

EVOLVE

TEACHER'S EDITION

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4

with teacher development by Craig Thaine and Alex Tilbury



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EVOLVE

SPEAKING MATTERS

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

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

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

Confidence in teaching.

Joy in learning.



Better Learning WITH EVOLVE

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

Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.



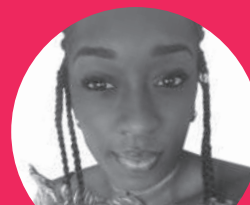
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de Honduras



**NICOLLE JULIANA TORRES
SIERRA**

Passionate, friendly, committed
Centro Colombo Americano,
Colombia

Student-generated content

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

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

INSIGHT

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

CONTENT

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

RESULT

Students are motivated to speak and share their ideas.

You spoke. We listened.

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

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

Time to speak

INSIGHT

Speaking ability is how students most commonly measure their own progress, but 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

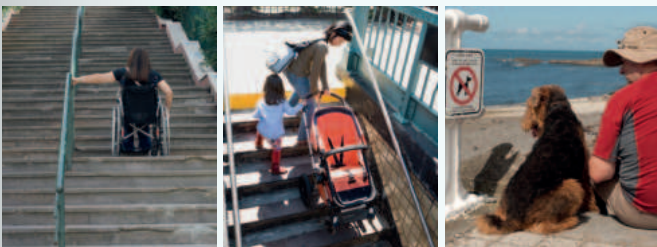
Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.

9.5

TIME TO SPEAK
Making a difference

LESSON OBJECTIVE

- discuss improvements to your town



A DISCUSS Look at the pictures. What problems are the different people facing? What types of problems might they face where you live? Think of access to buildings, facilities in public spaces, etc.

B Work in pairs or small groups. Look at the groups of people below and think of other groups with common interests and issues. Discuss the things they might want to do (use public transportation, access public spaces, go shopping, etc.) and think of three problems they might face in your neighborhood.

- families with young children
- wheelchair users
- dog owners

C Choose a group to focus on. Discuss possible solutions to the three problems you identified. What laws or rules could be introduced to help them? What facilities could be offered? What other solutions might there be?

D PRESENT Present to the class both the problems you identified for the group of people you selected and your solutions to those problems.

E AGREE Vote on the most ambitious, the most practical, and the most imaginative solutions.

» To check your progress, go to page 155. »

USEFUL PHRASES

**DISCUSS**

They might have problems getting ...
They may not be able to ...
They may not be allowed to ...
Local businesses could ...

Local authorities should ...
It'd be a good idea to ...
If there were enough space, they could ...

**PRESENT**

We discussed ...
We decided that ...
We suggest that ...

94



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

9.5 TIME TO SPEAK
Making a difference

LESSON OBJECTIVE
■ discuss improvements to your town

E AGREE Aim: Ss discuss and choose the best solutions.

- Read the instructions aloud. Check Ss' understanding of *ambitious, practical, and imaginative*.
- WHOLE CLASS** Invite Ss to make pro/con T-charts on the board for each group's solutions from E to help the class make their decisions.
- Have the class decide which were the most ambitious / practical / imaginative solutions.
- Feedback for speaking activities*** Give the class positive feedback based on the notes you made earlier in the activity.

*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-xiii

PROGRESS CHECK

- Direct students to page 155 to check their progress.
- Go to page 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.

- How quickly did students start speaking in activity 1?
- How much language did students re-use from the first discussion in both activities?
- The second activity resembles authentic conversation where different speakers take turns. Did students' discussions sound like a natural conversation? Why / why not?
- In what other speaking activities could you use the 'pass it on' idea?
- What do you think is a good balance between supporting students by giving them planning time and then giving them practice speaking spontaneously?

Apart from feeling unsure about language, what are other reasons that students may feel nervous about speaking spontaneously?

• 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!

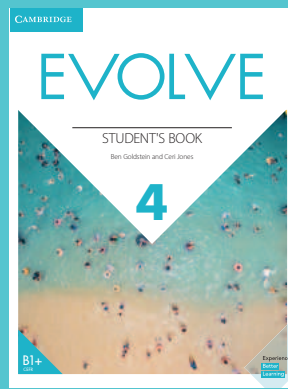
For students

Student's Book

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

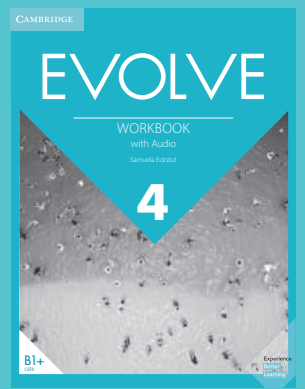
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with Practice Extra, A and B versions



Workbook

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

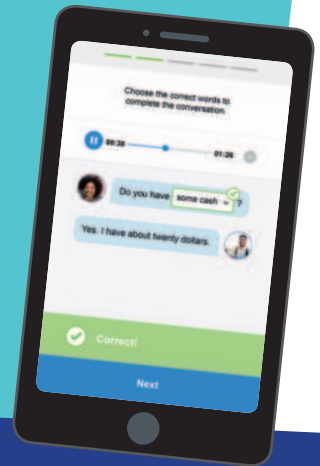


Also available:

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

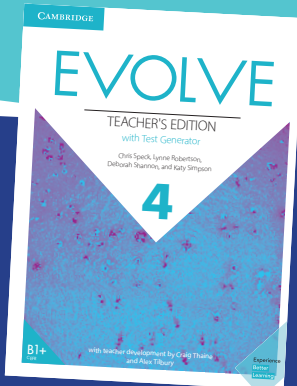
Teacher's Edition with Test Generator

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

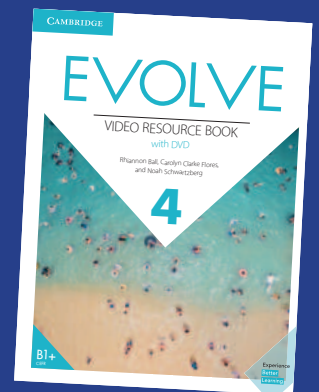
Presentation Plus

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



Video Resource Book

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



Class Audio CDs

- Contain all Student's Book audio tracks



CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 And we're off!	- Talk about personal achievements - Talk about qualities that employers look for - Make and respond to introductions - Write a comment on a blog post - Practice a job interview	- Tense review (simple and continuous) - Dynamic and stative verbs	- Describing accomplishments - Describing key qualities	Saying the letter y
Unit 2 The future of food	- Talk about trends - Talk about preparing food - Make, accept, and refuse offers in social situations - Write the results of a survey - Create a plan to improve a restaurant	- Real conditionals - Clauses with <i>after</i>, <i>until</i>, <i>when</i>	- Describing trends - Talking about preparing food	- Saying the vowel sounds /aɪ/, /i/, and /eɪ/ - Listening for deleted /t/ sounds
Unit 3 What's it worth?	- Discuss the relative importance of time and money - Discuss value and how we measure it - Apologize for damaging or losing someone's property - Write a product review - Discuss ways to respond to a negative product review	<i>too</i> and <i>enough</i> - Modifying comparisons	- Talking about time and money - Talking about prices and value	Saying /s/ at the beginning of a word
Review 1 (Review of Units 1–3)				
Unit 4 Going global	- Speculate about a picture - Talk about viral stories - Exchange and discuss opinions - Write a response to a post about local businesses - Design an ad for a product	- Modals of speculation - Subject and object relative clauses	- Talking about advertising - Talking about people in the media	- Saying the vowel sounds /ɔ/ and /ɑ/ - Listening for topic organization
Unit 5 True stories	- Discuss different types of stories - Talk about plans and changes to plans in the past - React to problems and disappointing news - Write a formal apology - Tell a story about a chance meeting	- Past perfect <i>was/were going to</i>; <i>was/were supposed to</i>	- Describing stories - Making and breaking plans	Saying consonants at the end of a word
Unit 6 Community action	- Discuss charities and volunteer work - Discuss acts of kindness in your community - Offer, refuse, and accept help with something - Write a report about a community project - Design an urban project for your community	- Present and past passive - Passive with modals	- Discussing good works - Describing good deeds	- Saying /b/ or /v/ in the middle of a word - Listening for /j/ between words
Review 2 (Review of Units 4–6)				

Functional language	Listening	Reading	Writing	Speaking
- Meet someone you don't know; introduce someone to others Real-world strategy - Respond to an introduction		Flipping your job interview An article on interview skills	A comment - A comment on an article - Agreeing and disagreeing	- Talk about personal achievements - Describe your personal qualities - Play an introduction game Time to speak - Ask and answer interview questions
- Make, accept, and refuse offers in social situations Real-world strategy - Acknowledge an acceptance	Talking about healthy food trends A conversation between friends		A report - The results of a survey about eating habits - Reporting research results	- Discuss ideas to avoid food waste - Explain how to prepare a favorite food - Make and respond to offers of food and drink Time to speak - Present an action plan to improve a restaurant
- Make an apology and explain what happened Real-world strategy - Respond to an apology		Buyer beware! Short stories about good and bad online shopping experiences	A product review - Product reviews - Expressing opinions about product features	- Talk about what affects quality of life - Talk about the relative value of different products - Talk about a time when you had to apologize Time to speak - Present a plan for repairing a customer relationship
- Exchange and discuss opinions about possible actions Real-world strategy - Make opinions more emphatic	A news report A news report about a local company that went global		A response - A social media post - Writing about the reasons behind an action and the consequences of it	- Talk about what might be happening in a picture - Talk about viral stories - Give and support opinions about different subjects Time to speak - Talk about what makes a successful advertisement
- React to problems and try to find a solution Real-world strategy - Accepting bad news		The perfect apology An article about corporate apologies	An apology - A letter of apology from a business - Using referents to avoid repetition	- Tell the life story of an interesting person - Tell the story of a last-minute change of plans - Act out situations that involve bad news Time to speak - Connect events to tell the story of a chance meeting
- Make, refuse, and accept offers of help Real-world strategy - Imposing on somebody	Painting safer streets A podcast about a community art project		A report - A short report about a community project - Using quotes from people for support	- Discuss well-known charity organizations - Discuss opinions about helping others - Make offers of help to strangers Time to speak - Discuss ways to improve your community

