a point for every correct sentence. The group with the most points is the winner.

Group A: I hope to travel to London.

Group B: I hope to learn Japanese.

8.1 GRAMMAR

THE DIFFICULT GUEST LIST

- A Work in pairs. Imagine you are planning a party for the afternoon of Saturday, June 9. You want to invite some friends, but you have to consider certain things you know about them.

Look at the guest list and make sentences about each person or couple, using the information and modal-like expressions given.



Guest(s)	Information about the guest(s)	Modal-like expression
Marie	getting married	about to
Paul	always late	bound to
Jim and Alicia	on vacation	supposed to
Toros	starting new night-shift job	meant to
Carla	having a baby	due to
Magdi	always busy	sure to
Sara	usually traveling for work	likely to
Tom and Louisa	can never find a babysitter for their kids	not able to
Roberto	can't take Saturdays off work	not allowed
Leticia	often cancels plans	forced to
Monica and Dave	often refuse invitations	certain to

- B Now think about your real friends. What facts do you know about them? Take turns telling your partner. Use modal-like expressions.

My friend Jorge never has any free time. He's sure to be busy every time I call him.

I have a friend named Julie. She's never available! She's about to have a second baby.

8.2 GRAMMAR

WHAT DOES THE FUTURE LOOK LIKE FOR YOU?

Finish each sentence in your own words. Then compare your sentences with a partner.
What things surprise you most about your partner's opinion of the future? Tell the class.

Future plans and intentions: present continuous or *be going to*

Tonight, _____ *I'm going to cook Chinese* _____ food for dinner.

Tomorrow afternoon, I _____.

Next week, I _____.

Eventually, I _____.

Uncertainty: *may, might, could*

If things go well, I _____.

I think it's possible that I _____.

Someday, I _____.

Predictions, expectations, and guesses

Tomorrow, _____.

In 2030, people _____.

Next year, _____.

Actions in progress at a future time: *will + be + verb + -ing*

By 2029, I _____.

In a month or so, _____.

In a year or two, I _____.

9.1 GRAMMAR

IF ONLY ...



If I had been born in Madrid, ...	If I didn't know you, ...	If I could have any job in the world, ...
If dogs could talk, ...	If I stopped using social media, ...	If plants had feelings, ...
I certainly wouldn't have ...	... I would have stayed home.	... if I hadn't been driving the car.
... If I didn't speak English.	If there were three more hours in every day, ...	... I wouldn't have broken my leg.
I couldn't have gotten my job if ...	... if I hadn't moved to another country.	If I didn't have a headache, ...
If I'd been paying attention, ...	If I had met ...	... life would definitely be easier.
People would be happier if ...	I wouldn't have made that decision if ...	I could have been a ...
... I might not have gone out.	... if I'd lived in a different century.	If I hadn't learned ...

9.2 GRAMMAR

I WISH I HADN'T DONE THAT!

Work in pairs. Take turns rolling a dice  and moving along the board.

When you land on a square, use the words and "I wish" or "if only" to make a sentence.

Complete the idea by adding another sentence or adding on to the first sentence.

If only I'd answered the phone! Then I ...

I would've found out that school was canceled.

40 I don't have time to do it.	41 I'm not studying psychology.	42 I didn't apologize.	43 I dropped my phone.	FINISH
39 I was raised in a city.	38 I'm bored.	37 I have to go out tonight.	36 I'm going to see the doctor tomorrow.	35 I have a terrible toothache.
30 I forgot my best friend's birthday.	31 I was in a hurry.	32 I said "no."	33 I have a bad-tempered cat.	34 I saw the movie.
29 I live in an enormous apartment building.	28 I didn't hear the noise.	27 I ate ten spicy chilis.	26 I banged my head.	25 No one told me.
20 I was riding my bike.	21 I'm working such long hours.	22 I refused the invitation.	23 I'm not famous.	24 I don't have a million dollars.
19 I was chatting on the phone.	18 I worry a lot.	17 I laughed.	16 I lost my purse.	15 I was talking in my sleep.
10 I was born in the last century.	11 I didn't see the funny side.	12 I sent the email.	13 I said "yes."	14 I wore jeans and an old T-shirt.
9 I never exercise.	8 I didn't see the tree.	7 I'm studying math.	6 I sleep too much.	5 I don't have a sister.
START	1 I didn't answer the phone.	2 They didn't warn me.	3 I have 5,000 Facebook friends.	4 I eat meat.

10.1 GRAMMAR

IS THAT TRUE?

Student A

Complete the sentences with a gerund. Your sentences can be true or false. Then take turns making statements. Your partner will ask questions to try to guess if you're telling the truth.

- | | |
|-----------------------------------|--------------------------------------|
| 1 I'm concerned about _____. | 6 I'm extremely interested in _____. |
| 2 I've always been good at _____. | 7 I'm not really used to _____. |
| 3 I'm guilty of _____. | 8 I'm totally obsessed with _____. |
| 4 I finally succeeded in _____. | 9 I've often thought of _____. |
| 5 I wouldn't dream of _____. | 10 I really like the idea of _____. |

I'm guilty of eating large bars of chocolate in bed.

Really? You look so slim. Have you had this habit long?

Oh, yes. I've been doing it all my life.

Hmm! I don't think you're telling the truth!

You're right. I'm not!

Student B

Complete the sentences with a gerund. Your sentences can be true or false. Then take turns making statements. Your partner will ask questions to try to guess if you're telling the truth.

- | | |
|--|-----------------------------------|
| 1 I'm very excited about _____. | 6 I'm very proud of _____. |
| 2 I'm incredibly bad at _____. | 7 I sometimes insist on _____. |
| 3 I'm really looking forward to _____. | 8 I once had the chance to _____. |
| 4 I've always been terrible at _____. | 9 I never talk about _____. |
| 5 I often get bored with _____. | 10 I have no intention of _____. |

I'm guilty of eating large bars of chocolate in bed.

Really? You look so slim. Have you had this habit long?

Oh, yes. I've been doing it all my life.

Hmm! I don't think you're telling the truth!

You're right. I'm not!

10.2 GRAMMAR

GUESS MY WORD

Work in groups. Take turns choosing cards. Without saying the word, describe the thing on your card – be sure to explain what its function is or how you use it.

A It's a thing that prevents me from getting wet.

B Hmm. Is it an umbrella?

A No, but it enables people to stay dry.

C I know! It's a taxi!

A Um, no. It allows me to walk outside in the rain.

D Oh, OK. Is it a raincoat?

A Yes, it is.



alarm clock	diet	exercise	budget	shopping
food	raincoat	car	job	credit card
passport	teacher	friends	family	nature
microwave oven	dogs	warm clothes	fashion	education
art	phone	taxi	conversation	umbrella
camera	vegetables	airplanes	travel	laughter
technology	medicine	music	dictionary	bus
refrigerator	happiness	old age	sunglasses	computers

11.1 GRAMMAR

CAN YOU NAME IT?

Name one thing that _____ of wood. (made)	Name two things that _____ by tomorrow at nine a.m. (happen)	Name one piece of music that _____ more than 100 years ago. (compose)	Name one thing that _____ recently. (identify)	Name two things that you _____ yesterday. (teach)
Name three things that _____ around the world right now. (ship)	Name one artist who _____ an award in the past ten years. (give)	Name one person that you think _____ in a TV news program next week. (mention)	Name two things that _____ somewhere in the world right now. (cook)	Name three animals that _____ in Europe. (find)
Name one thing you think _____ soon. (discover)	Name three things that _____ in a park. (see)	Name something that _____ last month. (celebrate)	Name two events that _____ about right now. (talk)	Name one thing that _____ in your house tonight. (eat)
Name two languages that _____ in Asia. (speak)	Name one thing that _____ for last week. (plan)	Name one famous person that _____ in the UK. (born)	Name three things that you think _____ in the future. (invent)	Name one famous person who _____ an award recently. (give)
Name two things that _____ by the time you go to sleep tonight. (do)	Name one thing that _____ from your country. (export)	Name one thing that _____ of metal. (make)	Name two apps that _____ on your phone recently. (open)	Name two things that _____ into space. (send)
Name two things that _____ on the internet. (sell)	Name three famous people who _____ in the U.S. (raise)	Name two buildings that _____ more than 100 years ago. (build)	Name one thing that _____ all over the world. (drink)	Name three movies that _____ in the past ten years. (produce)

11.2 GRAMMAR

WORLD PROBLEMS

A Complete this high school student's text with phrases from the box.

can be persuaded
has to be stopped
need to be saved

could be educated
have to be changed
should be done

expect to be treated
need to be paid
should be given

expects to be bullied
need to be protected
want to be heard

No one ¹ _____ at work or in school these days. Most people ² _____ well.
That's because attitudes have changed, and that's great. However, many more things
³ _____ in the world. If you ⁴ _____, you need to say how you feel.
Here's how I feel.
For a start, plastic pollution ⁵ _____.
Something ⁶ _____ about global warming.
Perhaps people ⁷ _____ to eat less meat.
Animals ⁸ _____. In particular, animals such as whales ⁹ _____
from extinction.
Every child ¹⁰ _____ for free.
Everyone ¹¹ _____ access to clean water.
All workers ¹² _____ a fair wage.

B Complete the questions with the passive form of the words in parentheses.

- 1 What big world problem do you think has to _____? (fix)
- 2 Do you agree that all animals need to _____? (protect)
- 3 Should all children _____ for free in your opinion? (educate)
- 4 Is it reasonable to expect _____ a fair wage? (pay)
- 5 Do you think something should _____ about global warming? (do)
- 6 Do people need _____ to eat less meat, or is that a waste of time? (persuade)
- 7 Can people's attitudes toward using plastic really _____? (change)
- 8 Is it important that elephants _____ from extinction? (save)

C Work in pairs. Take turns asking and answering the questions in exercise B with a partner. When you finish, walk around the class and ask other people the questions.

Should something be done about global warming?

Yes, I think so. The world is getting hotter every year.
One day soon, we won't be able to stop it.

12.1 GRAMMAR

THE CHAIN GAME

Work in groups. Use adjectives and adverbs from the boxes to make sentences. When the first student says a sentence, the next student repeats it and adds another adjective and adverb. If someone forgets part of a sentence, start again with a new game.

I'm incredibly good at playing the trumpet.

I'm incredibly good at playing the trumpet and I work astonishingly hard.

I'm incredibly good at playing the trumpet, I work astonishingly hard, and I'm unbelievably bad at math.

I'm incredibly good at playing the trumpet, I work astonishingly hard, I'm unbelievably bad at math, and I'm really tall.

I'm incredibly good at playing the trumpet, I work astonishingly hard, I'm unbelievably bad at math, I'm really tall, and I can't dance particularly well.

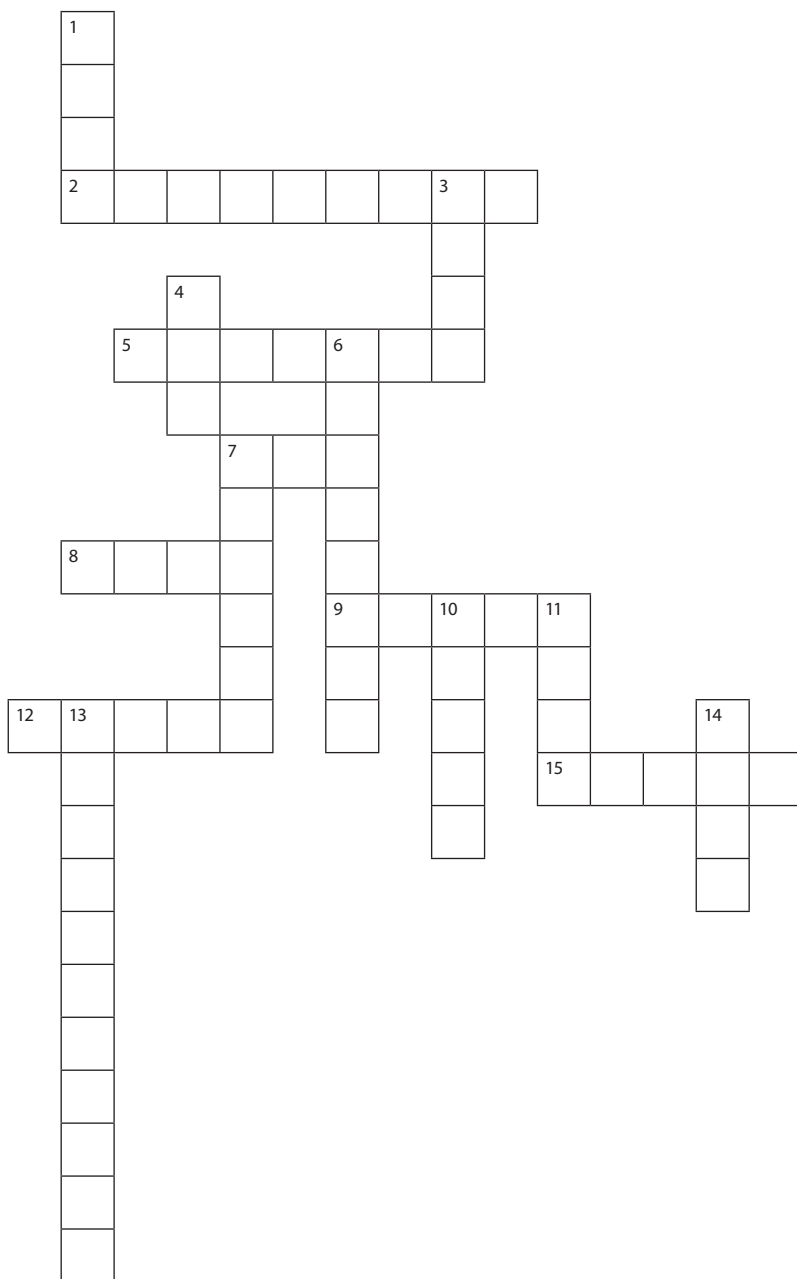
amazingly	impressively	slowly
astonishingly	incredibly	spectacularly
badly	necessarily	terrifically
easily	particularly	unbelievably
enormously	quickly	very
especially	really	well
exceedingly	reasonably	
fantastically	remarkably	

able	determined	short
analytical	gifted	skilled
artistic	good	slow
bad	imaginative	talented
calm	intellectual	tall
competent	musical	true
creative	quick	useless
dangerous	safe	

12.2 GRAMMAR

PUZZLE TIME

Work in pairs. Find the missing words in the clues to complete the puzzle. The words are either non-count nouns, or expressions that make non-count nouns countable.



Across

- 2 The professor has a vast amount of _____ about human genes.
- 5 How many pieces of _____ are you taking on board the plane?
- 7 I managed to do a little _____ of research on the internet last night.
- 8 Could you buy a _____ of milk on your way home, please?
- 9 I sometimes put a slice of _____ in my water.
- 12 My teacher once gave me a great _____ of advice.
- 15 Would you like a _____ of bread with your soup?

Down

- 1 The *Mona Lisa* is an example of a great _____ of art.
- 3 We're getting together on Saturday for a _____ of tennis.
- 4 I'm going to have a _____ of coffee with a friend at 11.
- 6 The children need some new _____ of clothing.
- 7 I'd like a _____ of water, please.
- 10 "Beethoven's Fifth" is a very famous piece of _____.
- 11 Last night's hurricane was a shocking piece of _____.
- 13 We can send you a little _____ by email if you like.
- 14 Some people make a habit of performing random _____ of kindness.

Teacher's notes for photocopiable activities:

VOCABULARY

1.1 FACING CHALLENGES

page T-221

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they will do an exercise in which they choose the correct word or phrase to complete a sentence. Give each S a worksheet.
- **Do the task** A Ss work individually to circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 resist 2 get a grip 3 accepted 4 adapt
5 can't take 6 get through 7 tackle 8 cope with
9 is capable of 10 frightened of 11 underestimate
12 a step forward 13 welcomed 14 survive

- **B** Ss work in pairs to complete the conversations using the words and phrases from exercise A.
- Ss check answers by reading the conversations in pairs.
- Check answers as a class.

Answers

1 Welcome 2 capable of 3 can't take 4 frightened of
5 cope 6 tackle 7 underestimate 8 survive
9 Get a grip 10 through 11 resist 12 step forward
13 adapt 14 accept

- **Review** Ask confident Ss to read their conversations aloud.

1.2 DESCRIBING ANNOYING THINGS

page T-222

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
____ of time ____ to operate
____ you crazy ____ on your nerves
____ your patience ____-consuming
- As a class, Ss complete the phrases. On the board, write *get on your nerves*, *drive you crazy*, and *infuriating*. Ask Ss to rank them in order of severity. (= get on your nerves, drive you crazy, infuriating) Give each S a copy of the worksheet.

- **Do the task** A Ss work in pairs to circle the word or phrase that best matches each definition.
- Check answers as a class.

Answers

1 hard to operate 2 a waste of time 3 awkward 4 clumsy
5 get on your nerves 6 drive you crazy 7 complex
8 infuriating 9 lose your patience 10 tricky 11 frustrating
12 time-consuming

- **B** Ss think of examples using words or phrases from exercise A.
- Ss share their examples with a partner.
- **Review** Ss share their sentences from exercise B with the class.
- As an extension activity, have Ss go around the room and find one to three people with whom they have something in common.

2.1 SPACE AND OCEAN EXPLORATION

page T-223

35 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will match two parts of a sentence to make complete sentences. Give each S a copy of the worksheet.
- **Do the task** A Ss match the sentence halves to make sentences.
- Check answers as a class.

Answers

1 c 2 a 3 b 4 f 5 e 6 d 7 h
8 g 9 k 10 i 11 m 12 l 13 j

- **B** Ss work in pairs to complete the sentences.
- Check answers as a class.

Answers

1 launch 2 resources 3 species 4 atmosphere 5 preserve

- **C** Ss work in pairs to answer the questions from exercise B.
- **Review** Ask Ss to share their ideas with the class.

2.2 THE NATURAL WORLD

page T-224

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will complete sentences with vocabulary from lesson 2.2. Give each S a copy of the worksheet. Model the exercise by doing the first one with the class.
- **Do the task A** Ss complete the sentences with the correct form of the words from the box.
- Check answers as a class.

Answers

1 animal life 2 creatures 3 environment 4 Endangered
5 habitats 6 adaptable 7 Origin 8 Plant life 9 pond
10 forms of life 11 Sea life 12 poisonous 13 survivor
14 volcano 15 Territory

- **B** Ss work in pairs to put the words in the correct order to make questions.
- Ss ask and answer the questions with their partner.
- Check answers as a class.

Answers

1 What is your favorite form of sea life?
2 Can you think of three different poisonous animals?
3 Can you name a famous volcano?
4 Can you think of three creatures that live in ponds?
5 Can you list three different types of habitats?
6 Can you name three endangered species?

- **C** Ss work in pairs to write more questions.
- Pair get together with another pair to ask and answer their questions.
- **Review** Pairs share their questions from exercise C with the class.

3.1 DESCRIBING PERSONALITY

page T-225

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
*quiet / **extrovert** / shy*
***introvert** / attract attention / show off*
*life of the party / enjoy the company of others / **be reserved***
- Ask Ss to identify the odd one out. Ask *What other words describe behavior?*

- **Do the task A** Give each S a copy of the worksheet. Ss read about Fred, Dylan, Carmen, and Mae. Then they write one or two additional sentences about each person using as many words and phrases as they can from the box.

Possible answers

Fred is an introvert/introverted and reserved, so he doesn't enjoy the company of others.

Dylan is an extrovert/extroverted, and he enjoys the company of friends, likes to socialize, and likes to be the life of the party.

Carmen is an introvert/introverted. She is reserved, speaks softly, and feels left out.

Mae is an extrovert/extroverted. She attracts attention, likes to show off her outfits, and speaks up.

- **B** Ss walk around the room and ask questions of their classmates to complete the chart. Encourage Ss to ask follow-up questions, e.g., *Why do you think you're an extrovert? When did you last go to a party?* Tell Ss to make notes so they can share this extra information with the class later.
- **Review** Ss read aloud the names and the personalities. Write the names on the board. Are there more extroverts or introverts? Ask Ss to share any interesting extra facts they learned about their classmates.

3.2 STRONG FEELINGS

page T-226

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write:
*bizarre | creepy | **fabulous***
*irritating | **satisfying** | disgusting*
***stunning** | tense | uneasy*
***impressive** | weird | irritating*
- Ask Ss to identify the odd word out in each group of three words. Ask them to think of examples of things we might describe using these adjectives.
- **Do the task A** Give each S a copy of the worksheet. Ss circle the correct words to complete the sentences.
- Check answers as a class.

Answers

1 creepy 2 disgusting 3 bizarre 4 impressive
5 satisfying 6 stunning 7 irritating 8 tense
9 uneasy 10 weird 11 fabulous

- **B** Ss complete the chart with the words from exercise A.

Answers

Positive: fabulous, impressive, satisfying, stunning

Negative: bizarre, creepy, disgusting, irritating, tense, uneasy, weird

- **Review** As a class, see if you can add other words to the chart.

4.1 PROFESSIONAL RELATIONSHIPS

page T-227

30–45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will write words in a chart to categorize them. Give each S a worksheet. Model the exercise by quickly drawing the chart on the board and asking Ss where *assist* should go to elicit *help*.
- **Do the task** A Ss write the words in the correct column.
- Check answers as a class.

Answers

Help: assist, build trust, contribute, enable to, steer away from, turn to
Manage: act as, build a relationship, keep an eye on, oversee, steer away from, take on
Show: demonstrate

- **B** Ss circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 assisted; enabled 2 build trust; contribute
3 demonstrated; turned to 4 acted as; oversaw
5 kept an eye on; built a relationship 6 take on; steer away from

- **C** Ss complete the sentences using words or phrases from exercise A.
- Check answers as a class.

Answers

1 demonstrate 2 assist 3 keep an eye on
4 steer them away from it 5 built a relationship/built trust

- **D** In groups, Ss discuss which statements from exercise C are true for them.
- **Review** Ask volunteers to share which statements from exercise C are true for them.

4.2 ASSESSING IDEAS

page T-228

30–45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask *What steps do we take when we make a big decision? What do we think about and how do we decide on our decision?* Elicit ideas from the class.
- **Do the task** A Give each S a copy of the worksheet. Ss match the opposites.
- Check answers as a class.

Answers

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

- **B** Ss match the words to the definitions.
- Check answers as a class.

Answers

1 weigh the pros and cons 2 aspect
3 draw attention to 4 assess 5 unreasonable

- **C** Ss complete the conversation using words and phrases from exercises A and B.
- Check answers as a class.

Answers

1 strengths 2 weakness
3 draws attention to/points out 4 constructive

- **D** Ss discuss in groups whether Lynn gave a good answer and what they would say if they were asked to describe a weakness at a job interview.
- **Review** Ss share and discuss answers as a class.

5.1 DEALING WITH EMOTIONS

page T-229

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they choose the correct phrase to match the definition given. Write the first one on the board and elicit the correct answer (*scared to death*) and circle *scared to death* in the sentence. Leave the sentence on the board.
- **Do the task** A Give each S a copy of the worksheet. Ss circle the phrases that best match the definitions.
- Check answers as a class.

Answers

1 be scared to death 2 be conscious of 3 calm down
4 be rational 5 panic 6 be in control of
7 breathing technique 8 cure 9 anxiety level
10 try a therapy 11 overcome fear 12 regain control

- **B** Ss read the passage and complete the paragraph with the correct forms of words from exercise A.
- Check answers as a class.

Answers

1 anxiety level 2 be rational 3 scared to death
4 overcome 5 regain control/calm down
6 breathing (technique) 7 conscious 8 cure
9 a therapy 10 panic

- **Review** Ss take turns reading sentences from the paragraph aloud.

5.2 WILLINGNESS AND UNWILLINGNESS

page T-230

45 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *WILLINGNESS* and *UNWILLINGNESS* as heads. Ask Ss to say any words or phrases they learned in lesson 5.2 and which column it belongs in. Accept all reasonable answers and write them on the board.

- **Do the task** **A** Ss cross out the phrase that is different in each set.
- Check answers as a class.

Answers

1 be eager to 2 be reluctant to 3 be prepared to
4 hesitate to 5 be dying to

- **B** Ss circle the correct word or phrase to complete each sentence.
- Check answers as a class.

Answers

1 anxious 2 against 3 passionate about 4 unwilling to
5 had no desire to 6 no intention of 7 more than happy

- **C** Ss read about Tim and then complete the sentences.
- **Review** Ss read aloud their answers.

Answers

Tim is more than happy to play video games for hours on end.
He's reluctant to answer the phone.
He has no intention of joining a gym.

6.1 TALKING ABOUT FAME

page T-231

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they are going to choose the correct word to make a complete phrase. Write the first phrase on the board. Ask Ss which word goes with *make* to make a phrase from lesson 6.1 to elicit *something entertaining*. Circle it and leave the phrase on the board.
- **Do the task** **A** Give each S a copy of the worksheet. Ss circle the words to complete the phrases.
- Check answers as a class.

Answers

1 something entertaining 2 somebody's attention
3 a broadcast 4 publicity 5 never heard of
6 an appearance 7 somebody 8 a good reputation
9 awareness 10 get hits 11 fame 12 headlines

- **B** Ss work in pairs to match the scenarios with phrases from exercise A.
- **Review** Ss read aloud their answers.

Answers

1 have a bad reputation 2 praise somebody
3 catch somebody's attention 4 do a broadcast
5 get hits 6 get publicity 7 make something entertaining
8 (had) never heard of 9 raise awareness
10 make an appearance 11 seek fame 12 make headlines

6.2 REPORTING VERBS

page T-232

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they will do an activity in which they match the correct word or phrase to the definition given. Give each S a worksheet.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class.

Answers

1 argue 2 announce 3 deny 4 have doubts about
5 insist 6 swear 7 claim 8 boast 9 estimate
10 propose 11 confirm 12 hope to

- **B** Ss circle the correct word to complete each sentence.
- **Review** Ss read aloud their answers.

Answers

1 announced 2 hoped to 3 boasting 4 swore
5 denied 6 estimated 7 had doubts 8 proposed

7.1 POSITIVE EXPERIENCES

page T-233

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write
What is ...? an honor beneficial of use worthwhile
- As a class, Ss answer in complete sentences.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the sentence halves.
- Check answers as a class.

Answers

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

- **B** Ss choose the correct form of the words or phrases to complete the sentences.
- **Review** Ss read their answers aloud.

Answers

1 gets satisfaction out of 2 reassured 3 take pleasure
4 values 5 be of use 6 be a good influence
7 be an honor 8 makes a contribution 9 be beneficial
10 devoted her life

7.2 MAKING PURCHASES

page T-234

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will categorize phrases as having either a positive or a negative meaning.
- **Do the task** **A** Give each S a copy of the worksheet. Ss decide whether the phrases have positive (+) or negative (-) meaning.
- Check answers as a class.

Answers

(+) be practical, have appeal, have potential, make financial sense
(-) be foolish, look ridiculous, not be worth the money, regret a/ the purchase

- **B** Ss circle the word that has the opposite meaning.
- Ss read their answers aloud.

Answers

1 discourage 2 sell 3 silly 4 encourage
5 foolish 6 impractical 7 look good

- **C** Ss circle the correct word or phrase to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

1 potential 2 makes financial sense 3 regret 4 urged
5 practical 6 encouraged 7 convince 8 purchase
9 worth the money 10 foolish

8.1 DESCRIBING NEATNESS AND MESSINESS

page T-235

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss who is neat and who is messy. Ask them to think of some synonyms for *neat* and *messy*. (e.g., neat = organized, tidy, orderly, well-ordered; messy = disorganized, cluttered, untidy, sloppy)
- **Do the task** **A** Give each S a copy of the worksheet. Ss write the words in the correct category.
- Check answers as a class.

Answers

organized: arrange sth neatly, fold sth, hang up, line up, put away, put in a pile, put in alphabetical order
disorganized: jumbled up, be tangled up, leave (things) all over the place
both: throw in/on

- **B** Ss choose the correct form of the phrases from exercise A to complete the sentences.
- Check answers as a class.

Answers

1 jumbled up 2 tangled up 3 hang up 4 Put away
5 lined up 6 arranged 7 all over the place
8 thrown in

- **C** Ss match the halves to make sentences
- **Review** Ss read their answers aloud.

Answers

1 b 2 d 3 a 4 g 5 f 6 e 7 c

8.2 TALKING ABOUT PROGRESS

page T-236

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they are going to do an exercise in which they will choose the correct word to complete sentences. Write sentence 1 on the board and ask Ss what the correct word or phrase is to complete it (*at my own pace*). Circle it and leave the sentence on the board.
- **Do the task** **A** Give each S a copy of the worksheet. Ss circle the correct word or phrase to complete the sentences.
- Check answers as a class.

Answers

1 at my own pace 2 smoothly 3 Little by little
4 As expected 5 efficiently 6 successfully 7 thoroughly
8 with ease 9 steadily 10 effectively

- **B** Ss match the words or phrases with a similar meaning.
- Check answers as a class.

Answers

1 d 2 c 3 e 4 b 5 a

- **C** Ss rewrite the parts in **bold** using the words or phrases from exercises A and B.
- Ss compare answers with a partner.
- **Review** Ss read their answers aloud.

Answers

Don't rush. Work at **your own pace/in your own time**.
Study **steadily**, a little every day.
Work **efficiently**. Don't waste time on anything unnecessary.
Always **thoroughly** look over your work. Don't rush, and don't skip over anything.
And most importantly ...
Don't give up! At first it may seem difficult, but **little by little** it will get easier.

9.1 LUCK AND CHOICE

page T-237

30–40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss if they have ever experienced a crazy coincidence or a lucky break. Ask them to share their stories. Whose story is most interesting or incredible?
- **Do the task** **A** Give each S a copy of the worksheet. Ss write the correct word or phrase next to the definition.
- Check answers as a class.

Answers

- 1 determination
- 2 be fortunate
- 3 be in the right place at the right time
- 4 deliberate decision
- 5 chance encounter
- 6 lucky break
- 7 path
- 8 life-changing experience
- 9 fate
- 10 wind up
- 11 coincidence
- 12 not believe my luck

- **B** Ss complete the sentences with words or phrases from exercise A.
- Check answers as a class.

Answers

- 1 fate
- 2 fortunate
- 3 lucky break
- 4 coincidence
- 5 wind up
- 6 chance encounter
- 7 determination
- 8 life-changing experience

- **C** Ss read each scenario, and then circle the word or phrase that best matches the situation.
- **Review** Ss read their answers aloud.

Answers

- 1 a
- 2 c
- 3 b
- 4 a
- 5 a

9.2 COMMENTING ON MISTAKES

page T-238

20 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *Be careless*, *Be incompetent*, *Unfortunate*. Then give the following examples for Ss to categorize: You drop your sandwich on the floor (be careless), You do a terrible job painting your apartment (be incompetent), It rains on your wedding day (unfortunate). Then let Ss make up their own examples.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the phrases that have similar meanings.
- Check answers as a class.

Answers

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

- **B** Ss match the phrases with their opposites.
- Check answers as a class.

Answers

- 1 be incompetent
- 2 a silly mistake
- 3 be in too much of a hurry
- 4 be your own fault
- 5 see the funny side of
- 6 not watch what you're doing

- **C** Ss circle the correct word or phrase to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

- 1 a bad move
- 2 unfortunate
- 3 kick himself
- 4 wasn't watching what she was doing
- 5 see the funny side
- 6 found herself in an awkward situation

10.1 DESCRIBING CHARACTERISTICS

page T-239

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *build*, *feature*, *characteristic*. Elicit examples for each, e.g., *build* = short, tall, stocky, thin, strong, etc. *feature* = blue eyes, spiky hair, a long nose, etc. *characteristic* = good sense of humor, serious, funny, etc. Make sure Ss understand characteristics can be personality traits, or they can be *physical characteristics*, which are the same as features.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class.

Answers

- 1 e
- 2 b
- 3 a
- 4 c
- 5 d

- **B** Ss complete the sentences using the correct form of the words *female*, *male*, *individual*, and *characteristic*. Then they circle the form being used, *A* (adjective) or *N* (noun).
- Check answers as a class.

Answers

- 1 individuals; N
- 2 female; A
- 3 individual; A
- 4 characteristics; N
- 5 male; A
- 6 females; N
- 7 characteristic; N

- **C** Ss choose the correct word to complete each sentence.
- Check answers as a class.

Answers

- 1 build
- 2 likeness
- 3 similarity
- 4 characteristic
- 5 feature
- 6 gender
- 7 match

- **D** Ss complete the conversation.
- **Review** Ss read their answers aloud.

Answers

- 1 look-alike/match
- 2 similarity
- 3 features/characteristics
- 4 feature

10.2 DESCRIBING RESEARCH

page T-240

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Read aloud the vocabulary and ask Ss whether the words are verbs or nouns.
- **Do the task** **A** Give each S a copy of the worksheet. Ss complete the sentences with the correct words.
- Check answers as a class.

Answers

1 demonstrated 2 survey 3 calculation 4 demonstration
5 examination 6 calculated 7 identified

- **B** Ss choose the correct words to complete the paragraph.
- Check answers as a class.

Answers

1 assess 2 assessment 3 analyze
4 assessments 5 analysis 6 assess

- **C** Ss choose the best adjective to modify the nouns. Then they write sentences for each pair.
- **Review** Ss read their answers aloud.

Answers

1 in-depth analyses 2 personal identification 3 inaccurate calculation
4 thorough assessment 5 comprehensive survey

11.1 DESCRIBING CONSUMER GOODS

page T-241

40 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Read aloud the vocabulary and have Ss identify which words have negative connotation = counterfeit, deadly, fake, illegal, imperfect, and second-rate.
- **Do the task** **A** Give each S a copy of the worksheet. Ss match the words to their definitions.
- Check answers as a class. Explain that the word *unoriginal* applies to an idea and not a thing. We wouldn't describe a fake/counterfeit bag as being unoriginal.

Answers

1 counterfeit 2 deadly 3 legal 4 fireproof
5 original 6 authentic (or genuine) 7 imperfect
8 inferior 9 sophisticated 10 genuine (or authentic)

- **B** Ss match the words with similar meanings.
- Check answers as a class.