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Can we talk?	- Discuss the importance of messaging apps - Discuss written vs. spoken communication - Recount conversations, news, and stories - Write an email in a formal and informal register - Create and conduct a communication survey	- Reported statements - Reported questions	- Describing communication - Communicating online	Saying /s/ or /z/ at the end of a word
Unit 8 Lifestyles	- Talk about different work lifestyles - Talk about wishes and regrets - Talking through options to reach a decision - Write a comment about a podcast - Plan and discuss a digital detox weekend for your class	- Present unreal conditionals <i>I wish</i>	- Describing jobs - Talking about work/life balance	- Saying the vowel sounds /ɜ/ and /u/ - Listening for emphasis
Unit 9 Yes, you can!	- Talk about rules and regulations in everyday life - Discuss rules and regulations in the past - Make generalizations - Write a letter of complaint - Discuss improvements to your town	- Prohibition, permission, obligation (present) - Prohibition, permission, obligation (past)	- Talking about places - Talking about rules	Saying /d/ at the beginning of a word
Review 3 (Review of Units 7–9)				
Unit 10 What if ... ?	- Speculate about events in the past - Talk about alternatives and possibilities - Keep your listener engaged - Write comments in an online discussion - Share the story of an influential discovery or invention	- Past unreal conditionals - Modals of past probability	- Talking about discoveries - Talking about mistakes	- Saying long and short vowel sounds - Listening for weak words
Unit 11 Contrasts	- Discuss college life - Discuss scientific facts - Discuss alternatives and give recommendations - Write a comment presenting an argument - Present a proposal to solve a problem	- Gerund and infinitive after <i>forget, remember, stop</i> - Causative verbs <i>help, let, make</i>	- Talking about college education - Talking about science	Stressing long words
Unit 12 Looking back	- Describe a special photo and the story behind it - Discuss childhood memories - Recall and share past experiences - Write a summary and response - Recall and discuss a national moment	- Adding emphasis - Substitution and referencing	- Talking about the senses - Describing memories	- Saying consonant clusters - Listening for intonation in transitions
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 129–140 Vocabulary exercises, pages 141–152				

Functional language	Listening	Reading	Writing	Speaking
- Recount conversations and stories to another person Real-world strategy - Get back on track		It's a #world An article about how social media is changing language	Emails - A short email to a friend or coworker - Changing language to match register	- Talk about your use of social media apps - Talk about the way you prefer to communicate - Tell and react to stories Time to speak - Talk about your attitudes to social media
- Talk through options; encouraging actions Real-world strategy - Offer a warning	Digital detox A podcast debating the benefits of a digital detox		A comment - Two comments on the podcast - Referring to another person's argument in your writing	- Talk about unusual jobs - Talk about common wishes and regrets - Offer advice and discuss options Time to speak - Talk about how to conduct a digital detox
- Make generalizations Real-world strategy - Give contrasting information		The story of the ramp An article about the independent living movement	A letter of complaint - A complaint about a business - Communicating attitude	- Talk about rules for work or school - Talk about unusual laws from the past - Talk about different customs and cultures Time to speak - Discuss ways to make life easier for groups of people
- Keep your listener engaged Real-world strategy - Show interest in a story	I can't live without it! A podcast about the impact different inventions have had on our lives		A comment - A comment on the podcast - Using words and phrases for similarity and contrast	- Talk about hypothetical past events - Speculate about the past events that led to current situations - Tell and react to a story about something that is hard to believe Time to speak - Talk about how an invention has affected society
- Discuss alternatives and give recommendations Real-world strategy - Give a personal recommendation		Embrace the technological revolution? Not me! An opinion piece about technological advances	A response - An opinion piece - Transitions	- Describe an event you'll never forget - Talk about folk remedies - Ask for and give recommendations for a product Time to speak - Mediate a discussion and find a compromise
- Memories Real-world strategy - Share experiences	Man's best friend? A student debate about the relationship between humans and dogs		A summary and response - A summary of and response to arguments - Linking contrasting ideas	- Tell the story behind a photograph - Discuss childhood memories - Retell a personal story Time to speak - Share your experience of a national moment

EVOLVE unit structure

Unit opening page

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

Lessons 1 and 2

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

Lesson 3

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

Lesson 4

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

Lesson 5

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

UNIT OPENING PAGE

Unit objectives

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

GOING GLOBAL

4

UNIT OBJECTIVES

- speculate about a picture
- talk about visual stories
- exchange and discuss opinions
- write a response to a post about local businesses
- design an ad for a product

START SPEAKING

A Look at the picture. Where do you think it was taken? How many different signs can you see? What do you think they are selling?

B How many different places do you see ads? How many ads do you think you see in one day? How many do you pay attention to? For ideas, watch Seung Geyong's video.

REAL STUDENT

Is your experience like Seung Geyong's?

Striking images

- get students talking

Start speaking questions

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

Real Student videos

- provide students with achievable speaking models
- motivate students

LESSON 1

Pair and group work activities

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

Language in context

- contextualizes the language within a reading or listening text

4.1 MORE THAN JUST A JERSEY

LESSON OBJECTIVE

- speculate about a picture

1 LANGUAGE IN CONTEXT

A Look at the infographic. Do you recognize any of the team names? What sport do they represent? What type of information does the infographic give about the teams?

Team	Jersey Price	Ticket Sales	Broadcasting Rights	Sponsorships and Merchandising
Real Madrid	€119 million	€119 million	€118 million	€118 million
Manchester United	€127 million	€127 million	€119 million	€119 million
FC Barcelona	€118 million	€118 million	€118 million	€118 million
Paris Saint-Germain	€117 million	€117 million	€117 million	€117 million

B Read part of an article on sports marketing. What is a major source of income for these soccer teams? Think of sports teams in your town or country. Do they make money in similar ways?

Soccer is the world's highest earning sport. You might think that the money comes from ticket sales. But actually, a lot of it comes from sales of merchandise.

Take Real Madrid, for example. Business from its sponsor represents one-third of the team's total revenue. For the French team Paris Saint-Germain (PSG), sponsorship and merchandising represents over half. That could mean that PSG's brand is more valuable than the team itself!

All teams have corporate sponsorship deals, which usually means putting the sponsor's logo on the jersey. In the case of Real Madrid and PSG, the same sponsor appears on their jerseys – yes, the Emirates airline company sponsors both!

Sponsorship is everywhere in professional sports. These days, if teams don't have sponsors on their jerseys, they can't be taken seriously. Even in the U.S., some NBA teams now have sponsors on their shorts, and TV commercials that advertise games are also ads for the sponsors' products.

Because sports team brands are so valuable, authentic jerseys are status symbols and fashion statements. Other branded products, from coffee mugs to mousepads, also bear the team's (and sponsor's) logo and/or slogan. All of this merchandising means fans are everywhere, too. But if your Real Madrid jersey costs three times the price of one you see on the street, it must be the Real thing!

C Read the article and the infographic again. Check (✓) the statements that are true. Correct the false ones.

- 1 All soccer teams now get most of their revenue from merchandise sales.
- 2 It is possible for one company to sponsor two or more teams.
- 3 Sponsorship of NBA teams is a new trend.
- 4 The sponsor's name only appears on a team's jersey.

! All the money a company takes in is its revenue. The money that is left after all expenses are paid is its profit. These are non-count nouns. Revenue is up this year, but profit is down because of higher costs. When a company has many sources of income, they can be countable. Revenues from merchandising and ad sales are down, but profits from ticket sales and parking will balance that.

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.

Vocabulary

- is presented through pictures or definitions

2 VOCABULARY: Talking about advertising

A Listen and say the words. Find the words from the box in the article and try to figure out what they mean. You can use a dictionary or your phone to help you. Then discuss the questions.

ad / advertisement	merchandising	advertise	brand
merchandise / products	status symbol	sponsor	logo
fashion statement	commercial	slogan	

What is the difference between ...

- 1 a sponsor (n) and sponsor (v)?
- 2 merchandise and merchandising?
- 3 a brand, a logo, and a slogan?
- 4 advertise (v), an advertisement/ad, and a commercial?
- 5 a status symbol and a fashion statement?

B Now go to page 144. Do the vocabulary exercises for 4.1.

C **PAIR WORK** Think of an ad that you really like and one that you really dislike. Why do you feel this way about them? Explain to your partner.

That commercial is terrible! The slogan is a little song, and it stays in my head for days!

3 GRAMMAR: Modals of speculation

A Complete the rules. Use the sentences in the grammar box to help you.

We can use **must**, **might**, **can't**, and **could** to speculate.

- 1 When you're not sure that something is true, use **might**, **could**, or **may**.
- 2 When you're sure that something is true, use **must**.
- 3 When you're sure that something is **not** true, use **can't** and **must not**.

Modals of speculation

You might think that the money comes from ticket sales. If it's three times the price, then it **must** be real. If teams don't have sponsors, they **can't** be taken seriously.

ACCURACY CHECK

Don't use **can** for speculation. They **can't** be the best soccer team this season. X They **might** be the best soccer team this season. ✓

B Complete the sentences with an appropriate modal of speculation. Then check your accuracy.

- 1 They _____ be a very good soccer team. They haven't won a single game this season.
- 2 They _____ be the best soccer team this year, but I'm not sure.
- 3 They _____ be the best soccer team this year. They've won everything!

C Now go to page 132. Look at the grammar chart and do the grammar exercise for 4.1.

4 SPEAKING

A **GROUP WORK** Look at the picture. Speculate about what is happening. Who makes the most interesting guess?

It can't be an actual game. It must be during practice.

He might be teaching the dog to play soccer.

Grammar reference and practice

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

LESSON 2

Audio scripts

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

Grammar

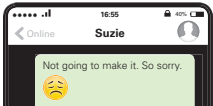
- is taught inductively
- is clearly presented using examples from the reading or listening text

5.2 LAST-MINUTE-ITIS

LESSON OBJECTIVE
■ talk about plans and changes to plans in the past

1 LANGUAGE IN CONTEXT

A **1.43** Listen to the text message. Do you often send or receive text messages like this? Listen to two friends discussing another friend, Suzie. What excuses does Suzie make? Do her friends believe her?