Answers

1 b 2 d 3 a 4 e 5 c

- **C** Ss choose the correct word to complete each sentence.
- **Review** Ss read their answers aloud.

Answers

1 Authentic 2 inferior 3 counterfeit 4 illegal

11.2 DEGREES OF TRUTH

page T-242

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss whether they always believe what they read online. Why or why not? Ask them to give an example of a *trustworthy* source. Ask *How do you know when a news story is accurate?* Ask Ss to think of examples of popular hoaxes.
- **Do the task** **A** Give each S a copy of the worksheet. Ss underline the correct word or phrase to complete the sentence.
- Check answers as a class.

Answers

1 biased 2 rumor 3 suspicious 4 accurate
5 misleading 6 hoax 7 exaggerated 8 white lie
9 dishonest 10 urban legend

- **B** Ss match the words and phrases to the descriptions.
- Check answers as a class.

Answers

1 trustworthy 2 dishonest 3 exaggerated
4 controversial 5 white lie 6 inaccurate

- **C** Ss Match the halves to make complete sentences.
- **Review** Ss read their answers aloud.

Answers

1 e 2 d 3 b 4 c 5 a

12.1 SKILL AND PERFORMANCE

page T-243

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** On the board, write *showing natural ability in a particular area*. Ask Ss what word this is the definition of. (*talented*)
- **Do the task** Give each S a worksheet. Check that they know how to complete the puzzle.
- Monitor as necessary.
- Ss compare answers with a partner.
- Check answers as a class.

Answers

Across

1 talented 4 musical 5 determined 7 artistic 8 skilled
10 analytical 12 gifted 13 imaginative 14 athletic

Down

2 technical 3 intellectual 6 trained 9 competent
11 logical

- **Review** Ss work in pairs to write sentences using the vocabulary words. Ask volunteers to share their sentences with the class.

12.2 DESCRIBING EMOTIONAL IMPACT

page T-244

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask *What can you do when a friend feels bad or worried?* to elicit, for example, raise their spirits, brighten their day, put their mind at rest, etc. Are there similar expressions in their native language?
- **Do the task A** Give each S a copy of the worksheet. Ss match the halves to make complete sentences.
- Check answers as a class.

Answers

1 d 2 c 3 a 4 e 5 b 6 g 7 f

- **B** Ss circle the correct phrase to complete each sentence.
- Check answers as a class.

Answers

1 brighten up his life 2 stressing me out
3 ruined my day 4 captured my imagination
5 get her down

- **C** Ss read about the situations and then choose the best answer.
- **Review** Ss read their answers aloud.

Answers

1 a 2 b 3 b 4 b 5 a

1.1 VOCABULARY

FACING CHALLENGES

A **Circle** the correct words or phrases to complete the sentences.

- 1 It is hard to *cope with* / *resist* sweets.
- 2 John needs to *get a grip* / *adapt*. He's behaving like a child.
- 3 Tina *survived* / *accepted* the job offer.
- 4 Children can easily *adapt* / *get through* to new conditions.
- 5 Ersun *is capable of* / *can't take* cold weather. It turns his skin bright red.
- 6 I just have to *get a grip* / *get through* the first five minutes of my speech; then I'll be fine.
- 7 Katie knew that there was more than one way to *tackle* / *be frightened of* a problem.
- 8 Doctors must be able to *accept* / *cope with* the sight of blood.
- 9 Louis *is capable of* / *welcomes* running a mile in less than six minutes.
- 10 Mike *is a step forward* / *frightened of* spiders.
- 11 New homeowners often *underestimate* / *resist* the cost of owning a home.
- 12 No one is sure if Anne's plan will work, but it's *a step forward* / *capable of*.
- 13 Jim and Carol *welcomed* / *coped with* their guests as they arrived.
- 14 Those plants can't *cope with* / *survive* in very cold conditions.

B **Work in pairs. Complete the conversations using the words and phrases from exercise A.**

- 1 Hi, Bob. _____! I'm so glad you came. Thanks, Jim. Good to see you.
- 2 Could you please pass the tray? Sorry, it's too heavy. I don't think I'm _____ lifting it.
- 3 What's wrong? It's the loud noise from upstairs. I _____ it anymore!
- 4 I'm _____ dogs. Really? But they're so adorable!
- 5 How do you _____ with stress? I like to listen to calming music.
- 6 I can't figure out this math problem. Hmm. Let me see. I bet if we _____ it together we can solve it.
- 7 Friday's game is going to be easy. I wouldn't _____ the other team if I were you.
- 8 Do you think his business will _____ another year? Only if it makes a lot more money.
- 9 Oh, no! I can't believe it! That was so crazy! _____ on yourself. Tell me what happened.
- 10 I'm so tired. I don't know if I can get _____ another day. Oh, I'm so sorry. You need a rest!
- 11 It was just too funny. I couldn't _____ laughing. I bet that made him mad.
- 12 Do you think the plan will work? I'm not sure, but I know it's a _____.
- 13 How do you like your new job? It took me time to _____ to the role, but now I like it.
- 14 Do you _____ credit cards? No, I'm sorry. We only take cash.

1.2 VOCABULARY

DESCRIBING ANNOYING THINGS

A Work in pairs. **Circle** the word or phrase that best matches the definition.

- 1 not easy to control: *frustrating* / *hard to operate* / *time-consuming*
- 2 not making good use of a moment: *awkward* / *lose your patience* / *a waste of time*
- 3 difficult or causing problems: *awkward* / *clumsy* / *a waste of time*
- 4 moving in a way that is not skillful: *hard to operate* / *complex* / *clumsy*
- 5 to be made annoyed: *awkward* / *frustrating* / *get on your nerves*
- 6 to be made extremely annoyed: *drive you crazy* / *a waste of time* / *tricky*
- 7 having many parts: *awkward* / *complex* / *tricky*
- 8 a person or thing making someone extremely angry: *get on your nerves* / *infuriating* / *lose your patience*
- 9 the feeling of not being able to bear something any longer: *be a waste of time* / *lose your patience* / *time-consuming*
- 10 difficult or complicated to do or understand: *clumsy* / *infuriating* / *tricky*
- 11 makes you feel annoyed because it is hard to do or to understand: *clumsy* / *frustrating* / *hard to operate*
- 12 to last a long time: *awkward* / *time-consuming* / *lose your patience*

B Think of an example for each word or phrase above. Share your examples with your partner.

I often lose my patience during long movies.

The sound of loud whistles drives me crazy.

Crossword puzzles can be very tricky.

2.1 VOCABULARY

SPACE AND OCEAN EXPLORATION

A Match the two parts to make a complete sentence.

- | | |
|---|--|
| 1 The scientists sent a rocket to space _____ | a when they came across a giant crab. |
| 2 They were exploring the ocean floor _____ | b and exploration . |
| 3 She's always loved travel _____ | c to study Earth's atmosphere . |
| 4 They launched the rocket _____ | d lasted for six weeks. |
| 5 The zoologist watched the gorilla _____ | e on a small, handheld monitor . |
| 6 The investigation _____ | f straight up into the sky. |
| 7 By observing student behavior, _____ | g we have to do a better job to preserve it! |
| 8 Too much rainforest is being lost – _____ | h teachers can decide how to plan their lessons. |
| 9 Currently, there are more than 1,500 _____ | i like oil and gas are an important part of the economy. |
| 10 Natural resources _____ | j are an endangered species . |
| 11 The surface of the table _____ | k satellites orbiting Earth. |
| 12 Don't use up all the milk – _____ | l I want to have cereal for breakfast tomorrow. |
| 13 Tigers _____ | m was badly scratched. |

B Work in pairs. Complete the questions with the correct form of a bold word from exercise A.

- 1 What are three examples of things people _____ into space?
- 2 What are three examples of natural _____ at risk from pollution?
- 3 What are three examples of animal _____ that are endangered?
- 4 What are three examples of pollutants that get in the air and harm Earth's _____?
- 5 What are three things people can do to help _____ the environment?

C Work in pairs. Ask and answer the questions from exercise B.

2.2 VOCABULARY

THE NATURAL WORLD

A Complete the sentences with the correct form of the words from the box.

adaptable	animal life	creature	endangered	environment
form of life	habitat	origin	plant life	poisonous
pond	sea life	survivor	territory	volcano

- 1 Mammals are a type of _____ that are warm-blooded, have fur, and usually give birth to live young.
- 2 Krill are small, shrimp-like _____ that live in the sea.
- 3 If we do not protect the _____, the planet will become uninhabitable.
- 4 _____ species may soon not exist if we do not protect them.
- 5 Desert _____ are dry and hot.
- 6 Something is _____ if it can change to new conditions.
- 7 _____ means the cause of something, or where it begins or comes from.
- 8 _____ includes trees, vegetables, and flowers.
- 9 A _____ is a small area of water.
- 10 Plants and animals are both _____.
- 11 _____ includes fish, lobsters, and turtles.
- 12 Some flowers are _____ to cats. If a cat eats one, it can be deadly.
- 13 Someone who continues to live after almost dying is a _____.
- 14 A _____ is a mountain with a hole on top.
- 15 _____ is the area a person or animal thinks belongs to them.

B Work in pairs. Put the words in order to make questions. Then ask and answer the questions with your partner.

- 1 sea life / What / favorite / your / form of / is / ?

- 2 you / Can / three / think of / different / animals / poisonous / ?

- 3 you / name / Can / volcano / a famous / ?

- 4 think / you / Can / in / three / ponds / creatures / of / live / that / ?

- 5 you / Can / list / different / three / habitats / of / types / ?

- 6 endangered / name / you / Can / species / three / ?

C Work in pairs. Write three more questions using the words and phrases from exercise A. Then interview your classmates to find out their answers.

3.1 VOCABULARY

DESCRIBING PERSONALITY

A Read about Fred, Dylan, Carmen, and Mae. Then write one to two additional sentences about each person using as many words and phrases as you can from the box.

attract attention	be an extrovert	be an introvert	be reserved
be the life of the party	enjoy the company of	feel left out	interact with someone
show off	socialize	speak softly	speak up

- 1 Fred is a librarian in New York. After work, he goes home to feed his three cats and make himself dinner. Afterward, he reads until it is time for bed. He doesn't like crowds and plans his trips to museums and other places he enjoys on days when he knows they will not be busy.

- 2 Dylan lives in Toronto with his roommates, Gary, Tyler, and Tom. He's a part-time student who works as a server at a popular restaurant. He loves talking to customers and meeting new people. In the evenings, he likes to hang out with his roommates. He likes to make his friends laugh and thinks it is his responsibility to make sure everyone has a good time.

- 3 Carmen is a fifth-grade student. She is quiet and has a hard time making herself heard. Sometimes she wishes her classmates would invite her to play games with them, but she is too shy to ask them.

- 4 Mae is a designer working in Hong Kong. She wears brightly colored outfits that catch people's attention. She enjoys working with her creative team to create unusual new designs, and she's not shy about saying exactly what she thinks about other people's designs.

B Interview your classmates to find out who ...

	Name
is an introvert.	
is an extrovert.	
likes to socialize.	
is shy.	
likes to be the life of the party.	
is reserved.	
likes to show off.	

3.2 VOCABULARY

STRONG FEELINGS

A **Circle** the correct word to complete each sentence.

- 1 Someone who is *creepy* / *tense* is strange and frightening.
- 2 The sour milk tasted *satisfying* / *disgusting*.
- 3 When Sara failed the exam, she started laughing. Tom thought it was very *bizarre* / *fabulous*.
- 4 The *weird* / *impressive* sales pleased the boss.
- 5 After a very *satisfying* / *tense* meal, Jeremy always felt relaxed.
- 6 The view from the top of the mountain was *disgusting* / *stunning*.
- 7 Pete had the *irritating* / *impressive* habit of biting his fingernails.
- 8 When the son told his father that he failed the test, it was a *satisfying* / *tense* conversation.
- 9 The room was dark and cold, and Eleanor felt *uneasy* / *creepy*.
- 10 Chiara thought it was *uneasy* / *weird* that she hadn't received a single text message all day.
- 11 I love watching the Oscars because some of the actors wear such *tense* / *fabulous* dresses!

B Complete the chart with words from exercise A. Which words are positive, and which words are negative?

Positive 😊	Negative 😞

4.1 VOCABULARY

PROFESSIONAL RELATIONSHIPS

A Work in pairs. Write the words from the box in the chart. Some words may go in more than one category.

act as contribute oversee	assist demonstrate steer (sb) away from	build a relationship enable (sb) to take on	build trust keep an eye on turn to
Help	Manage	Show	

B Circle the correct word or phrase to complete each sentence.

- 1 Bob *assisted* / *oversaw* Lauren in fixing her kitchen. His help *contributed* / *enabled* her to finish more quickly.
- 2 It is important to *build trust* / *contribute* with your colleagues. They should be able to depend on you and know that your work will *assist* / *contribute* to the good of team.
- 3 The instructor *demonstrated* / *kept an eye on* the formula to the math problem. As the students worked to solve it, they *took on* / *turned to* one another for help.
- 4 Helen *acted as* / *oversaw* the manager of the project, making plans and giving directions. She *assisted* / *oversaw* its completion from the beginning to the end.
- 5 Sally *kept an eye on* / *contributed* her little brother David. She liked looking after him, and the more time they spent together, the more they *assisted* / *built a relationship*.
- 6 It is important not to *keep an eye on* / *take on* projects with unrealistic deadlines. Try to *steer away from* / *keep an eye on* any projects that you know you cannot finish on time.

C Complete the sentences using the correct form of the words or phrases from exercise A.

- 1 The best way to learn something is to have someone _____ it.
- 2 I'm always happy to _____ my friends when they need help.
- 3 I _____ my monthly credit card statement to make sure there are no incorrect charges.
- 4 If I see someone about to make a mistake, I will _____.
- 5 I have _____ with my colleagues at work, and they all know they can depend on me.

D Work in groups. Which sentences in exercise C are true for you? Tell your group.

4.2 VOCABULARY

ASSESSING IDEAS

A Match the opposites.

- | | |
|-----------------------|-----------------------|
| 1 point out _____ | a destructive |
| 2 strength _____ | b ignore |
| 3 think through _____ | c cause |
| 4 valid _____ | d weakness |
| 5 constructive _____ | e jump to conclusions |
| 6 consequence _____ | f false |

B Match a word or phrase from the box to the correct definition.

aspect assess draw attention to unreasonable weigh the pros and cons

- 1 decide about the advantages and disadvantages of something: _____
- 2 part of a situation, problem, subject, etc.: _____
- 3 to make someone notice something: _____
- 4 to make a judgment about something: _____
- 5 not fair: _____

C Complete the conversation using words and phrases from exercises A and B.

Cheryl Hi, Lynn. So how did your interview go?

Lynn Oh, I don't know. I think I did a good job describing my ¹ _____ and explaining how I will be a good fit for the job. But when they asked me to describe a ² _____ of mine, I wasn't sure how to answer. It's difficult finding something negative to say about oneself that also ³ _____ other positive qualities.

Cheryl What *did* you say?

Lynn That I always speak my mind, no matter what. But then I added that my feedback is always ⁴ _____ and helpful.

Cheryl That's a tough question—and a good answer!

D Work in pairs. Do you think Lynn gave a good answer? Why or why not? Use vocabulary from exercises A and B to describe how you answer this question. What would you say if you were asked to describe a weakness at a job interview?

5.1 VOCABULARY

DEALING WITH EMOTIONS

A **Circle** the phrase that best matches the definition.

- 1 to be extremely frightened: *be scared to death / anxiety level / overcome fear*
- 2 to know something is happening: *be in control of / be conscious of / be rational*
- 3 to stop feeling angry, upset, or excited: *be rational / calm down / try a therapy*
- 4 to show clear thought or reason: *be rational / be conscious of / regain control*
- 5 a sudden, strong feeling of anxiety: *anxiety level / overcome fear / panic*
- 6 to be able to direct or manage something: *be in control of / be rational / try a therapy*
- 7 a method to control the amount of air taken into a person's lungs: *cure / be scared to death / breathing technique*
- 8 to cause an illness or disease to go away: *calm down / be in control of / cure*
- 9 the amount a person feels worried: *anxiety level / regain control / be conscious of*
- 10 to make an effort to do something to get better: *be conscious of / panic / try a therapy*
- 11 to deal with and control extreme worry about something: *overcome fear / be scared to death / anxiety level*
- 12 to get back the ability to direct or manage something: *be rational / be scared to death / regain control*

B **Complete the paragraph with the correct forms of words and phrases from exercise A.**

A *phobia* is an extreme fear of something. Someone with a phobia may experience a rise in their ¹ _____ just at the mention of the thing they are afraid of. Common phobias include fear of heights, fear of snakes, and fear of germs – just to name a few. These fears may ² _____, or they may not make any sense. People experience different symptoms, ranging from mild anxiety to being ³ _____. Regardless, it can be hard for a person to ⁴ _____ their phobia. One method people use to ⁵ _____ is to focus on their ⁶ _____. Being ⁷ _____ of the breaths that you take is a good way to relax. There may not be any ⁸ _____ for anxiety, but there are effective ways to manage it. With focus, practice, and sometimes even trying ⁹ _____, people can learn to manage their fears. Whatever you do – don't ¹⁰ _____!

5.2 VOCABULARY

WILLINGNESS AND UNWILLINGNESS

A Cross out the phrase that is different.