1.45 Audio script

A What's up with Suzie lately? We were going to get together last night. I was really looking forward to it, but at the last minute, she texted that she was held up at work and to go ahead without her. I ended up just staying home.

B Last week, she really messed things up for me, too! I'd bought tickets to a concert. About an hour before we were supposed to meet,

she texted, said she was sorry to let me down, but she couldn't go. She said her sister had split up with her boyfriend, and she had to hang out with her and try to cheer her up.

A No way! She's just making up excuses.

B I know! And it's always in a text.

A I'm about ready to give up on her!

INSIDER ENGLISH

We use the expressions *What's up with ...?* and *Something's up* to talk about problems.

2 VOCABULARY: Making and breaking plans

A **1.46** Find the verb phrases in the conversation and complete them below. Then listen and check.

1 be held	5 give up	9 look	to
2 cheer	6 go	10 make	
3 end	7 hang out	11 mess	
4 together	8 let someone	12 split	

B Now go to page 145. Do the vocabulary exercises for 5.2.

C **GROUP WORK** Do the quiz. Which of you suffers most from last-minute-itis? How do you feel when people cancel or change plans at the last minute? Do you think it's rude? Why or why not?

Do you suffer from last-minute-itis?

How many times did you do each of these things in the last week? Be honest!

• text a friend at the last minute to change plans	• text that you were running late
• cancel plans with friends because you didn't feel like going	• forget to show up for a meeting because you didn't put it in your phone.

3 GRAMMAR: was/were going to; was/were supposed to

A Choose the correct words to complete the rules. Use the sentences in the grammar box to help you.

- The forms *was/were going to* and *was/were supposed to* describe an action that was completed / was planned in the past.
- They are often used to say that a plan happened / didn't happen.
- They are often followed by *and* / *but* and an explanation.

was/were going to; was/were supposed to

We **were going to** get together last night, but she was held up at work. An hour before we **were supposed to** meet, she texted me to cancel.

B Now go to page 134. Look at the grammar chart and do the grammar exercise for 5.2.

C **PAIR WORK** Read the two situations. What was the original plan? How do you know? Summarize using *was/were supposed to* or *was/were going to*. Check your accuracy.

- We were all packed and ready to leave, when it started to rain really heavily. There was no point in going. We didn't want to put up a tent in the rain!
- We apologized to the people who had come to the meeting and took them for coffee. Then we set up a conference call and had the meeting over Skype.

ACCURACY CHECK

Remember **not** to drop the verb *be* in phrases with *going to* and *supposed to*.

The show **supposed to start** at 7:30. **X**

The show **was supposed to start** at 7:30. **✓**

4 SPEAKING

A Think about a time when your plans had to change for some reason. Use the questions below to help you. For ideas, watch Seung Geyong's video.

REAL STUDENT

Did something similar happen to you?

B **PAIR WORK** Tell your partner what happened and listen to your partner's story. Ask follow-up questions to get more information.

I was going to visit my cousin in Miami. I had bought the tickets and everything. But when I got to the airport, I realized that I had forgotten my passport at home ...

Vocabulary practice

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

Extended speaking practice

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

Insider English

INSIGHT

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

CONTENT

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

RESULT

Students are confident in the real world.

LESSON 3

Functional language conversations

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

Real-world strategy

- provides students with strategies to manage communication successfully

2.3 CAN I GET YOU A REFILL?

LESSON OBJECTIVE
■ make, accept, and refuse offers in social situations

1 FUNCTIONAL LANGUAGE

A **PAIR WORK** 1.15 Look at the photo. Discuss the questions. Read and listen to the conversation. Were you correct?

- 1 What kind of food are the people having?
- 2 What other things do you think they will serve?
- 3 Is it a formal or an informal occasion?

1.15 Audio script

A Can I get you anything else to drink?
B Oh, yes. Can I have a soda, please?
A Would you like a regular one?
B Do you have sugarless ones?
A Sure, here you go. One diet soda.
B Thanks, that's great.
A No worries. Anybody else want a hotdog before I, um, burn them?
C Me, please!
A Coming right up! There's also dessert in the kitchen, you know, when you're ready for it. It's buffet style, so help yourself.

C Awesome, I'll check it out later. Great barbecue!
A Thanks. Oh, Grace, would you care for a refill?
D No, I'm good. Thanks anyway.
A Can I offer you another hotdog then?
D That'd be wonderful.
A You got it. Hey, there are plenty of hotdogs here. Anybody want seconds? Jason?
E I better not. I've already had thirds!

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

Making offers	Accepting offers	Refusing offers
Can I get / offer you (something to drink)?	4 _____, that's great.	No, I'm 6 _____.
1 _____ you like / care for (a refill)?	Awsome, I'll 5 _____ it out.	No, but thanks anyway.
2 _____ / There you go.	That'd be wonderful.	I better not.
Anybody else want (a hotdog)?		
3 _____ yourself!		

C 1.15 **PAIR WORK** Complete the conversations with the expressions from the chart. Listen and check. Practice the conversations with a partner. Then change the offers and the responses. Use your own ideas.

- 1 A _____ I get you a refill?
B That'd be wonderful. I really need caffeine this morning!
A 2 _____ you go.
B Mm, thanks!
- 2 A Would you 3 _____ for more cake?
B No, I'm 4 _____, I'm really full!
A Can I 5 _____ you more iced tea then?
B Yes! That'd be great!

2 REAL WORLD STRATEGY

A 1.17 Listen to part of the conversation again. What does the host say when people accept his offers?

ACKNOWLEDGE AN ACCEPTANCE
When someone accepts your offer of food or drink, it's polite to acknowledge it.
You got it!
Coming right up!
I'll be right back with that.

One sec.
Sure thing.

B 1.18 Read about acknowledging acceptance in the box above. Use the expressions there to complete the conversation below. Then listen and check.

Attendant Hello. Can I get you something to drink, ma'am?
Customer Yes, hot tea, please.
Attendant 1. _____ Sugar?
Customer Yes, thanks. And could I have some milk for it, too?
Attendant 2. _____ I'll get some from the fridge. I'll be 3. _____.

C **PAIR WORK** Student A: You are the flight attendant. Make two offers to the customer and acknowledge their responses. Student B: You are the customer. Accept one offer and reject the other. Change roles and do the conversation again.

3 PRONUNCIATION FOCUS: Saying the vowel sounds /aɪ/, /i/, and /eɪ/

A 1.19 Listen and repeat the three different vowel sounds.

/aɪ/ like /i/ please /eɪ/ great
Would you like a regular one? Can I have a soda, please That's great.

B 1.20 Listen. Write A for words with /aɪ/. Write B for words with /i/. Write C for words with /eɪ/.

- 1 Grace _____ 3 Jason _____ 5 caffeine _____
- 2 style _____ 4 refill _____ 6 iced tea _____

C 1.21 **PAIR WORK** Listen to the conversations. Then practice with a partner.

- 1 A Would you like a refill?
B Yes, please. That'd be great.
- 2 A Could I have another slice of cake?
B Coming right up!

4 SPEAKING

A **PAIR WORK** Student A: You're hosting a few friends at home. Student B: You're a guest. Practice making and responding to offers involving food and drink. Then switch roles and do it again.

Can I get you something other than water with your meal? A soda maybe?
No, I'm good with water. I'm watching my weight.
Are you sure? I have diet soda.
Oh, then yes, that'd be great.

Functional language tables

- highlight and categorize key phrases for students to practice

Speaking

- provides controlled and freer practice of functional language

Pair work practice

- gives students extra productive practice of new language

Productive pronunciation activities

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

Pronunciation

INSIGHT

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

CONTENT

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

RESULT

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

LESSON 4

Think critically

- encourages students to discuss and engage with the topic

Authentic listening texts

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

Writing skills

- focus on subskills that students need to write their texts

Model writing texts

- provide a model for students to analyze

10.4 I CAN'T LIVE WITHOUT IT!

LESSON OBJECTIVE
write comments about things you can and can't live without




1 LISTENING

A **PAIR WORK** Look at the pictures. Which do you think gives a more realistic view of cars and driving today? Why?

B **LISTEN FOR DETAILS** Listen to part of a podcast about the car and other inventions. Answer the questions.

- What three bad inventions are mentioned at the beginning?
- What does Renato compare the car to? According to him, what is the difference?
- What does Paula like about cars?
- What other three inventions are mentioned?
- Which one do they finally agree about?

C **PAIR WORK** **LISTEN FOR TONE** Read and listen to the extracts. **Circle** the tone that correctly describes the speaker's attitude.

1 It's part of my life.	positive	negative
2 Life would be better without them.	positive	negative
3 No one needs a machine for that.	aggressive	defensive
4 Are you sure about that?	aggressive	defensive

D **THINK CRITICALLY** Who do you agree with more, Renato or Paula? Of the four inventions discussed, which do you consider the best and worst? Why?

2 PRONUNCIATION: Listening for weak words

A **LISTEN** Listen to extracts from the podcast. Focus on the **bold** words. How is the sound different from the written words?

- ... could anyone have imagined how much we would depend on them one day?
- Just think for a moment what life would be like without them.

B Choose the correct option to complete the statement.
Would be often weak when the word before it ends in a consonant / vowel sound.

Receptive pronunciation activities

- focus on pronunciation features that commonly cause difficulty for learners

Write it

- gives students productive written practice of the unit language

Register check

- gives extra information about how to communicate in different situations

Authentic reading texts

- appear in six units of the book

Glossary

- encourages students to improve dictionary skills

3 WRITING

A Read the comment that was left on the podcast's website that expresses opinions about other inventions. How does the writer say we should judge whether an invention is good or bad?

INVENTIONS PODCAST

COMMENTS

I enjoyed yesterday's show about the best and worst inventions. Both your guests had interesting points, but I think I agree more with Renato. He seemed more interested in an invention's impact on the planet and on society, whereas Paula seemed more interested in whether an invention made her life easier.

Personally, I think the worst inventions are the ones that harm the planet or society, even if they also happen to be really convenient. Cars definitely fit that category. Similarly, I would say that Styrofoam is a terrible invention.

Good inventions, by contrast, are ones that improve society or help the planet, even if they create a little more work for us. Subways and other forms of public transportation are good examples. Sure, they might not always be as convenient as driving your own car, but they're way better for the environment.

REGISTER CHECK

Start a statement with "Personally," to show that it is your own opinion and that you understand other people may hold other opinions. It is a way of softening your statement.

WRITING SKILL

Look again at the comment. Find the words that are used to show similarity and underline them. Find the words that are used to show contrast and circle them.

PAIR WORK

What inventions or discoveries could you not live without? Which ones do you wish didn't exist? What makes an invention good or bad in your view?

WRITE IT

D Write a comment similar to the one above expressing your opinion. Write about two things you couldn't live without and two things that you wish didn't exist. Use the phrases for similarities and contrasts from exercise B.

E **GROUP WORK** Share your comment with your classmates. How many people agree with you? How many disagree?

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.

11.4 DRIVERLESS CARS? NO WAY!

LESSON OBJECTIVE
write a comment presenting an argument

1 READING

A Look at the picture. Do you think it shows a positive view of technology? Why or why not?

B **INFERRING ATTITUDE** Read the opinion piece on the role of technology in our lives. Which sentence best describes the writer's attitude?

- Technology is ruining our lives, so we should reject it in favor of real experiences.
- Technology will reduce our ability to experience life's pleasures if we're not careful.
- Technological developments are good only if they make life easier.



Embrace the technical revolution? Not me!

Dishwashers, cell phones, the internet – all great inventions that make life easier, more comfortable, and more fun. But when technology goes too far, it automates experiences and takes the enjoyment out of life. Take driverless cars. Or in my case, don't take them! I love driving my car. I love to feel the wheels respond to my touch. I love to drive long hours on empty roads, with my hand hanging out the window, feeling the wind between my fingers. I don't want the car to drive me, and half the American population are with me on this.

Another example of unwanted technology takeover is robot waiters. Do you really want your meal served by a machine? I can see it might appeal to children, but where's the human touch – the shared smile, the pleasant banter, the thoughtful attention? Robot waiters are becoming more and more popular in Asia, and the trend is surely going to spread.

In the world of entertainment, people once worried that live streaming would kill live events. Statistics show, however, that more and more people are attending live concerts and music festivals all around the world. The urge to share an experience, to feel the buzz of thousands of other people, is stronger than the lazy comforts of technological shortcuts.

Technology can, no doubt, make life a lot easier in many ways, but we need to make sure it isn't robbing us of the real pleasures that make life worth living.

GLOSSARY

embrace (v) accept with enthusiasm
automate (v) use machines to do something
banter (n) light, funny conversation
buzz (n) excitement

IDENTIFYING ARGUMENTS

Read the opinion piece again. What are the writer's arguments against the following examples of technology?

Driverless cars
Robot waiters
Streaming live events

THINK CRITICALLY

Do you agree with the writer? Why or why not? Do you think she may be exaggerating? Why or why not? What are some other examples of technology that's "gone too far" in your opinion? Why do you think so?

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

Smartphone activities

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

Scaffolding activities

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



6.5

TIME TO SPEAK

Your urban art project

LESSON OBJECTIVE

- design an urban project for your community

A RESEARCH Look at the picture and read the description. Go online to find out more if you can. Then discuss the questions.

- What do you think is especially interesting about this art project?
- How do you think it benefits the community and its people?
- How might this project inspire others?
- Is there anything similar (in appearance or inspiration) in your area? Describe it. Find pictures online if you can.

B DECIDE Work in small groups. Think of a space in your town or city which could benefit from urban art. Discuss these points:

- 1 The place: Decide on a place in your town or city that could benefit from a project.
- 2 The project: What are you going to create in this space?
- 3 The benefits to the community: What advantages will the project bring to the community? How will that happen?

The old city walls should be restored and volunteers from each of the city's neighborhoods can create a mural that explains something about their area – a visual history of the city.

C DISCUSS Work with a student from a different group. Explain your projects to each other. Suggest improvements and possible changes to the projects. Make notes to show to your group.

D Return to your original group and compare notes. Make any changes necessary. Identify the main points of your project, give it a name, and prepare your presentation.

E PRESENT Present your project ideas to the class. Listen to all the presentations and decide on the most effective and the most original. Be prepared to support your opinion.



The Morrinho Art Project is a model of a *comunidade* (neighborhood) in Rio de Janeiro. It was created by 14-year-old resident Cirlan Souza de Oliveira to show pride in his community.

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

USEFUL PHRASES



DECIDE
We're going to focus on ... (place)
We're going to create ...
The project will help the area because ...



DISCUSS
Our group decided to ...
Your project could be improved by ...
Have you thought about ... ?



PRESENT
Our project is called ...
We decided/ thought that ...
We chose to ... because ...

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Useful phrases

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

Progress checks

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

SAFE SPEAKING ENVIRONMENTS

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

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

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

- model good listening skills, including appropriate body language, gestures, and confirming expressions (e.g., *Right, Uh-huh*).
- teach the language that students will need to manage communication successfully. Lesson 3 of each unit of EVOLVE contains a short section entitled “Real-world strategy” which focuses on this kind of language.
- respond mostly to what students have said (e.g., *That was an interesting idea*) and less to the accuracy of the utterance.
- ask students, at the end of a pair or group work activity, to tell their peers one or more things that they did well.
- praise students for their performance. This is most effective when the praise is specific, rather than general.

In a safe speaking environment, the teacher’s main role becomes that of a “facilitator” and “manager” (rather than an “explainer” or “instructor”). In this role, the teacher will often be moving around the classroom in order to:

- make sure that everybody knows what they should be doing.
- provide help and encouragement to groups and individuals.
- check that everybody is on task.
- monitor the language that the students are producing.

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

Preparing students for communicative tasks

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

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

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

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

Giving feedback on speaking tasks

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

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

Maximizing the amount of speaking

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

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

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

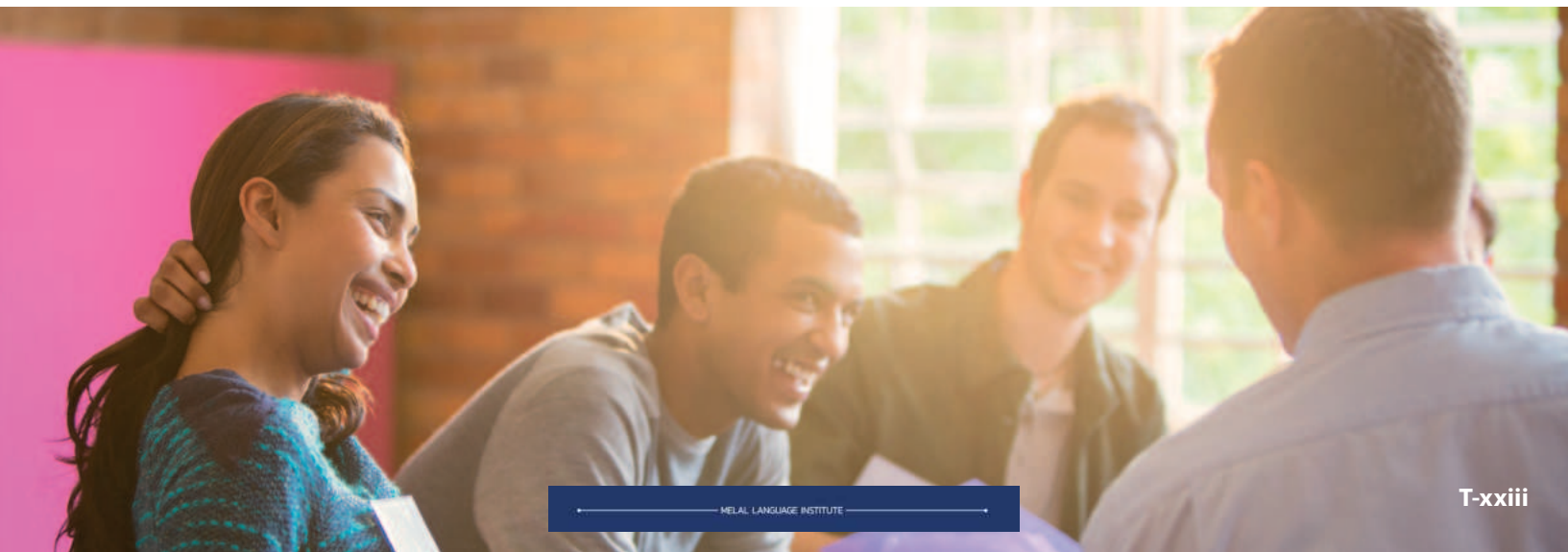
No notes When students have made notes in preparation for a task, they may be asked to repeat it without referring to their notes.

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

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

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

Philip Kerr



EFFECTIVE TEACHER DEVELOPMENT

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

IMPACTFUL

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

NEEDS-BASED

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

SUSTAINED

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

PEER-COLLABORATIVE

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

IN-PRACTICE

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

REFLECTIVE

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

EVALUATED

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



TEACHER DEVELOPMENT IN EVOLVE

How does EVOLVE Teacher Development meet INSPIRE principles?

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

The program takes a **needs-based** approach by integrating activities within the teacher's notes, fitting development strategies into everyday teaching. Elements of the program also offer extra support to those wishing to gain Cambridge qualifications, such as TKT or ICALT. 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.