- | | | |
|------------------|-----------------------|----------------------|
| 1 be against | be eager to | have no desire to |
| 2 be dying to | be more than happy to | be reluctant to |
| 3 be prepared to | be unwilling to | have no intention of |
| 4 be anxious to | hesitate to | be dying to |
| 5 be dying to | have no desire to | have no intention of |

B Circle the correct word or phrase to complete each sentence.

- 1 Marnie didn't think she did well on the exam, so she was *anxious* / *more than happy* about seeing her grade.
- 2 John strongly believed that no changes were necessary, so he was *passionate about* / *against* new rules being set.
- 3 Alice *hesitates to* / *is passionate about* cooking. She wants to be a chef someday.
- 4 Some students are *unwilling to* / *prepared to* participate in class. But they won't get a good grade unless they talk.
- 5 Susan *was dying to* / *had no desire to* go inside the dark, spooky house. She thought it was too scary.
- 6 Teddy always wanted to decide things for himself, so he *had no intention of* / *was passionate about* following his friend's advice.
- 7 "Of course! I'm *more than happy* / *unwilling to* help. Just tell me the time, and I'll be there."

C Read about Tim. Then complete the sentences.

After work, Tim plays video games online with his friends. He is happy to play for hours on end. Recently, a new gym opened nearby, and his girlfriend wants him to join it. Lately, when she calls him, he takes a long time to answer the phone because he knows she will want to talk to him about it – but Tim has no interest in joining the gym.

Tim is more than happy to _____.

He's reluctant to _____.

He has no intention of _____.

6.1 VOCABULARY

TALKING ABOUT FAME

A **Circle** the correct words to complete the phrase.

- 1 make *something entertaining* / a bad reputation
- 2 catch *somebody's attention* / fame
- 3 do a broadcast / hits
- 4 get *publicity* / in the headlines
- 5 have a broadcast / never heard of
- 6 make an appearance / awareness
- 7 praise *somebody* / publicity
- 8 have a good reputation / entertaining
- 9 raise fame / awareness
- 10 get hits / fame
- 11 seek fame / a bad reputation
- 12 make a good reputation / headlines

B **Work in pairs. Write the phrases from exercise A that best match the scenarios.**

- 1 People are always talking about actor Dave Hardy – for getting in trouble! _____
- 2 The movie critic said that the actors in *August Flowers* were terrific. _____
- 3 The student kept waving his hand in the air, hoping the teacher would see him. _____
- 4 The Channel 5 news team does their show live every evening at 6 o'clock. _____
- 5 Bloggers write headlines so people will click on the link to the article or story. _____
- 6 As a publicist, Teresa's job is to get people to know about her clients. _____
- 7 Gary was always trying to make his friends laugh and have a good time. _____
- 8 Sheila was very surprised to find out that Diane didn't know about Tom Cruise. _____
- 9 The actor held a big party to help endangered animals. _____
- 10 Casey briefly stopped by her friend Lillian's apartment to say "hi" on her way to work. _____
- 11 More than being a great actor, Nick wanted everyone to know his name. _____
- 12 Newspapers all had articles about what had happened to the famous actor. _____

6.2 VOCABULARY

REPORTING VERBS

A Match the words to their definitions.

announce	argue	boast	claim
confirm	deny	estimate	have doubts about
hope to	insist	propose	swear

- 1 to speak with someone to tell them you disagree: _____
- 2 to make something known, or tell people about something officially: _____
- 3 to say something is not true or did not happen: _____
- 4 the feeling of not being certain, or not trusting something: _____
- 5 to say or demand something firmly: _____
- 6 to make a serious promise: _____
- 7 a statement that something is true, although you have not proved it: _____
- 8 to talk with too much pride about what you have done or what you own: _____
- 9 a guess about what a size, value, or amount might be: _____
- 10 to suggest a plan or action: _____
- 11 to say or show that something is true: _____
- 12 to want something to happen or be true: _____

B Circle the correct word or phrase to complete each sentence.

- 1 The flight attendant *announced* / *claimed* there would be a 40-minute delay.
- 2 Stacey *proposed* / *hoped* to be home in time to watch her favorite TV show.
- 3 Jon was always *boasting* / *having doubts* about his accomplishments, so his friends tended not to take him seriously.
- 4 The child *swore* / *estimated* he had not taken an extra cookie.
- 5 The suspect *claimed* / *denied* everything the police said.
- 6 Claire *estimated* / *boasted* it would cost about 4,000 dollars to fix her kitchen.
- 7 Fred promised he'd be on time, but Tom *had doubts* / *insisted*.
- 8 Ellen *claimed* / *proposed* that they have dinner at 8 o'clock.

7.1 VOCABULARY

POSITIVE EXPERIENCES

A Match the two parts to make complete sentences.

- | | |
|--|---|
| 1 Tom told Henry it would be an honor _____ | a helping those less fortunate. |
| 2 Ted is a good influence on _____ | b is very beneficial to one's health. |
| 3 Anne's devoted her life to _____ | c but you learn a lot and it's worthwhile in the end. |
| 4 It's a long, difficult course, _____ | d his younger brother, Louis. |
| 5 Eating fresh fruits and vegetables _____ | e can make a difference over time. |
| 6 Making even a small contribution to help the environment _____ | f to be best man at his friend's wedding. |

B Choose the correct word or phrase to complete each sentence.

- 1 Jennie *gets satisfaction out of / reassures* getting good grades.
- 2 Alice *valued / reassured* her sister not to worry – everything would be OK.
- 3 A mother doesn't *value / take pleasure* in punishing her children.
- 4 Harold always *values / reassures* Roger's opinion.
- 5 Will this book *be of use / get satisfaction* to you, or can I have it?
- 6 Older siblings should *be a good influence / be of use* on younger siblings.
- 7 It would *be of use / be an honor* to serve my country.
- 8 John *makes a difference / makes a contribution* to the local homeless shelter each month.
- 9 It can *be beneficial / be of use* to take vitamins.
- 10 Linda *takes pleasure / devoted her life* to teaching.

7.2 VOCABULARY

MAKING PURCHASES

A Decide whether the words and phrases have a positive (+) or a negative (-) meaning.

be foolish look ridiculous	be practical make financial sense	have appeal not be worth the money	have potential regret a/the purchase
Positive (+)		Negative (-)	

B Circle the word that has the opposite meaning in each group of words.

- | | | | | |
|-------------------|---|-------------|---------------|------------|
| 1 convince | ≠ | assure | persuade | discourage |
| 2 purchase | ≠ | buy | sell | obtain |
| 3 sensible | ≠ | silly | down-to-earth | practical |
| 4 discourage | ≠ | dissuade | encourage | deter |
| 5 wise | ≠ | educated | smart | foolish |
| 6 practical | ≠ | impractical | useful | sensible |
| 7 look ridiculous | ≠ | look silly | look foolish | look good |

C Circle the correct word or phrase to complete each sentence.

- With more practice, I think Linda has *appeal* / *potential* to be a great writer.
- It *makes financial sense* / *isn't worth the money* to put some money aside each month for savings.
- I really *regret* / *encourage* buying this phone now that the new model has just come out.
- Stacey loved the book so much that she *regretted* / *urged* her friends to read it.
- Donny's rainboots were a bit dull-looking but very *ridiculous* / *practical* and they kept his feet dry.
- My parents always *encouraged* / *regretted* me to study hard and get good grades.
- Mark tried unsuccessfully to *obtain* / *convince* his parents to raise his allowance.
- The refrigerator was old and leaking, and so they wanted to *purchase* / *sell* a new one.
- Lisa liked the watch, but at \$1,200, she didn't think it was *worth the money* / *practical*.
- Spending your entire paycheck on candy is extremely *practical* / *foolish*.

8.1 VOCABULARY

DESCRIBING NEATNESS AND MESSINESS

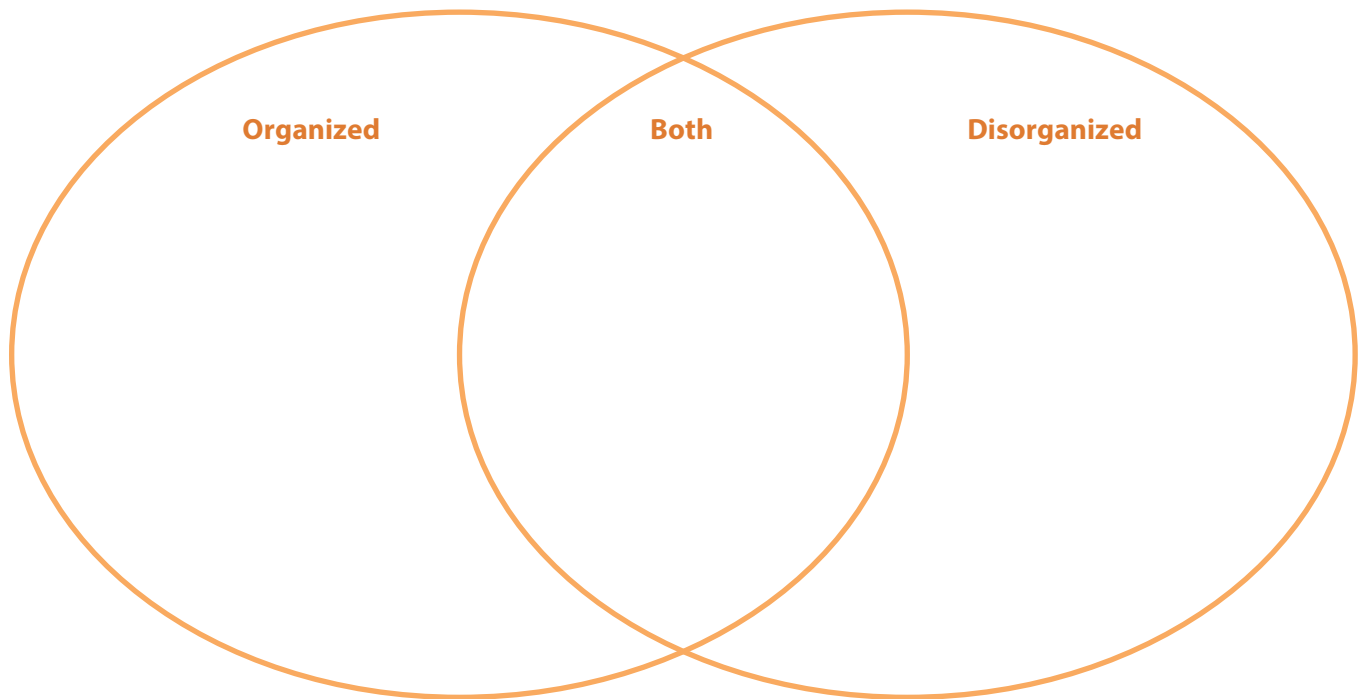
A Put the phrases from the box in the diagram below.

arrange sth neatly
jumbled up
put in a pile

be tangled up
leave (things) all over the place
put in alphabetical order

fold sth
line up
throw in/on

hang up
put away



B Circle the correct form of the phrases from exercise A to complete each sentence.

- 1 The teenager's clothes were *jumbled up* / *hanged up* / *put in alphabetical order* inside the drawer.
- 2 The computer cables were *lined up* / *tangled up* / *thrown in* and she couldn't untie them.
- 3 After doing laundry, some people *hang up* / *put away* / *throw on* their clothes to dry.
- 4 "Put away / Hang up / Line up your clothes in the drawer, Steve. Don't leave them in the laundry basket."
- 5 The shoes were *jumbled up* / *put away* / *lined up* neatly in a row near the entrance.
- 6 Tom *arranged* / *piled* / *tangled up* the cups according to their size.
- 7 The apartment was a total mess. There were things *lined up* / *all over the place* / *put in alphabetical order*.
- 8 Pens, markers, and paper clips were messily *thrown in* / *lined up* / *folded* the drawer.

C Match the two parts to make complete sentences.

- | | |
|--|--|
| 1 The student folded the clothes _____ | a the jacket on the hook by the door. |
| 2 The man threw on _____ | b neatly in a pile on the bed. |
| 3 The girl hung up _____ | c if you didn't leave things all over the place! |
| 4 The teenager left his clothes _____ | d his jacket and headed out the door. |
| 5 The teacher put the papers _____ | e tangled shoelaces. |
| 6 The man untied his _____ | f in alphabetical order from A to Z. |
| 7 It would be easier to clean up _____ | g all over the house. |

8.2 VOCABULARY

TALKING ABOUT PROGRESS

A **Circle** the correct word or phrase to complete each sentence.

- 1 Don't rush me! I need to work *at my own pace* / *smoothly*.
- 2 Everything was going *smoothly* / *in my own time* until Bibi arrived.
- 3 *Little by little* / *Thoroughly*, their plan came together, until finally it was complete.
- 4 *Effectively* / *As expected*, the bus arrived exactly at nine o'clock.
- 5 He worked quickly and *successfully* / *efficiently*, wasting no time.
- 6 The students *successfully* / *effectively* completed the exam.
- 7 The editor checked the writing *steadily* / *thoroughly*, making sure she didn't miss anything.
- 8 Jeff cleaned the floor quickly and *with ease* / *smoothly*.
- 9 Alice worked slowly and *steadily* / *little by little* until her work was done.
- 10 Teachers need to communicate ideas *as expected* / *effectively*.

B **Match the words or phrases with a similar meaning.**

- | | |
|-------------------------|------------------|
| 1 with difficulty _____ | a completely |
| 2 in my own time _____ | b regularly |
| 3 smoothly _____ | c at my own pace |
| 4 steadily _____ | d with problems |
| 5 thoroughly _____ | e with ease |

C **Rewrite the parts in bold using the words and phrases from exercises A and B.**
Then compare answers with a partner.

STUDY TIPS!

- ✓ Don't rush. Work at **the speed that's right for you**.
 - ✓ Study **regularly**, a little every day.
 - ✓ Work **quickly and capably**. Don't waste time on anything unnecessary.
 - ✓ Always **completely** look over your work. Don't rush, and don't skip over anything.
- And most importantly ...***
- ✓ Don't give up! At first it may seem difficult, but **gradually, over time**, it will get easier.

9.1 VOCABULARY

LUCK AND CHOICE

A Write the correct word or phrase next to each definition.

be fortunate
coincidence
fate
(not) believe my luck

be in the right place at the right time
deliberate decision
life-changing experience
path

chance encounter
determination
lucky break
wind up

- 1 a quality that makes someone continue to do something even if it is difficult: _____
- 2 to be lucky: _____
- 3 receiving good fortune due to timing and location: _____
- 4 to consider carefully before deciding: _____
- 5 a casual, unexpected meeting: _____
- 6 a fortunate event that leads to success: _____
- 7 the direction a person takes, or way of doing something to reach a goal: _____
- 8 to have an effect that is very strong and has enormous consequences: _____
- 9 a power that some people believe controls events: _____
- 10 to come to be in a particular situation, particularly a bad one: _____
- 11 a situation in which two very similar things happen at the same time but there is no reason for it: _____
- 12 be surprised that something good happened by chance and not by your own actions: _____

B Complete the sentences with words or phrases from exercise A.

- 1 Jennifer felt that people couldn't control _____, but they could control how they responded to it.
- 2 I'm _____ to have such good friends who can help me when I'm in trouble.
- 3 The criminal got a _____ when the police lost all the evidence of the crime.
- 4 It was pure _____ that Laura and her husband, Jeff, shared the same birthday.
- 5 If Tony doesn't do his homework, he will _____ failing the course.
- 6 A _____ at a bus stop brought Tim back in touch with his old friend, Jeremy.
- 7 Her _____ to practice every day, no matter the weather, helped her win the race.
- 8 Studying abroad was a _____ for Heather. She came back home with a totally new outlook on life.

C Circle the word or phrase that best matches each scenario.

- 1 Bill was standing on a street corner when a famous director asked him to audition for his next movie.
a be in the right place at the right time b wind up c deliberate
- 2 Allison fell asleep on the subway and when she woke up, she was in Coney Island!
a chance encounter b fate c wind up
- 3 Sandy dreamed of becoming a lawyer, so she studied every night – sometimes as much as four or five hours.
a coincidence b determination c fate
- 4 Sheila hadn't spoken to her friend Mari in years. She decided to write her a letter when suddenly the phone rang. It was Mari!
a coincidence b chance encounter c wind up
- 5 Ted forgot to study for his chemistry exam and felt totally unprepared – but then it turned out that the teacher was absent that day.
a lucky break b coincidence c be in the right place at the right time

9.2 VOCABULARY

COMMENTING ON MISTAKES

A Match the phrases that have similar meanings.

- | | |
|--------------------------------------|--|
| 1 be in too much of a hurry: _____ | a figure something out by making a mistake |
| 2 a dumb thing to do: _____ | b do something stupid |
| 3 be unfortunate: _____ | c be careless |
| 4 be incompetent: _____ | d rush |
| 5 learn the hard way: _____ | e not be able to do things successfully |
| 6 not watch what you're doing: _____ | f be unlucky |

B Match the phrases with their opposites.

a silly mistake	be incompetent	be in too much of a hurry
be your own fault	not watch what you're doing	see the funny side of

- 1 be an expert $\neq$ _____
- 2 a smart move $\neq$ _____
- 3 with patience and care $\neq$ _____
- 4 be someone else's fault $\neq$ _____
- 5 not appreciate the humor in something $\neq$ _____
- 6 pay close attention $\neq$ _____

C Circle the correct word or phrase to complete each sentence.