B1+ SYLLABUS

Strategy 1: Maintaining learners' motivations	Strategy 2: Teaching grammar	Strategy 3: Building students' spoken fluency
Unit 1: Group formation - Talking about yourself - Guessing students' accomplishments	Unit 2: Taking a "test-teach" approach* - Using practice before presentation - Adding grammar to words	Unit 3: Trying activities again - Being someone else - Taking on a different attitude
Unit 4: Establishing learning goals* - Finding our students' English goals - Setting specific learning goals	Unit 5: Bringing grammar to life - Thinking of possible contexts for grammar - Using grammar to express function	Unit 6: Preparing to speak - Preparing ideas - Predicting what the other people might say
Unit 7: Doing something different - Selling the lesson - Mixing things up	Unit 8: Understanding tenses* - Thinking about tense and speaker choice - Thinking about how tense and time are related	Unit 9: Speaking spontaneously - Spontaneous discussion - Pass it on
Unit 10: Connecting to the real world - Doing research - Posting on discussion boards	Unit 11: Dictation techniques* - Fill-in-the-blank dictation: adapting fill-in-the-blank exercises - Loop dictation: practicing listening and form	Unit 12: Speaking out of class - Recording a monologue - Recording a dialogue

*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.

AND WE'RE OFF!

1

TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Maintaining learners' motivation – Group formation
At the beginning of a course, it's a good idea to spend some time helping students develop a positive group dynamic. This means students need to get to know each other and feel comfortable in the classroom. If students believe their English language class is an enjoyable place to be, this will motivate them to learn. It's also important to include yourself, the teacher, in this process. Students usually enjoy finding out something about you as a person. To find out more about building group dynamics, read *Group Dynamics in the Language Classroom* by Zoltán Dörnyei and Tim Murphey, pp. 14–17 and 65–69. Please go to www.cambridge.org/evolve to download this material.

Talking about yourself (Activity 1): You talk about your own experience of starting a new activity.

Guessing students' accomplishments (Activity 2): Ss guess what their classmates have accomplished.

TEACHER DEVELOPMENT ACTIVITY 1

Talking about yourself
This involves you giving a model of the Speaking activity by talking about yourself.

- Before Ss do exercise B, think of a new activity that you started – it doesn't have to be recent.
- The activity could be starting work as an English teacher, it could be your own experience learning a second language, or you could talk about how you felt about meeting the Ss. It's also fine to talk about something not connected to language learning.
- Tell Ss about your experience and speak as honestly as you can.
- When you have finished speaking, put Ss in pairs and ask each pair to think of one or two questions to ask you about your experience.
- Conduct feedback and answer Ss' questions.

C GROUP WORK Put Ss in groups of three or four. As they discuss and share their answers, circulate and monitor for examples of English usage. Give feedback on these at the end of the activity.

INTRODUCE THE THEME OF THE UNIT

Write *first day at school / college / university / work* on the board. Tell Ss about your first day at one of these places. Include what you did and how you felt.

In pairs, ask Ss to share their own stories about their first day at one of these places. Elicit any comments or feelings they want to share.

Ask: *How did you feel on the first day?* Do Ss have the same opinions?

UNIT OBJECTIVES
Read the unit objectives aloud. Tell Ss to listen and read along.

START SPEAKING

A Ss look at the picture and discuss the questions in pairs. Elicit their answers as a class.

B PAIR WORK Read the instructions aloud. Give Ss time to think of their answers to the questions. Set a time limit of five minutes.

- In pairs, Ss discuss the questions.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they feel the same as Andres.

REAL STUDENT
Hi! I'm Andres. I will start a business course. I want to learn how to take good decisions, and learn the best way to earn your own money because I want to be an important CEO.

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.



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- Tell Ss about your experience and speak as honestly as you can.
- When you have finished speaking, put Ss in pairs and ask each pair to think of one or two questions to ask you about your experience.
- Conduct feedback and answer Ss' questions.

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 What kind of questions did students ask you?
- 2 How easy did you find it to be honest when talking about the experience? Was there any information you didn't want to share?
- 3 How much of one's personal life do you think a teacher should share with his or her students? Do you think you can share too much?
- 4 How easily were students able to guess the identity of students from the sentences they wrote for Development Activity 2 on page T-2?
- 5 How much did the second activity help students begin to work well together as a group?
- 6 At some stage in your course, there may be conflicts or tensions in the group. What can you do to manage these?

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.



AND WE'RE OFF!

1



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C **GROUP WORK** Put Ss in groups of three or four. As they discuss and share their answers, circulate and monitor for examples of English usage. Give feedback on these at the end of the activity.

- talk about personal achievements

1 LANGUAGE IN CONTEXT

- **Introduce the topic** Write *personal achievements* on the board. Elicit some ideas about what they could be. Write some of these on the board, such as *get married, learn to drive, finish school*. List some of your own achievements, big and small.
- Allow Ss a minute to write down achievements from their lives, however big or small.
- When Ss have finished, ask them to share and compare their answers with a partner.
- Elicit answers from the class and look for similarities.

A **PAIR WORK** Ask Ss to describe the pictures. Elicit descriptions. Ask *What's his/her job? How old are they?*

- Ss read the post and guess the writer individually.
- Ss share their answers with a partner.
- Elicit answers from the class.

Suggested answer

The woman in picture A probably wrote the post because she's an artist who works with her hands.

2 VOCABULARY: Describing accomplishments

A **1.03** **Present the vocabulary** Read the instructions aloud and check Ss' understanding.

- Ask students to individually read the post again and find the vocabulary.
- Ss check answers with a partner.
- Play the audio for Ss to check their answers.
- Confirm answers with the class.

Answers

1 take 2 set 3 have 4 work 5 rise 6 run 7 run
8 get 9 face 10 win 11 break 12 tell

- Ask volunteers to explain each expression in their own words to check understanding.

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

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

- Allow Ss 2–3 minutes to prepare their answers before they share them with a partner.
- Monitor as Ss talk to each other.
- Elicit the sentences Ss had in common.

EXTRA ACTIVITY

Ask Ss to write five sentences that describe accomplishments using the structure *I have never* + verb or *I have* + verb. Explain that four of the sentences must be true and one should be false. Ss share their sentences with each other and their partner guesses which one is false. Elicit examples from the class.



TEACHER DEVELOPMENT ACTIVITY 2

Guessing students' accomplishments

This activity helps students get to know each other while practicing the target vocabulary.

- After Ss complete exercise 2C, write on the board: *This person ...*
- Ss work alone and write three sentences about their partner's accomplishments using the sentence beginning on the board and the phrases they have just learned.
- Put Ss into groups of four or five. Make sure they are not in the same group as their partner from exercise 2C.
- Ss put their papers into a pile and mix them up. Ss take turns choosing a paper and reading it aloud. The group has to guess which S is the writer. The writer then states whether their guess is correct or not.
- Do whole-class feedback and ask if it was easy to guess the identity of students. Get some examples of student accomplishments.

D **PAIR WORK** Allow Ss time to write five ideas for their blog.

- Pairs share their ideas.
- Ss share their partners' ideas with the class.



HOMework IDEAS

Ask Ss to write a blog entry containing their five ideas. Set a word count of 100 words so they do not write too little or too much. Ss could paste this on their class social media page or email it to you. In the next class, ask Ss to swap papers and read each other's blogs.

3 GRAMMAR: Tense review (simple and continuous)

A Read the instructions aloud.

- Ask volunteers to read the example sentences in the grammar box aloud. Check Ss' understanding of the tenses.
- Ss complete the task individually and then check answers with a partner.
- Check answers as a class. Ask volunteers to give other examples of each tense.

Answers

- 2 past continuous
- 3 simple past
- 4 simple present
- 5 present continuous
- 6 present perfect continuous

EXTRA ACTIVITY

Tense bingo. Ss draw a box with 3x3 squares. In each square they write a sentence using one of the six different tenses on page 3, affirmative or negative. Circulate and check the sentences. To play the game, call out different tenses and an example sentence – Ss cross out their sentences as they hear that tense. For example:

simple past: I ran a marathon last summer.

present perfect: I have never won a medal.

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 and the example aloud. Ask Ss to read the time expressions to make sure they understand them. Explain that Ss should use as many tenses as possible when they do the task.

- Allow Ss time to write. Circulate and monitor, offering help or suggestions. Correct sentences as you go.

D **GROUP WORK** Ss share their sentences with the group.

- Circulate and monitor for errors as Ss share their sentences. Note any language usage that you can give feedback on at the end of the class.

4 SPEAKING

A **PAIR WORK** Ask Ss to make notes while working with their partner because they will need to give feedback.

- Ss complete the task in pairs. Circulate and monitor as Ss work through the sentences.

B **GROUP WORK** Ask a confident S to read the model answer aloud.

- Ask individual Ss to share what they found out with the class. Monitor grammar and pronunciation.
- **Workbook Unit 1.1**
- **Worksheets: Grammar 1.1; Vocabulary 1.1**

- talk about qualities that employers look for

1 LANGUAGE IN CONTEXT

- **Introduce the task** Write some personal quality adjectives on the board, e.g., *polite, patient, good listener, intelligent*. Ask: *What personal qualities do you need to be a teacher?* Elicit answers as a class.
- Write several jobs on the board, such as: *doctor, psychologist, office worker, scientist*. Or think of jobs that would be relevant to your Ss.
- Ask Ss to work in pairs and write adjectives describing personal qualities for each job.
- As you elicit their ideas, ask Ss to provide reasons for their answers.

A 1.04 Direct Ss' attention to the picture and discuss the questions.

- Play the audio. Encourage students to listen first without reading the script.
- Check answers as a class.

Suggested answers

They're in an office. They're co-workers. They're talking about someone they just interviewed for a job.

B 1.04 Read the instructions aloud.

- Play the audio as Ss read along and do the task.
- Check answers as a class. Encourage Ss to point to specific points in the script to explain their answers.

Suggested answers

She probably will get the job because the last thing person B says is, "I think we've found the right person for the job."

2 VOCABULARY: Describing key qualities

A 1.05 Present the vocabulary Ask Ss to work in pairs to fill in the chart.