- 1 Speaking to him was *a bad move* / *unfortunate*. It just made matters worse.
- 2 It was *unfortunate* / *a bad move* that the train to the airport was late, and Peter missed his flight.
- 3 He was so upset by his mistake he could *kick himself* / *learn the hard way*. How could he be so foolish?
- 4 She *wasn't watching what she was doing* / *found herself in an awkward situation* and she tripped and fell.
- 5 It was hard to *see the funny side* / *learn the hard way* when her ankle still hurt so much.
- 6 She *found herself in an awkward situation* / *learned the hard way* when her husband walked in the room while she was wrapping his birthday present.

10.1 VOCABULARY

DESCRIBING CHARACTERISTICS

A Match the words to their definitions.

- | | |
|---|--------------|
| 1 being similar in appearance: _____ | a individual |
| 2 the state of being male or female: _____ | b gender |
| 3 a person who is not part of a group: _____ | c look |
| 4 used to describe the appearance of something: _____ | d look-alike |
| 5 someone who looks very similar to someone else: _____ | e likeness |

B Complete the sentences using the correct form of the words *female*, *male*, *individual*, and *characteristic*. Then **circle** the form being used, A (adjective) or N (noun).

- | | |
|--|-------|
| 1 The teacher did her best to treat all her students as _____. | A / N |
| 2 Some women feel more comfortable seeing a _____ doctor. | A / N |
| 3 The manager dealt with each problem on an _____ basis. | A / N |
| 4 Does he have any distinguishing _____? | A / N |
| 5 At 86, Uncle Reuben was Joey's oldest _____ relative. | A / N |
| 6 There are five giraffes at the zoo. Two males and three _____. | A / N |
| 7 One _____ of the New York City subway system is that it's often crowded. | A / N |

C **Circle** the correct word to complete each sentence.

- 1 He had a square *build* / *characteristic* with wide shoulders and a thick neck.
- 2 Helen and her sister Patricia share a family *match* / *likeness*.
- 3 Joshua bears a striking *similarity* / *look-alike* to his father.
- 4 In some places, a *individual* / *characteristic* of traditional breakfasts is that they include eggs and toast.
- 5 Amy's bright red hair was her most noticeable *look* / *feature*.
- 6 Regardless of *gender* / *build*, most young children enjoy playing with toys like blocks, dolls, and toy cars.
- 7 The brown shoes *match* / *look-alike* the blue pants.

D Complete the conversation with words and phrases from exercise C. In some cases, there may be more than one correct answer.

- A** Tell me, have you ever met someone who is your ¹ _____?
- B** No, I haven't ever met anyone who looks exactly like me. But there is a ² _____ between me and my brother. How about you?
- A** Hmm, not really. I share some ³ _____ with my parents. We act alike, but we don't really look alike.
- B** What do you think is your most prominent ⁴ _____?
- A** As if you had to ask! My big nose, obviously!

10.2 VOCABULARY

DESCRIBING RESEARCH

A Complete each sentence with the correct word from the box. Not all words will be used.

calculate/calculation
identify/identification

demonstrate/demonstration
survey/survey

examine/examination

- 1 The head chef _____ how to prepare the meal to the cooks.
- 2 The _____ asked people about their favorite TV shows.
- 3 According to my _____, the project will cost more than a million dollars.
- 4 The instructor gave a _____ to show how to solve the problem.
- 5 The _____ at the doctor's office lasted for two hours.
- 6 Dorothy _____ it would take three weeks to save the money she needed.
- 7 The painting was _____ as a fake.

B **Circle** the correct words to complete the paragraph.

Oral exams are used to ¹assess / assessment / analysis students' speaking ability. In addition, students are usually given an ²assessment / analyze / assess of their written skills. The instructor will ³assessment / analyze / analysis the results of both ⁴assessments / analysis / assesses and this ⁵analysis / analyze / assess will then be used to ⁶assess / assessment / analysis the students' overall grade.

C Choose the best adjective to modify each noun. Then write sentences for each pair.

- 1 *in-depth* / *funny* analyses

- 2 *extreme* / *personal* identification

- 3 *serious* / *inaccurate* calculation

- 4 *thorough* / *heavy* assessment

- 5 *full* / *comprehensive* survey

11.1 VOCABULARY

DESCRIBING CONSUMER GOODS

A Match the words to their definitions.

authentic	counterfeit	deadly	fireproof	genuine
imperfect	inferior	legal	original	sophisticated

- 1 made to look like the real thing to trick people: _____
- 2 likely to cause death: _____
- 3 allowed by law: _____
- 4 impossible or difficult to burn: _____
- 5 the first one made and not a copy: _____
- 6 real, true, or being what it claims to be: _____
- 7 not perfect: _____
- 8 worse than average, or not as good as another thing: _____
- 9 to have an understanding of the world and its ways: _____
- 10 real, not fake: _____

B Match the words with similar meanings.

- | | |
|---------------------|-------------------|
| 1 authentic _____ | a inferior |
| 2 counterfeit _____ | b genuine |
| 3 second-rate _____ | c deadly |
| 4 illegal _____ | d fake |
| 5 dangerous _____ | e against the law |

C Circle the words to complete the sentences using words from exercises A and B.

- 1 *Counterfeit* / *Authentic* / *Fake* goods typically cost more than fake ones.
- 2 The quality of counterfeit goods is often *inferior* / *deadly* / *authentic* to the originals.
- 3 Sometimes it can be hard to tell what is *inferior* / *imperfect* / *counterfeit* and what is original.
- 4 It is *deadly* / *illegal* / *imperfect* to manufacture or sell counterfeits.

11.2 VOCABULARY

DEGREES OF TRUTH

A **Circle** the correct word or phrase to complete each sentence.

- 1 Parents often have *biased* / *dishonest* opinions about their children's abilities.
- 2 It was just a *hoax* / *rumor* – it might be true, but they were not yet sure.
- 3 Andy was *suspicious* / *trustworthy* that the news item might not be accurate.
- 4 A good journalist does careful, *accurate* / *suspicious* reporting.
- 5 Ted felt the story was *accurate* / *misleading* and gave the wrong idea about what happened.
- 6 The bomb threat turned out to be a *hoax* / *white lie*.
- 7 It wasn't untrue, but it was greatly *exaggerated* / *false*.
- 8 I don't see why you're so upset! It was just a little *misinformation* / *white lie*.
- 9 Selling counterfeits is a(n) *accurate* / *dishonest* way of making money.
- 10 There is a(n) *hoax* / *urban legend* about people living underground in the old New York City subway tunnels.

B **Match the words and phrases to the descriptions below.**

controversial dishonest exaggerated inaccurate trustworthy white lie

- 1 an experienced journalist who has won many awards for his or her reporting: _____
- 2 a website selling "vitamins" that claims they can give people superpowers: _____
- 3 a salesperson saying that a certain face cream can make a person look "20 years younger": _____
- 4 a new movie that many people find very upsetting: _____
- 5 Paul didn't like his friend Michelle's cooking, but he told her that he did: _____
- 6 an article containing many small, factual errors: _____

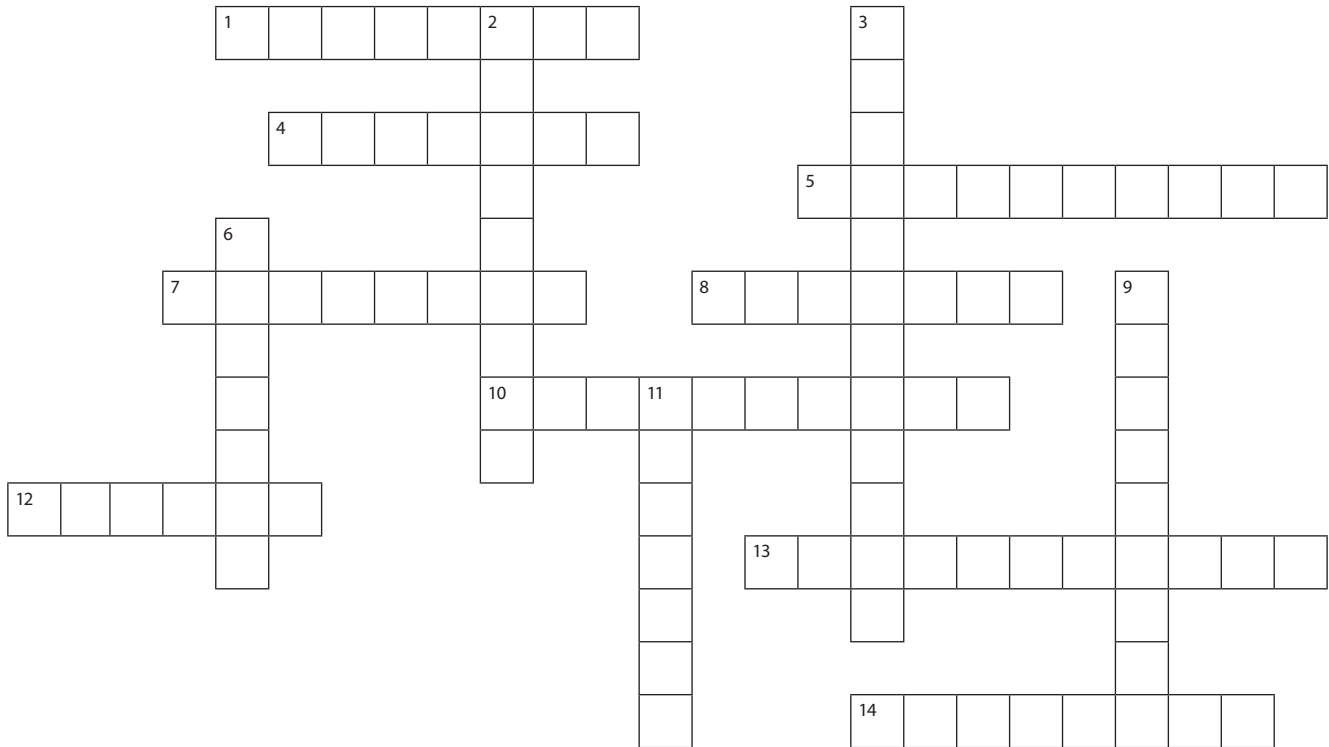
C **Match the halves to make complete sentences.**

- | | |
|--|---|
| 1 A trustworthy news website _____ | a made false statements about his opponent. |
| 2 The inaccurate science article _____ | b was interrupted by protestors. |
| 3 Her controversial speech _____ | c never actually took place. |
| 4 The rumored meeting _____ | d contained biased information. |
| 5 The dishonest politician _____ | e contains accurate reporting. |

12.1 VOCABULARY

SKILL AND PERFORMANCE

Work in pairs. Use the clues to complete the puzzle.



Across

- 1 showing natural ability in a particular area
- 4 good at music
- 5 wanting to do something very much and not allowing anything to stop you
- 7 able to create or enjoy art
- 8 having the abilities or special training needed to do an activity or job well
- 10 examining or liking to examine things very carefully
- 12 having special ability in a particular subject or activity
- 13 good at thinking of new, original, and clever ideas
- 14 strong, fit, and good at sports

Down

- 2 relating to the knowledge, machines, or methods used in science and industry
- 3 relating to ability to think and understand things
- 6 having special training needed for a job
- 9 able to do something well
- 11 using reason

12.2 VOCABULARY

DESCRIBING EMOTIONAL IMPACT

A Match the halves to make complete sentences.

- | | |
|--|---------------------------------------|
| 1 Spending time with someone who always complains _____ | a it really stressed me out. |
| 2 A good book _____ | b can make somebody's day. |
| 3 When I lost my house keys, _____ | c can capture a person's imagination. |
| 4 Offering your friend comforting advice _____ | d is a real downer. |
| 5 Getting a surprise gift _____ | e may put their mind at rest. |
| 6 If you exercise and eat healthy, _____ | f to try to brighten him up. |
| 7 After Sam failed the exam, his father spoke to him _____ | g it will do you good. |

B Circle the correct phrase to complete each sentence.

- 1 Will's depressed. We have to find some way to *brighten up his life* / *get him down*.
- 2 Cynthia won't stop talking about politics. It's really *making my day* / *stressing me out*.
- 3 I was feeling fine until I heard the bad news. It *ruined my day* / *made my day*.
- 4 Have you read this book? The way it's written really *captured my imagination* / *did me good*.
- 5 Please don't tell Barbara. I don't want to *capture her imagination* / *get her down*.

C Read the situations. Then circle the best answer.

- 1 Ally felt awful. She was tired and her head hurt. So, she drank a cup of tea and then started to feel a bit better.
a The tea did her good.
b The tea made her day.
- 2 Frank failed the test and he felt horrible. Then his friend Mike reminded him that this was only their first test and he could still get a good grade for the course. This made Frank feel better.
a Mike took Frank's mind off the problem.
b Mike raised Frank's spirits.
- 3 Clara went to see the new movie, *Dark Skies*. When it was over, she couldn't stop thinking about it.
a The movie took her mind off things.
b The movie left a lasting impression.
- 4 Amy was feeling sad because she did not get the job she wanted, so her friend Alex took her to the movies and then out to dinner.
a Alex wanted to leave a lasting impression on Amy.
b Alex wanted to take Amy's mind off what happened.
- 5 Budd woke up in a bad mood, but when he went to check the mail, he discovered that he had been accepted to the college of his dreams. Now his bad mood was replaced by pure joy.
a The good news made his day.
b The good news took his mind off something.

Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 BACK IN TIME

page T-249

Individual/Group work

Unit 1 vocabulary: Facing challenges; describing annoying things

Unit 1 grammar: Present habits; past habits

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Tell Ss they are going to think of a time they faced a challenge in the past. Was there something they had to cope with at school, or with their friends or family, or at work?
- Give your own example, and then elicit answers from the class. For example, *I was very shy and awkward when I was in elementary school. It was because I had bad eyesight, but no one knew about it until I was nine years old. Once I got glasses, I was capable of seeing better and I became less clumsy.*
- **Do the task** **A** Give each S a copy of the worksheet. Allow Ss ten minutes to take notes before they discuss in groups.
- **B** Put Ss into small groups to discuss their challenges. Circulate and encourage Ss to ask questions about each other's challenges.
- After 15 minutes, ask groups to share some of their more interesting challenges and solutions.
- **Review** For homework, ask Ss to think of one thing they would do differently if faced with the same challenge today. Remind them they can think of new inventions or gadgets to help them. Ask Ss to report back in the next class.

UNIT 2 EXTREME PLACES

page T-250

Pair work/Group work

Unit 2 vocabulary: Space and ocean exploration; the natural world

Unit 2 grammar: Comparative structures; superlative structures; ungradable adjectives

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Tell Ss they are going to discuss nice places to visit whose habitats are also threatened. To introduce the topic, ask the class to give some examples of places in the world that have sensitive environments, such as Antarctica or the Great Barrier Reef.

- **Do the task** Give each S a copy of the worksheet.
- **A** Ask two Ss to read the example conversation aloud. Allow pairs ten minutes to read the chart and answer the questions.
- Check answers with the class.

Answers

- 1 The Karnali River
- 2 Torres del Paine National Park, Patagonia, Chile
- 3 The Tarkine rainforests, Tasmania
- 4 Torres del Paine National Park, Patagonia, Chile

- **B** Pairs discuss the questions. After ten minutes, ask a few partners to share their ideas.
- **Review** Ask groups to summarize their discussions for the class. Which environmental changes seemed the most urgent? Which seemed the most preventable?

UNIT 3 WE THINK YOU SHOULD ...

page T-251

Individual/Group work/Whole class

Unit 3 vocabulary: Describing personality; strong feelings

Unit 3 grammar: Relative clauses; present participles

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain that Ss will talk about their personal qualities and their classmates'.
- **Do the task** Give each S a copy of the worksheet.
- **A** Read the instructions. Read the example with the class.
- Give Ss five minutes to complete the form. Encourage them to use the words in the box. Circulate and monitor.
- **B** Read the instructions and example. Put Ss into groups of four. Give groups ten minutes to complete the exercise. Circulate and monitor.
- **C** Read the instructions and the job categories with the class. Ask Ss to read the example aloud. Clarify any questions Ss have. Then ask Ss to name themselves or their classmates for the various jobs and to explain why. Be sure they use relative clauses and present participles in their explanations.
- **Review** For homework, Ss write their own description of how they would or wouldn't be suited to one of the jobs. Then they share it in their groups from exercise B.

UNIT 4 SEND IN THE SUPPORT TEAM

page T-252

Individual/Group work

Unit 4 vocabulary: Professional relationships; assessing ideas

Unit 4 grammar: Adding emphasis: *so ... that, such ... that, even, only*; reflexive pronouns; pronouns with *other/another*

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss who they ask for help when they're in a difficult situation. Friends, family, teachers?
- **A** Tell Ss to look at page 34 in their Student's Book and give examples of friends or family who play the roles on the page. Explain that they'll use these roles to help the people on the worksheet to overcome their problems.
- **Do the task** Give each S a copy of the worksheet.
- Divide the class into small groups. Give them time to read the examples and situations. Circulate as they discuss which helpers they think would be best for each one. Encourage Ss to add emphasis and use pronouns.
- **Review** After 20 minutes, ask groups to share which helper(s) they chose for each situation.