- As you elicit the answers, ask Ss to make a sentence using the word, e.g., *confident – I'm a very confident person.*

Answers

adjective	noun
<i>ambitious</i>	<i>ambition</i>
<i>confident</i>	<i>confidence</i>
<i>creative</i>	<i>creativity</i>
<i>curious</i>	<i>curiosity</i>
<i>enthusiastic</i>	<i>enthusiasm</i>
<i>experienced</i>	<i>experience</i>
<i>independent</i>	<i>independence</i>
<i>polite</i>	<i>politeness</i>
<i>qualified</i>	<i>qualification</i>
<i>responsible</i>	<i>responsibility</i>
<i>successful</i>	<i>success</i>
<i>truthful</i>	<i>truthfulness</i>

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

C PAIR WORK In pairs, Ss complete the task. Elicit answers.

Answers

1 confidence 2 truthful 3 independent 4 qualifications

- Ask Ss to write the four descriptions in pairs. Monitor and help as necessary as they do the task.

D Ask different pairs from exercise 2C to work together to answer the questions. When they finish, bring the class together and elicit some of their descriptions. Praise Ss for their good work.

HOMEWORK IDEAS

Ask Ss to remember words from the vocabulary box for a spelling test in the next class. Elicit ways of remembering new vocabulary, e.g., write the words down, say them aloud, use them in context.

In the next session, say a sentence and say *BEEP* for the missing word. Ss have to write down the word that best fits, e.g., *My manager has worked in her job for 25 years. She's very BEEP [experienced].*

3 GRAMMAR: Dynamic and stative verbs

A Introduce the task Ask volunteers to read the sentences in the grammar box aloud.

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

Answers

1 a, c 2 b, d, e 3 b 4 c

GRAMMAR SUPPORT Stative verbs describe states and conditions. They usually describe thoughts, emotions, senses, states of being, and measurements. Dynamic verbs describe actions. Stative verbs generally do not take continuous forms, whereas dynamic verbs can take both simple and continuous forms. Encourage Ss not to use continuous forms all the time and learn the other stative verbs on page 130.

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

EXTRA ACTIVITY

Ask Ss to write five sentences about themselves using dynamic and stative verbs. Tell them not to use the continuous form. Ss share their sentences with a partner, who identifies the dynamic and stative verbs in each one.

Ask a confident S to share his/her sentences with the class. The class identifies the type of verb used.

C PAIR WORK Read the instructions and sentences 1a and 1b aloud.

- Discuss the difference in meaning between the two sentences as a class.
- Ss complete the task in pairs.
- Check answers as a class.

Answers

1a a general preference
1b enjoyment at this particular moment in time
2a generally true 2b true at the moment
3a an opinion 3b a plan / an action in progress (thinking)

- Read the information in the **Insider English** box aloud. Elicit the sentence from the audio script on page 4 using *loving it!* (*She's working on that community art project at the moment and really loving it.*)

4 SPEAKING

A PAIR WORK Read the instructions aloud.

- Ask a volunteer to read the model question. Ask: *What quality do you think this asks about?*
- Elicit some examples of questions from the whole class and write the correct versions on the board.
- Give Ss time to write their own questions.
- In pairs, Ss ask and answer the questions on the board as well as the questions they wrote.
- Ss share what they learned about each other with the class.
- **Workbook Unit 1.2**
- **Worksheets: Grammar 1.2; Vocabulary 1.2; Speaking 1**

- make and respond to introductions

1 FUNCTIONAL LANGUAGE

- **Introduce the topic** Ask the following questions:

When did you last meet someone new?

Where were you?

What did you say?

What did you do?

- Elicit ideas as a class.
- In pairs, ask Ss to write phrases for (1) meeting people for the first time, and (2) introducing other people.
- Allow Ss a few minutes to write down their ideas before you elicit and write them on the board.

- A **PAIR WORK** Direct Ss' attention to the picture. Ask Ss to answer the questions in pairs before you elicit ideas as a class.

Possible answer

They are coworkers at a work-related social event.

- B **1.06** Read the instructions aloud.

- Play the audio as Ss read. Ask them to write down their answers.
- Ss check their answers with a partner before checking them as a class.
- Play the audio again if necessary. Explain any phrases or words Ss may not understand.

Answers

Conversation 1: Rosa and Mike are meeting for the first time.
Conversation 2: Rosa and Ricardo know each other. Mike just met Rosa (in conversation 1). He doesn't know Ricardo, but he met Pedro earlier that day.

- Ask four Ss to role play the script for the class. Monitor for pronunciation.

- C Read the instructions and the headings in the chart aloud.

- Ss complete the chart individually and then share their answers with a partner.
- Check answers as a class.

Answers

1 met 2 new 3 know 4 introduce 5 met 6 know

- D **1.07** **PAIR WORK** Ss complete the conversations individually and then practice the conversation with a partner.

- Refer Ss to the **Accuracy check** box. Tell them to read their answers again and check for accuracy.
- Play the audio. Ss listen and check.

Answers

- 1 we've met
- 2 new here
- 3 first day
- 4 introduce you to some people

- Ss practice the conversation again. Encourage them to make changes in intonation and pronunciation based on what they heard in the audio. Then ask them to switch roles.

2 REAL-WORLD STRATEGY

A  **1.08 Audio script p. T-173** Ss read the instructions. Check understanding of the question.

- Play the audio. Ss listen and answer the question individually.
- Check answers as a class.

Answers

In conversation 1, yes.
In conversation 2, two of the speakers know each other and two don't.

B  **1.08 Audio script p. T-173** Ss read the information in the Real-world strategy box. Check understanding. Read the sentences in the box aloud several times and tell Ss to repeat.

- Play the audio. Ss complete the task individually and then check answers in pairs.

Answers

1 Yeah, we go way back.
2 No, I haven't. Hi, I'm Toni.

C **GROUP WORK** Clearly allocate roles by telling Ss *You are A/B/C as you point at them.*

- Monitor for pronunciation as Ss do the task.

3 PRONUNCIATION FOCUS: Saying the letter y

A  **1.09** Read the instructions aloud. Play the audio. Ss say the words that start with y.

- Play the audio again. Pause the audio after each sentence. Ss repeat. Ask Ss: *Do your y sounds sound the same or different?*

B  **1.10** Read the instructions aloud. Play the audio for number 1. Ask Ss if they think speaker A or speaker B sounds clearer.

- Play the audio for numbers 2 to 6. Ss check their answers in pairs and then check answers with the class.

Answers

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

C **PAIR WORK** Put Ss into pairs. Ss take turns speaking and listening. Monitor and check.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud and make sure Ss understand the task.

- Read the sample conversation with a confident S. Explain that Ss can only choose famous people that they think the class will be able to guess. Explain that everyone will have to ask a question.
- Allow pairs time to decide who they are before they do the task. Select Ss to ask questions.
- **Workbook Unit 1.3**

1 READING

- **Introduce the topic** Jumble up the following questions on the board and ask Ss to unscramble them.

When was your last interview?

What questions did they ask?

How did you feel before and after?

- Ss ask and answer the questions in pairs before you elicit some of their ideas as a class.
- If you have any good interview stories or anecdotes, you might like to share these with the class now. See the **Teacher Development** suggestions on page T-1 for how to use anecdotes with your Ss.

- A **PREDICT** Ss look at the picture and answer the questions in pairs.

Suggested answers

They are waiting for a job interview. They are feeling excited / nervous / hopeful, etc.

- B **READ FOR GIST** Read the instructions and the headings aloud. Check Ss' understanding of *two-way street*.

- Ss read the text individually and match the headings to the text.
- Check answers as a class.

Answers

- A The big day
- B A two-way street
- C Questions = Answers

- C Ss read again individually. Elicit answers and encourage Ss to explain the summary they chose.

Answer

Statement b

- D **INFER MEANING** Write the following sentence on the board and ask Ss to explain what yyy is.

The yyy tasted really good.

- Elicit that yyy is some sort of food or drink. Explain that Ss can often work out meaning from the other words in a sentence, and that this is called *context*.
- Ask Ss to work in pairs to explain the meaning of the bold phrases without using their dictionaries. Elicit answers.

Answers

- 1 managed to get something (an interview) that is difficult
- 2 done research to prepare for something
- 3 wish for good luck

- E **GROUP WORK** **THINK CRITICALLY** Ask two Ss to read the model answers aloud. Put Ss into groups and ask them to discuss the questions.

- As Ss discuss the questions, circulate and monitor for examples of language usage and pronunciation that you can share with the class as feedback after the task is over.

2 WRITING

- **Introduce the task** Write the following questions on the board. Ask Ss to discuss them in pairs before you elicit their responses.

What questions have you asked this week? To who?

Do you know anyone who asks too many questions?

When is it good/bad to ask questions?

- A Ask Ss to read the text and answer the questions individually before sharing their answers with a partner. Ask Ss to explain their reasons when you elicit answers.

Answers

1 B 2 A 3 C

- B **WRITING SKILL** Ss read the comments again and do the task.

- Check answers as a class.

Answers

- 1 "The advice you give in this article is completely right."
- 2 "I'm sorry, but I think you're being a bit unrealistic."
- 3 "Thank you for the really useful information." Your help would be great. Thanks!"

WRITE IT

- C Ask: *What do you think about the article on page 8?* Elicit answers. This will generate more ideas for Ss to use in their writing.
- Allow Ss time to write their own comment individually. Encourage them not to use their smartphones but to borrow language from the article and the comments on page 9. Circulate as Ss work, offering any help or support they may need.
 - If possible, correct Ss' work before they move on to the next task. But don't worry too much about it: Ss will still generate conversation if you are unable to do this.
 - Direct Ss' attention to the **Register check**. Ask confident Ss to read it aloud. Check understanding by writing the following sentences on the board.

This coffee is [a little/a bit] strong.
The weather is [a little/a bit] hot.
 - Ask Ss to work with a partner and make the meaning of each sentence "softer."

- Think of more examples related to your own Ss.

MIXED ABILITY

If stronger Ss finish early, ask them to check their work again for errors in spelling, punctuation, grammar, and paragraph organization. They can use their smartphone to help.

- D **GROUP WORK** Monitor as Ss share their comments in groups. When finished, ask volunteers to share their work with the class. Allow them to read their comment aloud or give them the option of having you do it for them.