UNIT 5 DO YOU WATCH VIDEOS ON SOCIAL MEDIA?

page T-253

Group work

Unit 5 vocabulary: Dealing with emotions; willingness and unwillingness

Unit 5 grammar: Real conditionals; conditionals: alternatives to *if*

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss what kind of videos they watch on social media. Ask them to give examples, e.g., *I watch funny videos that my friends share*, or *I watch highlights from sports*.
- **Do the task** Put Ss into small groups. Give each S a copy of the worksheet. Point out the real conditionals with alternatives to *if* in the examples. Remind Ss to use the target language and to take notes.
- **Do the task A** Give groups ten minutes to do exercise A. Circulate and encourage Ss to use the words in the box.
- **B** Read the instructions for exercise B. Circulate and help groups summarize their ideas.
- After 15 minutes, ask groups to present their best summary to the class. Take notes and determine the most popular and least popular types of videos the class shares and watches on social media. Ask them why they do/don't like those types of videos.
- **Review** For homework, Ss interview someone who is a different age from them – older or younger – about their feelings on watching social media videos. Ss report back to the class.

UNIT 6 UNEXPECTED SITUATIONS

page T-254

Individual and group work

Unit 6 vocabulary: Talking about fame; reporting verbs

Unit 6 grammar: Narrative tenses; reported speech: modals
30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Explain to Ss that they will tell the story of an unexpected event. Brainstorm some ideas with the class, e.g., *One time I found 100 dollars in the street and no one was around.* OR *My boss called me into her office. I thought she was going to fire me. But she gave me a promotion and a raise!*
- **Do the task** Give each S a copy of the worksheet.
- **A** Go through the instructions and vocabulary and answer any questions.
- Ss work individually to take notes, which they will use to tell a story like the example in exercise B.
- **B** With the class, identify the narrative tenses, reported speech, and modals in the example.
- Give Ss ten minutes to choose their situation and take notes on it. Circulate and monitor.
- Put Ss into small groups to tell their story. Remind them to vary their pace and use gestures to make their storytelling more engaging.
- **Review** After 15 minutes, ask a S from each group to tell their story to the class.

UNIT 7 TRADING GAME

page T-255

Pair work and group work

Unit 7 vocabulary: Positive experiences; making purchases

Unit 7 grammar: Gerunds and infinitives after adjectives, nouns, and pronouns; infinitives after verbs with and without objects

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss if they've ever bought anything and then regretted it. Elicit examples from the class. Give your own example, e.g., *I once bought a rowing machine, but I never used it. It looked ridiculous in my living room.*
- **Do the task** Put Ss into pairs. Give each S a copy of the worksheet. Go through the items pictured and answer any questions. Read the examples with Ss.
- **A** Give pairs ten minutes to do exercise A. Circulate and help them brainstorm reasons to keep and trade an item from the list.
- **B** Ss get together with other(s) who made different choices. Read the examples in exercise B with Ss. Point out the use of infinitives and gerunds. Give groups ten minutes to do the exercise. Circulate and help Ss use the grammar and vocabulary from the unit.

- **Review** When Ss have completed the exercise, ask a few Ss from each group to share what they exchanged and why.
- **C** Tell Ss to return to their original pairs to complete exercise C. Read the example with a student. Give pairs ten minutes to complete the exercise. If required for time, assign exercise C for homework to be done in pairs.

UNIT 8 WHAT'S THE MATTER?

page T-256

Pair work

Unit 8 vocabulary: Describing neatness and messiness; talking about progress

Unit 8 grammar: Modal-like expressions with *be*; future forms
30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss and cut into thirds.
- **Introduce** Ask Ss to suggest common problems with hotels: noise, messy rooms, something is broken (a TV), the Wi-Fi isn't working, or there's no hot water.
- **Do the task** Put Ss into pairs. Give each pair a copy of the top portion of the worksheet (exercise A) to share and give each S an A or a B part of the worksheet. Read the examples exercise A with a S. Give Ss five minutes to describe the photo.
- Give Ss time to read the situations in exercise B on their A/B worksheets. Ask two Ss to read the example conversations.
- Give Ss ten minutes to practice their role play. Encourage them to change the example scripts using the problems you brainstormed as a class. Circulate and ensure Ss are using modal-like expressions and future forms.
- After ten minutes, tell Ss to switch roles and practice their role play again.
- **Review** When Ss have completed the exercise, ask volunteer pairs to perform their role play for the class.

UNIT 9 JUST MY LUCK!

page T-257

Pair work

Unit 9 vocabulary: Luck and choice; commenting on mistakes

Unit 9 grammar: Unreal conditionals; wishes and regrets
30 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss and cut into thirds.
- **Introduce** Ask Ss to share mistakes they've made, e.g., *I made a silly mistake and forgot the time of a dinner reservation.*
- **Do the task** Put Ss into pairs. Give each pair a copy of the top portion of the worksheet (exercise A) to share and give each S an A or a B part of the worksheet.
- Give Ss five minutes to review the vocabulary and grammar on pages 86, 87, and 89. Explain that they can use these words and phrases to talk about their mistakes and regrets and unreal conditionals to express different results.

- **A** Give Ss a few minutes to choose a situation in exercise A.
- **B** Read the examples in exercise B with a S. Give pairs ten minutes to practice their role play.
- **C** Tell Ss to find a new partner and switch their A/B roles. Remind them to try to use different reasons and phrases to use in this role play.
- **Review** After ten minutes, ask a few pairs to perform their role play for the class.
- Option: Ask Ss to think of their own regrets – made up or real – and to create a role play discussing them.

UNIT 10 CUSTOMER PROFILES

page T-258

Individual and pair work

Unit 10 vocabulary: Describing characteristics; describing research

Unit 10 grammar: Gerunds after prepositions; complements of verbs describing cause and effect

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss *Do you shop online? What do you like to buy online? Are there things you don't buy online?*
- **Do the task** **A** Give each S a copy of the worksheet. Read the instructions aloud.
- Give Ss ten minutes to complete the chart.
- **B** Put Ss into pairs. Give pairs five minutes to complete the survey. Circulate and monitor.
- **C** Pairs complete exercise C. Explain that they will use the answers from their survey and the words and phrases in the box to give their assessment of a target customer. Each pair will work together and will create two separate profiles. Circulate and monitor.
- **Review** When pairs have completed the exercise, ask Ss to present their customer profiles in small groups. If any Ss have completed profiles for the same or similar websites, compare them with the class.

UNIT 11 TOO GOOD TO BE TRUE?

page T-259

Pair and group work

Unit 11 vocabulary: Describing consumer goods; degrees of truth

Unit 11 grammar: Passive forms; passives with modals and modal-like expressions; passive infinitives

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Ask Ss to think about social media and influencers. What comes to mind? Elicit a few ideas, e.g., lots of followers, pretty photos, marketing.
- **Do the task** **A** Give each S a copy of the worksheet. Read the instructions and answer any questions.

- Give Ss five minutes to complete exercise A individually.
- **B** Put Ss into pairs to complete exercise B. Circulate and monitor.
- **C** After ten minutes, tell pairs to get together with another pair to form groups of four. Give groups ten minutes to discuss the questions in exercise C. Circulate to ensure Ss are using passive forms correctly.
- **Review** Ask groups to share some of their ideas about how honest they are on social media compared to influencers. How does the class feel about social media authenticity overall?

UNIT 12 PRESENTING ... !

page T-260

Individual and group work

Unit 12 vocabulary: Skill and performance; describing emotional impact

Unit 12 grammar: Adverbs with adjectives and adverbs; making non-count nouns countable

30 minutes

- **Prepare** Make one copy of the worksheet for each student.
- **Introduce** Tell Ss that they will describe someone they respect and admire. It can be someone they know well, like a friend or family member, or it could be a celebrity they know about.
- **Do the task A** Give each S a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems.
- Give Ss five minutes to take notes on their person. Circulate and help with vocabulary and grammar. Encourage Ss to use words and phrases in the box.
- **B** Put Ss into small groups. Ss take turns presenting their person to the group. Encourage group members to ask questions to get more information about the person.
- **Review** After 20 minutes, ask groups to share some interesting things they heard. Do the people that Ss admire have anything in common? What kinds of skills and talents seem to capture their imagination?

UNIT 1 SPEAKING

BACK IN TIME

- A Think of a challenge you faced in the past, for example, at school or work, or with friends or family. Take notes to describe your challenge and how you overcame it (or didn't). Use *used to*, *didn't/never use to*, *would (not)*, and *can/can't* for past habits and the phrases in the box to help you.

accept
can't take
get on your nerves
tackle

adapt
clumsy
get through
time-consuming

awkward
cope with
infuriating
tricky

be capable of
drive you crazy
lose your patience

be frightened of
frustrating
survive

When I was in high school, both of my parents worked. I had to take care of my younger sisters. I would pick them up from school and walk them home. I couldn't spend time with my friends because I had to stay home with my siblings. At first, this was frustrating because my sisters got on my nerves. But I tackled the situation by making chores into fun games. For example, I used to make my sisters help cook dinner. They had a lot of fun, and now they're capable of cooking really well!



- B Work in groups. Use your notes to tell about your past challenge and how you handled it. Ask and answer questions about each person's challenge.

When I was in high school, I had to take care of my younger siblings. They would drive me crazy, and I was very frustrated. So I used to make them help me cook dinner.

What would you do differently now?

Now, I would accept the situation easily. And I could have more gadgets now to keep them busy. For example, I could help them learn to use a computer.

It sounds like you were very busy. How did you cope with getting your schoolwork done?

UNIT 2 SPEAKING

EXTREME PLACES

Some of the most amazing places on the planet are the hardest to get to. These difficult environments are also affected by climate change. Still, many people want to visit these places before it's too late.

Place	Features	Things to do	Environmental concerns
Karnali River 	- Nepal's longest, largest, wildest river - Length = 507 km	- Whitewater rafting - See endangered species: Bengal tiger, elephant, rhinoceros, crocodile, Ganges dolphin - Over 230 species of birds, including herons, egrets, and storks	The government wants to build a dam* that will affect the water flow. *dam (n): a strong wall built across a river to create a lake. Often used to generate electricity or as a water supply
Torres del Paine National Park 	- The second largest glacier in the Southern hemisphere (after Antarctica) - One of largest parks in Chile - Size = 1,814 km²	- Hiking and camping - Bicycling - Kayaking - Horseback riding	The mountain glaciers are melting by an estimated 137m every year.
The Tarkine rainforest 	- Australia's largest rainforest - Size = 1,800 km² - Over 60 rare and endangered species	- Hiking and camping - Canoeing - Kayaking - Riverboat cruises	- Mining* companies want to mine copper, gold, iron, and lead. - Logging companies want to cut trees. *mining (n): process of digging coal and other minerals out of the ground

A Work in pairs. Read the chart and answer the questions.

- What's the longest river in Nepal? _____
- Where can you find the second largest glacier in the Southern hemisphere? _____
- Where is the largest rainforest in Australia? _____
- Which place in the chart is the largest? _____

B With your partner, discuss the places in the chart. Which would you most like to visit? Why? Use comparatives, superlatives, and adjectives to help you.

I'd love to visit the Tarkine rainforest. It has the most water sports. It also seems like the easiest place to get to. The other places seem more difficult to visit.

To me, riverboat cruises seem boring. I'd prefer to go to Patagonia and explore the glaciers and mountains rather than go to a forest.

Maybe I'd like to visit the Karnali River first. The Bengal tigers are endangered, and it would be absolutely wonderful to see them. And there are many species of birds!

UNIT 3 SPEAKING

WE THINK YOU SHOULD ...

- A Think about your personal qualities and preferences. Do not think about specific jobs you have or would like. Think instead about things you love or hate doing. Read the example and then complete the form for yourself. Use your own ideas and the words in the boxes to help you.

attract attention
enjoy the company
interact with sb

be an extrovert
fabulous
socialize

be an introvert
feel left out
speak softly

be reserved
impressive
speak up

acting
exercising
reading

cooking
exploring
studying

dancing
helping sb
thinking

discussing
leading teams
watching sth

driving
making sth

- 1 I'm an introvert / an extrovert / a little bit of both.
- 2 I think _____ is satisfying.
- 3 I get irritated by _____.
- 4 I feel fabulous when I _____.
- 5 _____ make(s) me uneasy.
- 6 I like working with people who are _____.
- 7 When I have a day off, I like to _____.
- 8 Something people don't know about me is that _____.

- B Work in groups. Read your personal statements and compare your answers. Take notes.

I think leading teams is satisfying. And I feel fabulous when I'm in a race, either running or biking.

You sound like you enjoy a fast-paced life. I'm a bit slower. I feel fabulous when I'm reading a good book or watching a movie. I'm an introvert ...

- C Read the job categories and discuss the qualities that each situation requires. Based on your discussions in exercise B, name yourself or a classmate for each position and explain why using relative clauses.

JOB CATEGORIES

Executive, Athlete, Salesperson

Typical personal qualities

include: extrovert, competitive, comfortable speaking up, socializing, good presentation skills

Enjoys: working in teams, leading teams, making an impression, making decisions, a fast-pace, discussing problems and solutions

Teacher, Nurse, Personal Shopper

Typical personal qualities include:

a little bit of an introvert and an extrovert, enjoys the company of others, can interact with many different types of people, good listening skills, accepting of others

Enjoys: working in teams and individually, helping others, a medium-pace, thinking about solutions to personal problems

Writer, Artist, Designer, Chef

Typical personal qualities

include: introvert, shows off through the things they create, likes to work alone, doesn't mind being weird

Enjoys: making things, working with their hands, exploring new ways of doing things, thinking about ideas

Julia said she feels fabulous buying new clothes. She likes working with people who are nice. I think she is someone who would enjoy being a personal shopper. But Julia said she's an introvert and being a personal shopper requires being a little bit of an extrovert. But it's a job where only some of your time is spent with clients, not all of it. And she said she likes working with nice people, which means she doesn't want to work alone.

UNIT 4 SPEAKING

SEND IN THE SUPPORT TEAM

- A Review the eight kinds of people on page 34 and use that page for reference. These people will be your support team.
- B Work in groups. Read the situations below and discuss which team member(s) you'd want to send in to help and why. Add emphasis using *so ... that, such ... that, even, and only*. Use pronouns and the words in the box to help describe your answers.

assist	act as	build a relationship	consequence
constructive	contribute	demonstrate	destructive
enable (sb)	to keep an eye on	point out	steer (sb) away from
strength	take on	think through	turn to
unreasonable	valid	weakness	weigh the pros and cons

Elsa's situation

Elsa has been offered a fantastic new job. It's everything she wants, but the only trouble is, it is in a different city, so she would have to move. She's not afraid of moving; she already has friends in the new city, but the trouble is, she's terribly disorganized. Everyone who knows her doesn't think she'll be able to take the steps needed to make a big change.

I think Elsa needs a friend who's The Fixer – someone who can help her take constructive action.

Yes, but I think she needs another kind of helper, someone like ...

Marco's situation

Marco has had the same group of friends since high school. They are now all at different colleges and only see each other on holidays and school vacations. Marco hasn't made any close friends at college, and he misses the old days. When one of his high school buddies suggested Marco transfer schools to be closer to some of his old pals, Marco got really offended and isn't speaking to him now.

Julia's situation

Julia lost her job three months ago. It wasn't her fault; the company reduced the number of workers. After sending out a few resumes, Julia got discouraged when she didn't find a new job. She doesn't want to get a temporary job waiting tables either. She is borrowing money from her brother, who is getting frustrated with her.



UNIT 5 SPEAKING

DO YOU WATCH VIDEOS ON SOCIAL MEDIA?

We all use social media apps like Facebook or WeChat to communicate with friends. Many people even get their news from Twitter. Some people argue that social media apps help increase our awareness of the world around us. But other people say we use social media to confirm our own views within our small circle of friends.

- A **Work in groups. Discuss these questions: What kind of videos do you see on social media? Funny, serious, adventurous, ... ? How do videos on social media make you feel? Do you think that social media increases your awareness of the world?**

Try to use real conditionals and alternatives to *if*. You can use the words in the box to help you. Take notes on your group's ideas.

anxiety level	be against	be anxious	be conscious of
be in control of	be eager to	be passionate about	be prepared
be rational	be reluctant	be unwilling	calm down
have no desire	have no intention of	hesitate to	panic (about sth)

I'm reluctant to spend a lot of time on social media. But I watch videos my friends post providing they're not too long.

I watch a lot of videos on social media! Sometimes, news videos raise my anxiety level. But when I want to calm down, I watch videos of cute animals.

I have no desire to watch videos on social media. It seems like so many of them try to scare you to death in order to sell you something.

- B **In your group, summarize your group's ideas. Be sure to use your notes from exercise A. Then present the best summary to the class.**

UNIT 6 SPEAKING

UNEXPECTED SITUATIONS

A Think about a time when something unexpected happened. It could be something that happened to you or someone you know. Use the list below to help think of a situation.

a sudden weather event	somebody changed their appearance
a surprise guest or party	somebody gets a job
an athlete or sports team loses/wins	somebody gets a lucky opportunity
how a business became successful	somebody wins/finds money
how a celebrity was discovered	somebody wins/loses a contest

Take notes on the unexpected situation. You will use these notes to tell the story in exercise B. How did people react to it? Use the words and phrases from the boxes to help you.