- Workbook Unit 1.4



- **Introduce the task** Aim: introduce the topic of job interviews.
- Use YouTube to search for *job interview example*. Ask Ss to note the questions asked. Watch one of the videos (but only for a few minutes!) and elicit answers.
- Read the headings A–E on page 10 and explain what will happen during the activity so Ss are aware of what is expected of them.

A **PREPARE** Aim: think about the requirements for a job.

- Ss read the ad. Check understanding.
- Ss discuss with a partner and make notes using the prompts.
- Ask Ss to share some of their ideas with the class. Encourage Ss to explain their reasons by asking *why*.
- **Preparation for speaking** As a class, read through the **Useful phrases** at the bottom of the page. Elicit suggestions on how to finish them. Encourage Ss to use these phrases throughout the activities.

B Aim: Ss write questions for an employer or employees.

- **GROUP WORK** Make sure Ss write down their questions to help in the next activity. As Ss work, circulate and listen. Offer suggestions only if Ss really need help.
- **Feedback for speaking activities*** Monitor and make a note of good usage of unit vocabulary, interesting questions, natural-sounding interactions, etc. You can use your notes to give feedback at the end of the lesson. Continue to do this through the activity.

C **PRESENT** **PAIR WORK** **Do the task** Aim: Ss conduct the job interview.

- Set a time limit for the interview, say five minutes. As Ss interview each other, circulate and monitor.

D **AGREE** Aim: Ss work together to choose the best job candidate and company.

- **GROUP WORK** Monitor as groups discuss. Offer help if Ss go quiet.

E Aim: Ss share their choices with the class and explain their reasons.

- Ss share their ideas with the class.
- **Feedback for speaking activities*** Use your notes to give feedback. Write errors on the board and ask Ss to correct them.

*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 What kind of questions did students ask you?
- 2 How easy did you find it to be honest when talking about the experience? Was there any information you didn't want to share?
- 3 How much of ones personal life do you think a teacher should share with his or her students? Do you think you can share too much?
- 4 How easily were students able to guess the identity of students from the sentences they wrote for Development Activity 2 on page T-2?
- 5 How much did the second activity help students begin to work well together as a group?
- 6 At some stage in your course, there may be conflicts or tensions in the group. What can you do to manage these?

THE FUTURE OF FOOD

2



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Taking a “test-teach” approach

At B1+ level and above, students have met many grammar points before and already know something about most of them. It therefore makes sense to take a “test-teach” approach to grammar teaching: challenge your students to find out what they already know and then help them to fill any gaps in their knowledge.

Practice first (Activity 1): Ss try a practice activity before reflecting on the answers and working out the grammar rules. You will have the opportunity to try this in Lesson 2.1.

Grammaring (Activity 2): Ss use their existing knowledge to “add grammar” to words and make sentences. You can try this in Lesson 2.2. To find out more about teaching grammar, read *Motivating students to study grammar* by Koki Shimazu.

Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Write the following headings on the board:

Food you eat every day

Food for special occasions

Food you love

Food you hate

Allow Ss one minute to brainstorm three food items that can go under each heading before they share their ideas with a partner.

Ask Ss to share their ideas with the class. Are any answers the same?

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that might be unfamiliar to Ss, for example: *fusion* (two or more things combined together) and *mission* (purpose).

START SPEAKING

- A** Ss look at the picture and discuss the questions in pairs. Elicit their answers as a class.
- B** Give Ss time to think of their own answers to the questions. Set a time limit of five minutes.
 - In pairs, Ss discuss the questions.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they know any fusion food and if they have heard of the food Maryne talks about.
 - Put Ss in groups of 3 or 4. As they discuss and share their answers, circulate and monitor for examples of language usage. Give feedback on these at the end of the activity.

REAL STUDENT

My favorite fusion dish is spaghetti tacos. So we had some spaghetti, tomato sauce, Swiss cheese inside of the crispy tacos, and it's very delicious, and I really love it because of the crispiness.

- **Introduce the topic** Write the following statements on the board. Ask Ss to discuss whether they agree or disagree in pairs.

I don't like to waste anything.

My family spends too much money on food.

I spend too much time on my appearance.

- Elicit opinions from the whole class. Write the word *trend* on the board and elicit the definition. Ask Ss if they think their parents or grandparents would have answered the same as them. Have ideas and trends changed over time?

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



- C **GROUP WORK** Read the information in the Insider English box aloud. Ask: *What things are trending / not trending at the moment?*

- Elicit example sentences.
- Ss complete the sentences in groups of 3 or 4. Monitor while Ss discuss, listening for examples of language usage you can share later. Elicit answers. Share feedback.

1 LANGUAGE IN CONTEXT

- A **Do the task** Ask volunteers to read the statements aloud. Ss choose the best summary and then check with a partner.

Answer

Statement a

EXTRA ACTIVITY

Display or write up to ten items on the board. In pairs, ask Ss to decide if they are *fashionable* or *not fashionable* and say why. Use ideas your Ss will be able to talk about.

fidget spinners / [Brazilian] food / long hair / video games / wearing socks / drinking coffee

Vote as a class if the items are fashionable or not fashionable.

HOMework IDEAS

Ask Ss to write two short blog posts of 30–50 words each entitled *Trendy* and *Not fashionable*. Explain that Ss can focus on any aspect of culture, music, food, or fashion. Ss should use ideas they developed in exercise 2C as well as any vocabulary in exercise 2A. Ss share their writing with a partner in the next class before you correct it. Display examples of corrected writing on your class social media page.

2 VOCABULARY: Describing trends

- A 1.11 **PAIR WORK** **Do the task** Read the instructions aloud.

- Play the audio as Ss read along.
- Read the model answer with a volunteer.
- Write the following categories on the board: *going up*, *going down*, and *describing popularity*.
- Elicit which category each phrase belongs in as you go through the answers.

Answers

Upward trend: be the next big thing, be trendy, come back in style, gain interest, gain popularity

Downward trend: be on the way out, go out of style, lose interest, lose popularity

Description of popularity: be a fad, be a thing of the past, be all the rage, be fashionable, be old-fashioned, be the latest thing

3 GRAMMAR: Real conditionals

- **Introduce the task** Write the sentences below on the board.
If it rains, you get wet.
If you like American food, you'll love this restaurant.
You have to study if you want to learn English.
- Ask one volunteer to circle the word *if* (3 times) and another to circle the commas (2 times). Ask: *Why doesn't the last sentence have a comma?* Discuss as a class.

- A **Do the task** Read the instructions aloud. Tell Ss to read the sentences in the grammar box. Ask Ss to work in pairs. Elicit answers as a class.

Answers

1 c 2 a 3 b

GRAMMAR SUPPORT Using *will* in an *if* clause is a common mistake because Ss often directly translate from their first language. Encourage Ss to think in English and not to use expressions and structures from their first language.



TEACHER DEVELOPMENT ACTIVITY 1

Practice first

At lower levels we often teach grammar by focusing on rules and then doing practice. But at higher levels it makes sense to start with some practice before looking at the rules. This is more motivating for students and allows teachers to present language more efficiently by focusing on gaps in students' knowledge.

- Before doing exercise 3A, ask Ss to do exercise 3C. Demonstrate the exercise by writing the first sentence on the board (*Vegetarians don't eat meat.*) and eliciting the equivalent sentence with *If ...* (*If you are a vegetarian, you don't eat meat.*). Then have Ss work in pairs on sentences 2–4.
- Write Ss' ideas on the board, correcting the grammar as necessary. Different wordings are possible, but sentence 2 should include *might*, 3 *will*, and 4 an imperative.
- Now have Ss do exercise 3A, using their sentences on the board to complete the rules. Exercises 3B and 3D can then be used for further practice.

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

EXTRA ACTIVITY

Write the following sentence stems on the board and ask Ss to complete them any way they wish.

If you like good restaurants, [you'll like/love] ...

If my [mom] cooks, ...

I might ... if ...

Ss can share their sentences with the class when they finish.

- C **PAIR WORK** Read number 1 aloud. Ask a volunteer to read the example answer.

- Allow Ss time to write.
- Refer Ss to the **Accuracy check** box. Tell them to read their answers again and check for accuracy.

Answers

- 2 If you like Italian food, (you might want to) try Tito's.
- 3 If you like fish, then Japanese food is a great choice. / you'll love Japanese food. / you might like Japanese food.
- 4 If you want a cookie, have one. / Have a cookie if you want (one). / Have some of these cookies if you want.

- D **PAIR WORK** Ss complete the sentences individually and then share them with a partner.

- Circulate and monitor for pronunciation as Ss share their ideas. Note language usage that you can give feedback on at the end of the class.

4 SPEAKING

- A **GROUP WORK** Ask a volunteer to read the model sentence aloud. Circulate and monitor as Ss discuss in groups of three or four. Elicit answers as a class.

- B Read the instructions and ask a volunteer to read the model sentence. Ask Ss to compare the sentence to the real conditionals earlier in the lesson. Ask: *What is different about this sentence?* (It is a command.) Point out that commands are one way of giving advice.
- Monitor as Ss share their ideas in pairs. Ask for volunteers to read their advice about using food aloud.
 - **Workbook Unit 2.1**
 - **Worksheets: Grammar 2.1; Vocabulary 2.1**

- **Introduce the task** Tell Ss about a food or drink that you can prepare or a traditional food or drink from the place you are from. Use the internet or your smartphone to display pictures of it.
- Write the following questions on the board. Ask Ss to discuss.

What's your favorite food?

Where can you get it?

- Ask confident Ss to share their ideas with the class.

1 VOCABULARY: Preparing food

- A  **1.12** **PAIR WORK** **Present the vocabulary** Read the instructions aloud and make sure Ss understand.
- Play the audio. Ss listen and repeat. Give them time to discuss what the item is in pairs. Ss write the name of the food shown in the picture and the type of food it is on the line.
 - Elicit answers as a class.

Answers

A pineapple (fruit) B tuna (fish) C shrimp (seafood)
D eggplant (vegetable) E garlic (spice) F zucchini (vegetable)
G cabbage (vegetable) H ginger (spice)
I mint (herb)

- B  **1.13** **PAIR WORK** **Read the instructions aloud.**
- Play the audio. Ss listen and repeat.
 - Ask a confident S to read the example sentence aloud.
 - Allow Ss time to write down their ideas in pairs.
 - Share ideas with the class.
- C Direct Ss to pages 142–143 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

2 LANGUAGE IN CONTEXT

- A  **1.14** **Do the task** Read the instructions and questions aloud.