Verbs to talk about fame

catch sb's attention	do a/the broadcast	get hits
get publicity	have a good/bad reputation	have (never) heard of
make an appearance	make sth entertaining	make headlines
praise sb	raise awareness (of)	seek fame

Reporting verbs

announce	argue	boast	claim	confirm	deny
estimate	have doubts about	hope to	insist	propose	

Narrative tenses

interpreted	had been	hadn't been seeking	were working
-------------	----------	---------------------	--------------

Modals for reported speech

could/couldn't	might	would/wouldn't
----------------	-------	----------------

B Work in groups. Tell your story of an unexpected situation to your group. Try to make the story interesting by varying sentence length, your tone, and gestures.

Our high school soccer team hadn't been playing well all season. In fact, we'd lost nine of the ten games we had played. And our last game was against a team we'd never beaten before. No one thought we could win. To make things worse, our center player hurt his ankle and couldn't play. Our coach put in a new player. He was only a freshman; we had never heard of him. Our team played the game and the new freshman player was amazing! He scored three goals and we ended up winning! No one could have predicted that we would beat that team. It caught the attention of a sports reporter and made headlines in the local newspaper.

UNIT 7 SPEAKING

TRADING GAME

- A Choose one of the items below to be a purchase you made that you now regret. With a partner, discuss reasons why you regret making your purchase and think of positive reasons why someone else may want it.



A one-week timeshare apartment in Mexico \$3,000



A used car, still runs \$3,000



A fishing boat \$3,000



Two de-scented pet skunks, cage and food, super cute! \$800



A treadmill and weight set \$1,000



A designer watch, works great \$2,000

I'll choose the boat. Reasons I regret the purchase: I don't use it often, so it doesn't make financial sense, I don't have enough time to go fishing. But other people might want it if they do a lot of fishing.

I think your reason about not having time is a good one. I'll choose the treadmill and weight set. It's common to buy weight equipment and then to not use it. I could say ...

- B Work in groups or pairs. Explain why you regret your purchase but why someone else might like it. Then try to sell or trade items with one another. Everyone must end with a different item.

A I have a boat to sell. I bought it to go fishing, but I don't have time to fish these days. I think someone else who loves fishing would enjoy it, though. It's a great size – and it's new!

B I bought the two skunks for my girlfriend. But she left me and left the skunks. They're cute, but my new roommate is afraid of them. I would like to trade them for Student A's boat.

A Sorry, but my boat costs much more than your skunks.

C I'm interested in your boat. I want to buy it from you. Unless you'd like to trade it for a place to visit in Mexico? I have a timeshare apartment there that I planned to use for family trips.

- C Make a list of three to five items you have at home that you'd like to trade. Then bargain with a partner. Circulate around the room to find new partners to trade with until you've gotten rid of all your items.

I have a tennis racket to sell or trade. I planned to use it for tennis lessons, but it turns out, I don't enjoy tennis. Do you want to buy this from me?

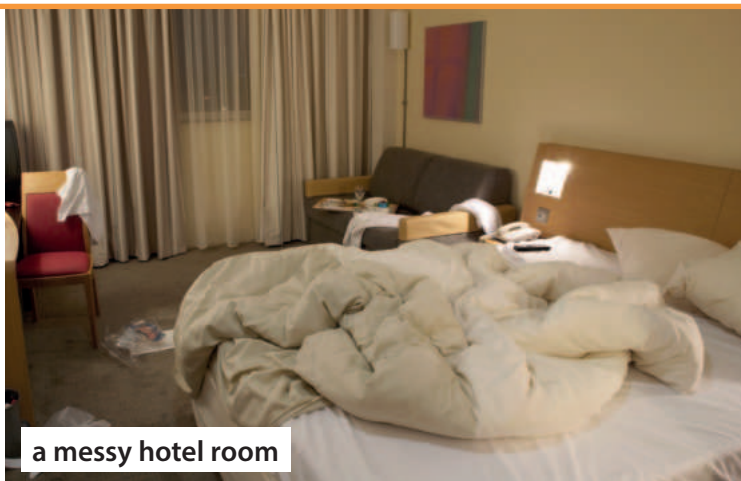
Sorry, the last time someone urged me to buy sports equipment, I broke my wrist. But that record player you're selling has appeal ...

UNIT 8 SPEAKING

WHAT'S THE MATTER?

- A You have booked a hotel room. Look at the photo of the room. It's not what you expected! Tell your partner what you see. Use the words and phrases in the first box to help you.

as expected	messy
clean	neat
damaged	old
different from the ad	put away
dirty	



be looking for	going to	is going to be
not going to	were about to	were forced to
were supposed to	will give	won't cause

This hotel room is very messy. There's stuff all over the place. Nothing has been put away. It's not clean.

We're not going to stay here. They were supposed to give us a clean room.

B You are Student A:

You have rented a hotel room near an office where you have a business meeting tomorrow. You have to give a presentation early in the morning. You are very unhappy. You need to complain to the manager.

- 1 Explain what condition you expected your hotel room to be in, and what plans you had.
- 2 Explain what condition your room was in when you arrived. Use the picture to describe how things are messy, dirty, and unorganized.
- 3 Explain how you want the hotel to resolve your problem and how that will affect future business with them.

Example complaint:

I rented a room at your hotel. I expected. ...

Continue the conversation with Student B. Be sure the hotel clerk knows how inconvenient this is for you.

This is going to be a big problem for me. ...

B You are Student B:

You work at the reception desk at the hotel. Your guest is very unhappy with his/her hotel room. The room the person has rented is currently occupied. The hotel is now fully booked. You can offer them a refund and book them in another hotel across town.

If they are still upset, you will give them a voucher for taxi fare to get to the hotel and to their meeting in the morning.

Example response:

I'm very sorry for the inconvenience. ...

Continue the conversation with Student A. Be sure you do your best to make the customer happy.

I'm very sorry to hear that. We hope ...

UNIT 9 SPEAKING

JUST MY LUCK!

A With a partner, choose one of the scenarios below that looks interesting to you both.



1 You didn't leave in time and missed your flight.



2 You didn't read the signs and got an expensive parking ticket.



3 You didn't prepare and didn't do well at an important interview.

Student A

B You have the problem you chose in exercise A. Tell Student B about it.

- 1 Take notes on the mistakes you made that caused your problem.

I wound up (missing my flight).

It was my own fault. I should have (read the signs).

It was a bad move (to not prepare for that interview).

- 2 Express your wishes and regrets.

If only I had (left an hour earlier).

I wish that (I had taken the bus instead of driving).

If only I could (feel less nervous during an interview).

Role play the situation with your partner.

C Switch partners and do the role play again, using different phrases.

Student B

B You want to reassure Student A about the problem you chose in exercise A. Try to give tips to make the situation better.

- 1 Think of reassurances to make Student A feel better.

It's no use kicking yourself. (You can get on the next flight).

It could have been worse. (It's not an expensive ticket).

We all make mistakes. It'll turn out all right. (You'll find another job).

- 2 Think of possible actions Student A can take to improve the situation or look on the bright side.

If you could explain (why you were late, maybe the airline would refund your money).

If you hadn't (been in such a hurry, you would have parked somewhere better).

If you had (gotten that job, you probably wouldn't be happy anyway).

Role play the situation with your partner.

C Switch partners and do the role play again, using different phrases.

UNIT 10 SPEAKING

CUSTOMER PROFILES

- A** Think of all the online shopping you've done in the past month. Take notes on the websites you've used and what you bought. Be sure to include things like goods, services, tickets, and reservations.

Online store or service provider	Goods, services, tickets, reservations
1 <i>ConcertTickets.com</i>	<i>Two tickets to Ed Sheeran and Ozuna concerts</i>
2	
3	
4	
5	
6	



- B** Work in pairs. Complete the survey. Answer the questions about one of the websites you've used.

- Which website did you shop at? _____
- How many online purchases do you make each month on this site? _____
- What did you buy most recently? Was it on sale? Why did you buy it?

- What does online shopping enable you to do?

- What online shopping features do you use the most (e.g., customer reviews)? Which do you like the best?
1 _____ 2 _____ 3 _____

- C** With a partner, analyze your survey answers and create a customer profile for one of your websites. Talk about what you've succeeded in learning from your discussions and the results of your analysis. Say what else you'd like to learn about a typical customer. Use the words and phrases in the box to help you.

analyze/analysis

examine/examination

As far as we can tell, ...

Judging by the description, ...

assess/assessment

identify/identification

From what we can see, ...

What strikes us (about ...) is (that) ...

demonstrate/demonstration

survey/survey

We get the impression (that) ...

Based on our survey, the typical customer at our online technology store is a person in their 20s. As far as we can tell, they find online shopping more convenient than going to a store. We've succeeded in learning ...

UNIT 11 SPEAKING

TOO GOOD TO BE TRUE?

A Social media has become big business. Social media influencers who have many followers can earn a lot of money by marketing products in their posts. Think about the lives that influencers present online and answer the questions. Use the words in the box to help you. Take notes.

accurate	authentic	biased	controversial
dishonest	exaggerated	fake false	genuine
inaccurate	misinformation	misleading	rumor
sophisticated	suspicious	trustworthy	white lie



1 Are the lives influencers show us authentic or exaggerated?

I think the lives they show us are not always accurate. Maybe there is some truth in it because they are in the photo or video, but that photo is misleading because it only shows a small part of their life.

2 Are their photos real or retouched? _____

3 How honest are influencers? That is, do they actually use the products they show or not?

4 How do you feel about social media as a marketing tool?

5 Why are people influenced? What do you think could/should be done about it?

B With a partner, compare your notes and discuss the questions. Use the phrases in the box to help you.

I'm absolutely positive that ...
There's no truth in it.
... is/isn't going to be helped by ...

I find that hard to believe.
... has to be checked.
... seems to be made/edited ...

That's partly true.
... has to be stopped.
... shouldn't be posted/sold.

I think we're being shown an exaggerated version of someone's life on social media. It's misleading because it's only a small photo or video of their life. We don't see the boring bits.

That's true. But I think some of them are genuine. Like the sports accounts I follow aren't dishonest: they show the hard work and mistakes.

Yeah, but it's the misleading exercise videos I'm suspicious of.

Oh, yeah, well, I think those fake influencers that are really just ads for a product or company should be stopped.

C Get together with another pair. Discuss how honest you are on social media. Use the questions below and take notes.

What kind of things do you share?

How authentic or exaggerated are your posts? Why or why not?

How do you feel about honesty in social media overall?

UNIT 12 SPEAKING

PRESENTING ... !

- A** Think about someone you know well and admire or respect. It could be a friend, family member, or even a celebrity. What are their skills and talents? How do they do things? How do they make you feel? Take notes about the person. Use the words in the box to help you.

artistic	athletic	determined	gifted	imaginative	intellectual
logical	musical	skilled	talented	technical	trained

brighten up	capture sb's imagination	do sb good
leave a lasting impression on sb	raise sb's spirits	stress sb out
a great piece of music/ advice	a work of art	a little bit of kindness

My grandfather was a talented musician. He's artistic and musical. But one thing that left a lasting impression on me was how determined he was. He practiced playing the piano every day. He could really capture your imagination with a song. And he always knew when to give you a great piece of advice, like "Don't stress out! Life is too short." He always brightened my day.

- B** Present the person you wrote about to your group. Ask questions about the people your classmates present.

What's something that comes particularly easy to (person)?

How do you think (person) became so successful?

It sounds like (person) has a really intense job. What do they do to take their mind off the stress?

Do you think (person) is gifted or determined, or both?

WORKBOOK AUDIO SCRIPTS

Lesson 1.3, page 6, Exercise 1A

- Professor Novak** We're here today to make an official rule on whether smartphones are allowed in class or not.
- Professor Silva** Yes, it seems that each professor makes different rules. I think that creates confusion for the students.
- Student** I couldn't agree more. I have five different classes, each with different rules. I can't keep them straight.
- Professor Novak** Well, generally speaking, smartphones are a part of life and I think all teachers should allow them to be used.
- Professor Silva** I'm not sure I agree. I'd like to see students get through a class without the distraction of texts and social media. I know they're capable of it.
- Student** When it comes to texts and social media, I agree that smartphones are distracting. I understand why they get on your nerves. But they're useful in so many other ways.
- Professor Novak** You can say that again. My students use their phones to look up things they don't understand. It means I don't have to stop my class and explain things all the time. I actually get through much more material now than I used to. Information didn't use to be so readily available when I was in college.
- Student** How did you survive? Didn't it use to be frustrating?
- Professor Novak** Well, when it comes to any kind of technology, I think people just adapt to what's available at the time.
- Professor Silva** Looking at the big picture, using cell phones too much in class is a problem. Can we ask our students to only use them at certain times? I'm sure they can cope without them during discussions and quizzes.
- Professor Novak** Overall, I think that's reasonable. But let's not underestimate them. They're eager to learn from each other.
- Student** That is so true! As for my smartphone, it does a lot of things, but it doesn't replace having discussions with my classmates. If I spent all my class time on my phone, it would be a waste of time.
- Professor Silva** And your teachers would quickly lose their patience! Listen, I tend to resist technology that I didn't use in college, but I welcome anything that helps students learn more efficiently. You've both convinced me to accept occasional use of cell phones in class.
- Professor Novak** Great. How about if we ask students to put their phones away unless we're using them specifically for a task? Do you think your fellow classmates can accept that?
- Student** Sure, and can I suggest giving at least one task per class where we can use our phones? Then it won't drive us crazy to not look at our phones for three hours.
- Professor Novak** That sounds reasonable. I think this meeting has been a big step forward in deciding our policy. Thank you both for joining me.

Lesson 2.3, page 14, Exercises 1A and 1B

- Felix** I'm thinking about learning how to scuba dive before I go on vacation. Or maybe I'll just stick to snorkeling. What do you think?
- Juana** Where are you going on your vacation?
- Felix** I'm heading to Belize for one month.

- Juana** Wonderful. That's one of the most popular places for scuba diving in the world. Well, I've done a lot of snorkeling and scuba diving and there are a number of things to keep in mind. First and foremost, scuba diving is more expensive. It requires a lot of special equipment.
- Felix** What exactly do you mean by special equipment?
- Juana** You need an oxygen tank with a special hose and mouthpiece to breathe through. You'll also need a diving suit and swim fins. On the other hand, the only equipment required for snorkeling is a mask and breathing tube.
- Felix** Can I still see interesting plant and sea life when I'm snorkeling?
- Juana** Sure, snorkeling is great! Just remember, you stay on the surface of the water when snorkeling. When you scuba dive, you go deeper. You can see more diverse forms of life that way.
- Felix** OK. I think I prefer going deeper under the water rather than staying on the surface. Is there any danger that I would use up all my oxygen while scuba diving? That worries me a little.
- Juana** Oh, no. Beginners dive at around ten meters, so at that depth, oxygen tanks provide air for one hour. That's a long time. You won't even need close to that amount. You'll learn all of this information in your certification course.
- Felix** Would you recommend starting a scuba diving course now?
- Juana** That's up to you. One thing to consider is how much time you have before you go. Generally, getting certified happens in three steps. First, you learn about scuba diving safety. You can actually take an online course for that. That's the least interesting step. Next, you practice diving in a small environment, like a swimming pool. A professional diver will be there to supervise you. Finally, you'll head to the open water and put everything you've learned into practice. You usually have to complete four dives successfully before getting certified.
- Felix** That sounds challenging but fun. One more question. Is there a risk of sharks or other dangerous sea life? Scuba divers are in their territory, after all.
- Juana** The risk is low. In reality, sharks injure only about 100 people per year. If you come across a shark underwater, chances are it won't bother you.
- Felix** OK. I'm convinced.

Lesson 3.3, page 22, Exercises 1A and 1B

Conversation 1

- Yulia** Is there any chance you could help me with my psychology homework?
- Sam** I don't know how much I'd be able to help. I haven't taken psychology yet.
- Yulia** That's OK. You only have to take an online personality test. Then I have to present the results to my class and analyze whether I think the results are accurate.
- Sam** What's the test like?
- Yulia** Well, it tries to determine if you're an introvert or extrovert.
- Sam** How does it do that?
- Yulia** It asks you if you enjoy interacting with people or if you're more reserved. And whether you're tense in social situations ... things like that.
- Sam** Sorry, but I wouldn't be comfortable sharing such personal information with your classmates. It would be kind of creepy for strangers to know so much about me.
- Yulia** Would you be willing to do it if I don't use your name? I know you don't like attracting a lot of attention to yourself. I can keep it anonymous if you prefer.
- Sam** Yeah, I can probably manage that.
- Yulia** Great. Let's get started.

Conversation 2

- Fernanda** Hello, Gabrielle.
- Gabrielle** Oh, hey, Fernanda.
- Fernanda** What's up?

Gabrielle Well, I'm thinking about quitting my job and starting my own business.

Fernanda Well, that's impressive. What type of business?

Gabrielle I want to be a health coach. I find it very satisfying to help people get well through diet and exercise.

Fernanda You would be a fabulous health coach.

Gabrielle Do you really think so?

Fernanda Sure. You love interacting with people and you know a lot about diet and exercise.

Gabrielle In that case, would you be willing to invest in my business? I'm going to need a website that describes my services and an office space to meet with clients.

Fernanda I don't mean to be rude, but isn't it a little soon to ask for investors? You need a business plan first.

Gabrielle OK, you have a point. You have an MBA, don't you? Is there any chance you could help me with that?

Fernanda I've been out of school for a long time, but sure, I'd be happy help you out.

Lesson 4.3, page 30, Exercises 1A and 1B

Katrina Today, I'd like to describe the company retreats we can create for your business. A company retreat can be described as any time managers and employees take a break from their daily work. They typically spend time in a pleasant location, away from the office, participating in activities that help build stronger relationships. We offer a wide range of options, from one-day to seven-day retreats. If you'd like a cabin in the mountains, we'll arrange that. If you think your team would prefer a beach-like setting, we'll assist with that, too.

The main benefit of a company retreat is that it builds trust among your staff. Our events are designed to encourage communication and problem-solving in a relaxed environment.

One recent client said our retreat contributed to much higher levels of collaboration, even several months after the retreat was over.

Another client reported they had so much fun that they were planning to return next year. By the way, having fun is another upside of our events.

Man Once we get everyone together in one place, what are we supposed to do with them? I'm concerned that my employees will be bored.

Katrina That's where our greatest strength lies. We organize activities that appeal to all personality types. So, say one group wants to go on a hike and another prefers to play a game. We'll oversee both groups, making sure each one has a specific, common goal to reach. Then, the groups have to report back to each other, demonstrating how they worked as a team during their activities.

Woman I tried to organize a retreat myself once and it was a disaster. It was nearly impossible to get everyone together at the same time.

Katrina Yes, that's a valid concern. One tricky issue with retreats is scheduling. We'll work with you to choose the best possible timeframe and help you come up with scheduling solutions. Our job is to help you take the pressure off yourself. That way, you can focus on building relationships among your staff, and maybe even have a little fun yourself.

I'd like to point out another potential problem. When employees are asked to take part in a retreat, they often worry that their work will suffer. They wonder who will keep an eye on their clients while they're gone. We'll work with you so you can assure them that there won't be negative consequences to attending a company retreat.

Lesson 5.3, page 38, Exercises 1A and 1B

Host Today, we'll discuss the growing trend of parents raising their kids without technology. Two guests are joining me. Ingrid, a psychologist who specializes in child development, feels that technology can be a positive influence, provided it's not used too often. Leon is a father who is against the use of technology in his home. Leon, let's start with you.

Leon When my kids were younger, I allowed them to use my tablet and smartphone to watch videos and play games. Eventually, that's all they wanted to do. Whenever we were at home, they wanted screen time. I started doing research and found some interesting statistics. For example, it's a well-known fact that depression is 27% more likely to occur if kids spend too much time on social media.

Ingrid So yes, spending too much time online can lead to problems in a child's emotional development. This is quite clear. At the same time, a total technology ban means kids are missing out on educational benefits. Parents simply need to be conscious of how much time is spent online.

Host I recently read an article about a family with two kids, ages 10 and 12. Their home is absolutely free of modern technology. I'm not sure how that works. The interesting thing is that the parents both work in the technology industry. The mother designs software and the father develops video games.

Leon You can bet those parents have inside knowledge about how companies make sure that kids want to use devices all the time. I'm not surprised that people who work with technology are reluctant to let their kids have too much screen time.

Ingrid Kids are easily influenced. Especially at a young age, they aren't in control of their emotions. Too much screen time can lead to anger or unwillingness to communicate. That said, banning screen time deprives them of eBooks and videos that help them develop language skills. They also won't learn about world travel, museums, and animals at the same rate as their classmates. As for a technology ban, I'd like to suggest an alternative. One family I know implements "no-tech" weeks a couple of times every year. For seven days, no one, including the parents, can play video games, use social media, or watch videos. The parents report that their children start "no-tech" weeks with high levels of anxiety. By the end of the week, they've calmed down and are eager to play games with each other that don't involve computers.

Leon But who knows how long that calmness lasts? I guarantee that the kids jump back on their devices as soon as they can. On the contrary, "no-tech" week is every week in my house.

Host It's obvious you are both passionate about the well-being of children. I'd like to thank you for joining us.

Lesson 6.3, page 46, Exercise 1A

Luisa Hello.

Evelyn Hi there. I noticed that you just moved into the neighborhood, and I wanted to welcome you. And I brought you a little something.

Luisa Is this biscotti? Thank you. I wasn't expecting such a warm welcome. You must have been baking for ages.

Evelyn Not in the least. I make these all the time. They're perfect for dunking in a cup of coffee. Softens them up.

Luisa Would you ... like a cup of coffee?

Evelyn Not at all. I assume you must be busy unpacking.

Luisa To an extent. But most of my things haven't arrived yet. And it's nice to take a break.

Evelyn What brings you to the neighborhood?

Luisa Well, I lived in Boston my whole life. I wanted to move to a warmer climate.

Evelyn I suppose you'll miss Boston since you were there for so many years.

Luisa Absolutely not. I've seen enough snow to last forever. I swore I would live near the beach someday and here I am. I'm going to retire soon.

Evelyn What do you do for a living?

Luisa I sell antiques. I grew up in my parents' antique store, admiring all the beautiful things they sold. I used to create stories about all the old furniture. I once imagined that a glamorous actress owned a loveseat that we had. I would lie down on it and touch the soft red material, imagining I was that actress.

Evelyn That's very interesting. And you'll never believe this, but I used to be an actress. I never owned a red loveseat, but I starred in plenty of movies in my time.

Luisa I can't believe I live next to an actress. How exciting!

Evelyn I moved here to retire, too. Are you looking forward to retirement?

Luisa In a way. I'll miss hunting for the perfect antiques, but I look forward to relaxing.

Evelyn Where is your store? Is it downtown?

Luisa Oh, I don't have a brick and mortar store. I do everything online. That has always kept my overhead costs low.

Evelyn Wonderful. Maybe someday you'll show me some of those antiques you daydream about. And I'll tell you about my moviestar days.

Lesson 7.3, page 54, Exercises 1A and 1B

Stella Oh, I love the colors in this rug. How much are you asking for it?

Jorge Well, I'm selling this one for \$300.

Stella Oh, really? Hmmm. I really do love it, but that's a little on the high side for me. Can you go any lower?

Jorge Well, since you really like it, I can give it to you for \$250.

Stella Oh, I don't know. I wasn't really expecting to pay that much for a rug.

Jorge Well, you'd be foolish not to accept this offer. This is a great rug. Many of my customers get a lot of satisfaction out of these handmade rugs. They make any room look beautiful and they're easy to clean. They're very practical.

Stella Oh, well I'm not sure if it would be worth the money. Would you be willing to accept \$200 for it?

Jorge Sorry, but I can't accept that. I purchased these rugs overseas. Two-fifty is the best I can do.

Stella Hmmm. I'm not sure it's big enough, but I do love the colors in it.

Jorge Well, you think about it then. I'll have a lot of people today who will want to purchase it, so don't wait too long before you make a decision.

Stella Everything you're saying is convincing me to buy it. But all I can give you is \$210. That's my final offer.

Jorge Sorry, but no deal. It doesn't make financial sense to sell it at that price. I spent time buying the rugs. I had to pay import taxes for them, too. I assure you \$250 is a good price for this rug. But if you really want it, I can throw in some stuff for free.

Stella Like, what?

Jorge I can give you this little vase. It matches the red color in the rug.

Stella OK. But I still won't pay \$250. I can see a stain right here in the middle. I think I'll look around for another rug.

Jorge Oh, oh. I might have spilled some coffee on it. I'll give it to you for \$225 and throw in a bottle of stain remover, too.

Stella Oh, really? Well, that sounds fair enough. The rug, a bottle of stain remover and a vase for \$225. I usually feel nervous buying things at a street market, but you've got a deal.

Jorge Excellent. You won't regret buying this rug for your home.

Lesson 8.3, page 62, Exercises 1A and 1B

Sarah What should we do for Grandma's birthday next Friday? She'll be turning 80. Maybe we can bake her a cake.

Leo I think we need to do something really special. I think taking her out for a fancy dinner might be a good way to approach it.

Sarah Hmmm, I'm not sure she would like that. You know how she is about having to dress up. And even though she thoroughly enjoys the food, she complains about the atmosphere. She doesn't like it when the lights are turned down and when she can't hear the music they play in the background.

Leo You're right. Mmm ... Well, one thing we could do is throw her a party at home. A surprise party always goes over well.

Sarah That's such a terrific idea! And we can call her neighbors and friends to come, too.

Leo Of, course. I bet everyone will love that!

Sarah What should we do about a place? Can we have it at your house? It's a perfect place for a party.

Leo Hmmm. I'm not sure about that. My house is such a mess. The kids leave things all over the place and Tina is disorganized, too. I'd need two weeks just to clean it! How about we throw the surprise party in your apartment? It's organized and tidy.

Sarah That's always worth considering, but I'm not sure there'd be enough space if we invite her neighbors and friends, too.

Leo Maybe we can rent the party room downstairs.

Sarah What a fabulous idea! There'd be plenty of room for everyone. We can order big pink balloons and order from her favorite Italian restaurant.

Leo Oh no, not that restaurant. She likes the new Greek restaurant that just opened near her.

Sarah OK, good idea. And we'll even have enough space for dancing, too. I can call the building manager tomorrow and set everything up.

Leo Perfect! Grandma will be so happy. What's wrong, Sarah? You look worried.

Sarah Well, it's about the manager. Sometimes he can be difficult. I just hope it goes smoothly.

Leo Don't worry. It will. And if it doesn't work out as expected, at least Grandma will be happy we tried.

Sarah You're right! I don't think anyone has had a party for her before.

Leo Another thing we can do is have as theme. A fun theme like a "Rock and Roll '50s" party. She loves old music like that. We can play all her favorite songs and tell people to dress like they did in the fifties.

Sarah That's such an awesome idea! Let's start calling everyone as soon as we book the room!

Lesson 9.3, page 70, Exercises 1A and 1B

Carmen Hi, Henry. Come on in!

Henry Hi, Carmen. Thanks for seeing me today.

Carmen Oh, no problem. So, how did your audition go yesterday?

Henry Well, not great. I made a lot of silly mistakes.

Carmen Oh, no! You've been so determined to get this role in the movie. What happened?

Henry Well, if only I'd known Laura Medford was going to be in the same room. She's one of my favorite actresses! *And* she's the director of the movie, too. I looked like a fool because I couldn't remember any of the lines I memorized. I was getting them all mixed up.

Carmen I bet you were! But it's best just to take a deep breath and pretend no one's in the room when you're saying your lines.

Henry Yeah, that's an idea. But then I could've kicked myself because my phone rang right in the middle of my audition.

Carmen Oh, Henry! That was a dumb thing to do. Next time leave your phone at home or in your car.

Henry I know. I don't want to make any more bad moves. I need an acting job soon.

Carmen OK, well, there's no use in crying over spilled milk. You just need to move on and forget about it.

Henry Don't worry, I already have!

Carmen You have? Did something happen?

Henry Well, guess who showed up at a coffee shop I was in an hour later?

Carmen Who?

Henry Laura Medford!

Carmen Wow, you were at the right place at the right time.

Henry You bet. I couldn't believe my luck! But she was in too much of a hurry when she was getting her coffee, and she bumped right into me at the counter, spilling coffee all over the front of my shirt!

Carmen Oh no, that's unfortunate.

Henry I know. It was an expensive shirt, too! But I didn't get mad. Seeing her was actually my lucky break, so I just gave her a big smile and said it wasn't a problem. She felt so bad that she told me to come and do the audition again. And when I heard that, I was so happy. I jumped up and spilled more coffee on me.

Carmen Well, it could have been worse. You could've spilled some on her.

Henry You're right. And think of it this way. If she hadn't spilled coffee on me, I might not have had this opportunity.

Carmen That's so true. Maybe it *was* fate – especially if you become a famous actor one day!

Lesson 10.3, page 78, Exercises 1A and 1B

- Sun** Wow! Look at you. Judging by your appearance, you just had a successful interview at the Health Research Center. Am I right?
- Anton** Yeah, I did, thanks. It was a great interview, but so was the other one I had at a sales company last week. But now, I have two job offers!
- Sun** Two? That's great news! What are you worried about?
- Anton** Nothing, actually. There are good things about both jobs. For instance, everyone at the sales company looked really happy, and the job is similar to what I do now. But at the research company, I can walk to work and the pay is great.
- Sun** So what are you waiting for? The research company sounds like it'd be a good match for you.
- Anton** Yeah, it would be. But there's one thing that would prevent me from accepting a job there.
- Sun** What's that?
- Anton** I'd be doing a lot of surveys and working with data. I never learned how to examine data when I was in college. But here, I'd be responsible for a lot of the research done in the department.
- Sun** I still don't understand what would stop you from taking that job. We all have to start somewhere. But wait – tell me more about the other job!
- Anton** Well, I think it might be a better match for me. I'll be able to use my sales skills without sitting in front of a computer all day.
- Sun** Well, that's good.
- Anton** Yeah, but when I calculated my normal pay, it only covers my living expenses. I'm sure I can make extra money if I make a lot of sales. However, it'll be longer hours.
- Sun** Hmmm. So, what do you plan on doing?
- Anton** Well, my gut feeling is to take the job at the Health Research Center. It's much better pay and closer to home. Even though I don't have all the skills yet, I'll learn more.
- Sun** I agree. I think you're making the right choice!

Lesson 11.3, page 86, Exercises 1A and 1B

- Chris** So, Adam, one popular hoax being discussed is the moon landing, believe it or not.
- Adam** Yes, it's funny. Several arguments have been made by a second-rate online news show.
- Chris** Oh, right. I know that show. The information reported by them is not trustworthy at all. There's no truth in it.
- Adam** Well, many people think it is the truth. I heard that thirty percent of Americans now believe that the United States never went to the moon.
- Chris** Wow, I find that hard to believe! So, what were some of the points discussed on the show?
- Adam** Well, people talked about the American flag that was planted on the moon, July 21, 1969. It was waving on the surface, and many people argued that there's no atmosphere on the moon, so the flag couldn't be waving.
- Chris** Maybe there's some truth in that. It has a tiny amount of atmosphere, something like ten trillion times less than Earth's atmosphere which is pretty close to nothing.
- Adam** Yes, but if you see the entire footage, the astronaut was planting the flag, which is why it was moving. The flag hangs completely limp in space when he steps away from it.
- Chris** So, what about the next point, that stars in the background cannot be seen when the astronauts took photographs? There are billions of stars in space.
- Adam** Yes, that was a controversial point. I remember suspicious shadows and other light sources being discussed, too.
- Chris** Well, this point seems believable.
- Adam** Yes, but what wasn't considered was the fact that the moon reflects about seven percent of the light from the sun. That's what explains the different shadows and why you can't see stars in the footage.
- Chris** Well, then, what about the point that there isn't a big hole left behind where the jet engine lifted off the moon?

- Adam** From what I understand, the moon's atmosphere and surface wouldn't have changed even with the force of the sophisticated jet engines. This was a completely exaggerated argument. Over a hundred trustworthy scientists showed that this point, as well as the other points, were easily proven false.
- Chris** This is why inaccurate news and fake stories should be checked before being reported.

Adam I completely agree!

Lesson 12.3, page 94, Exercises 1A and 1B

- Valeria** Excuse me, could I ask you to sign a copy of your book for me? I love *all* your writing. Um ... My name is Valeria López.
- Susana** Of course! *To Valeria. Enjoy this book! Love from Susana.* There you go. Hey, I'm really glad you were part of the audience today!
- Valeria** Well, my ultimate goal is to become a famous writer like you. I can't say for certain that all these imaginative stories in my head will turn into books, but I'm confident that one day it'll happen.
- Susana** Are you writing something now?
- Valeria** Not right now. Unfortunately, writing doesn't come particularly easily to me, although I really like it. I have musical skills and I'm good at playing the piano, but when it comes to writing, sometimes getting words down on paper stresses me out.
- Susana** Well, when I was about your age, I was athletic and played tennis. However, it wasn't my ultimate goal to become a professional player. My dream scenario was to become a professional author and I saw no reason why I couldn't.
- Valeria** So, how did you become such an exceptionally gifted writer?
- Susana** Well, I wasn't born gifted, but I was especially determined to write after I met a famous children's author when I was growing up. There was no guarantee that it would happen, but his stories left such a lasting impression on me. And that made me even more determined.
- Valeria** Oh, that's really interesting. So, you were trained as a writer then?
- Susana** Yes, I trained myself and practiced, too. You have to work hard, and you need to develop technical skills such as spelling, punctuation, and grammar if you want to become a good writer.
- Valeria** Well, that sounds logical.
- Susana** Yes, and there are many websites that can teach you how to write and workshops you can take, too.
- Valeria** There's no harm in trying to learn how to write. Any other pieces of advice to put my mind at rest about becoming a writer?
- Susana** Well, things might not go as planned. Write for the love of it and remember to enjoy it. If you enjoy it, you'll be successful at it.
- Valeria** That's so great to hear. You've made my day!
- Susana** Well, I'm glad I was able to brighten it up. Now, go and write that book!