- Ss speculate about the pictures as a class.
- Play the audio as Ss read.
- Discuss answers as a class.
- Explain any vocabulary from the podcast Ss might not know (e.g., *fermentation*).

Answer

Kimchi is a Korean dish. The podcast doesn't say whether it is easy to make.

VOCABULARY SUPPORT fermentation: a chemical reaction that takes place in certain kinds of food. Kimchi, yogurt, and miso paste are all examples of fermented foods.

B **1.14** Read the instructions aloud.

- Play the audio as Ss complete the task individually. Ask Ss to share their answers with a partner before you check answers as a class and discuss the question.

Answers

- A 4 – mix it all together with your hands
 B 3 – stir together garlic, ginger, sugar, shrimp paste, and gochugaru
 C 1 – chop the cabbage
 D 5 – put the kimchi in a jar
 E 2 – rinse the cabbage and drain it

3 **GRAMMAR:** Clauses with *after*, *until*, *when*

- **Introduce the task** Write the following sentence starters on the board and ask Ss to complete them with their own ideas.
I get angry when ...
I think I will live in [your town] until ...
After I left [school/work] yesterday ...
- Ask Ss to share their answers in small groups before you elicit ideas from the class.

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

- Ask Ss to work in pairs to complete the rules using the information in the grammar box.
- Discuss the answers as a class. Then read the **Notice** box.

Answers

- 1 present 2 future



**TEACHER DEVELOPMENT
ACTIVITY 2**

Grammaring

This is another activity based on the principle of “testing” what students can already do with grammar before focusing on the rules. “Grammaring” describes the process of adding grammar to key words in order to make well-formed sentences.

- Before looking at exercise 3A, have Ss close their books and write just the key words from the sentences in the grammar box on the board:

After | hear recipe, | want try.

guests | be impressed | when try.

have wait five days | until kimchi | ready | eat.

- In pairs, Ss add words to make full sentences. Encourage Ss to think carefully about articles and pronouns and (in particular) how they use tenses and modal verbs.
- For feedback, Ss open their books to page 15 and compare with the original sentences in the grammar box. Discuss differences as a class, focusing on how *will* is used in the main clauses while time clauses use the simple present. Then have Ss do exercise 3A to summarize the rules.

B Read the instructions aloud.

- Ss complete the sentences individually before checking answers with a partner.
- Elicit answers by asking Ss to read the complete sentences aloud.

Answers

- 1 bake, 'll come 2 see, won't believe
 3 finishes, 'll travel / 's going to travel 4 'll join, is
 5 'll give, sees

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



EXTRA ACTIVITY

Alphabet food race Put Ss into teams of three or four. Explain that they are going to race to write down food that begins with each letter of the alphabet. Ss aren't allowed to use their phones. Set a time limit of three to five minutes. Check their lists, ensuring that all words are in English. The team that has the most complete list of correct words wins.

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

- Allow Ss time to write their answers.
- Ss share their answers with a partner.

4 **SPEAKING**

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

- Ask a volunteer to read the model sentence aloud. Correct pronunciation if necessary.
- Ss complete the task in pairs. Circulate and monitor. Note any language usage you want to draw attention to for feedback at the end.

B **PAIR WORK** Read the instructions aloud for the class.

- Allow Ss time to write some notes about their dish before they share their ideas with a partner.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video. Ask if they would like to try the dish Maryne described.



REAL STUDENT

One of my favorite dishes is from Senegal. It's called *yassa* and you can make it with chicken, onions, mustard, garlic, pepper, and salt. So first, you season the chicken with mustard, salt, pepper, and garlic. And after that you roast the chicken, and you add the onions, and you can add water, and you continue to cook. And after that you can eat that with rice ...

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

- make, accept, and refuse offers in social situations

- **Introduce the topic** Ask: *When was the last time you cooked for someone in your home?*
- Review the words *host* and *guest*. Ask Ss to call out some food people cook at home. Write them on the board, along with any drinks they suggest. Continue until you have at least ten food and drink items.
- Elicit and write how a host might make an offer to a guest, e.g.:
What would you like? What can I get for you?
Can I get you anything else?
- Elicit phrases a guest might use to accept or refuse offers, e.g.:
Can/ Could I have a ... / I'd like ...
Yes, please / No, thanks.
- Model a host/guest conversation with a confident S using some of the food and drink items that Ss suggested. Ss role play in pairs. Circulate and monitor. Ask confident Ss to perform their conversations for the class.

1 FUNCTIONAL LANGUAGE

- A  **1.15** **PAIR WORK** **Do the task** Read the instructions aloud.

- Give Ss time to look at the picture before they answer the questions in pairs.
- Play the audio as Ss read along and revise their answers.
- Check answers as a class.

Answer

- 1 They are having hot dogs.
- 2 Answers will vary.
- 3 It is informal.

- Ask individual Ss to read the phrases in bold aloud. Check understanding and monitor pronunciation.

- B Read the instructions and the headings aloud.

- Ss complete the chart individually. Remind them to refer to the phrases in bold in the audio script to help them.
- Check answers as a class. Encourage Ss to read the full sentence aloud when you elicit the answer. Monitor for pronunciation.

Answers

- 1 Would
- 2 Here
- 3 Help
- 4 Thanks
- 5 check
- 6 good

- C  **1.16** **PAIR WORK** Read the instructions aloud.

- Ss complete the conversations individually before they share their answers with a partner.
- Play the audio. Pause after each line of the conversation to give Ss time to check.
- Ask pairs to read and practice the conversations together. Monitor for pronunciation. Ask confident Ss to read for the class.

Answers

- 1 Can
- 2 There
- 3 care
- 4 good
- 5 offer

- Ask Ss to practice the conversations again using different responses. Circulate and monitor. Ask confident Ss to perform their new conversations for the class.

EXTRA ACTIVITY

For extra practice with offers, scramble sentences for Ss to unscramble or write conversations. See the teacher tips for grammar and vocabulary exercises on pages T-129 and T-141 for more ideas.

2 REAL-WORLD STRATEGY

A 1.17 Read the instructions aloud.

- Play the audio. Ss discuss the question in pairs. Elicit answers.

Answers

"Coming right up!" and "You got it."

B 1.18 Read the information in the Real-world strategy box aloud.

- Check understanding by offering Ss something that they can accept or refuse, e.g.:
Would you like some coffee?
Care for some cake?
- Play the audio for Ss to complete the conversation.
- Elicit answers as a class.

Answers

1 Here you go 2 Sure thing / You got it
3 right back with that

C PAIR WORK Read the instructions aloud. In pairs, assign Ss to play the roles of the flight attendant and the passenger.

- Monitor for pronunciation as Ss do the task.
- Ss switch roles and repeat.
- Ask confident Ss to perform their role play for the class.

3 PRONUNCIATION FOCUS: Saying the vowel sounds /aɪ/, /i/, and /eɪ/

A 1.19 Give Ss time to read the instructions.

- Play the audio. Ss listen and say the words and the sentences.
- Play the audio again and ask *Do your /aɪ/, /i/, and /eɪ/ vowels sound the same or different?*

B 1.20 Read the instructions aloud.

- Play the audio for number 1. Ask Ss if they hear the /aɪ/, /i/, or /eɪ/ vowel sound.
- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

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

C 1.21 PAIR WORK Read the instructions aloud.

- Play the audio.
- Put Ss into pairs. Ss practice the conversations. Monitor and check.

4 SPEAKING

A PAIR WORK Read the instructions aloud. In pairs, assign Ss to the Student A and Student B roles.

- Ask two volunteers to read the sample conversation.
- Before pairs begin, allow them time to think about what they are going to say and the food they are going to offer. Ss can use their phones to look for information.
- As Ss do the task, monitor for language usage that you can share with Ss at the end of the activity.
- Ask confident Ss to say their conversation for the class.

EXTRA ACTIVITY

Ask Ss to record their conversations on their smartphones. They can then play it back to listen to their own pronunciation and grammar, keeping track of their mistakes. Then they can record corrected versions.

Ss can share their recordings with other members of the class and give positive feedback.

- Workbook Unit 2.3

1 LISTENING

- **Introduce the topic** Do an image search for food packaging and display the pictures for your Ss. Write and pre-teach *packaging*, *label*, and *brand*.
- Write the following sentences on the board. Ask if Ss agree or disagree with them.

We need lots of packaging to tell us what's inside.

Food labels aren't very important.

You should only buy food brands that you know.
- Elicit ideas from the class. Conduct a short class survey with the questions by asking students to raise their hands if they agree with each sentence.

- A  **1.22 LISTEN FOR GIST** *Audio script p. T-173* Ss look at the pictures and answer the questions in pairs. Encourage them to write down their answers.

- Play the audio as Ss check and correct their written answers.
- Discuss answers as a class.

Answers

The white bread represents a preference for traditional, simple though not very healthy foods. Wholegrain bread represents openness to food trends.

- B  **1.22 LISTEN FOR DETAILS** *Audio script p. T-173* Ask volunteer Ss to read the questions aloud. Check for understanding.

- Play the audio again as Ss answer the questions individually.
- Check answers as a class.

Answers

- 1 He thinks it's just a fad and has no real health benefits.
- 2 She likes it; it's refreshing, and it feels like it's good for her digestion.
- 3 He thinks they are another fad because people without gluten allergies also buy those products.
- 4 Yes, but she's going to buy coconut water anyway.

- C **PAIR WORK** **THINK CRITICALLY** Review the terms *packaging*, *label*, and *brand* from the introduction.

- Ask volunteers to read the questions aloud. Pause after each bullet point to check understanding and explain vocabulary.
- As Ss discuss, circulate and monitor. Listen carefully for examples of language usage that you can share as feedback at the end of the activity.
- Discuss some of the questions as a whole class.
- Share any language feedback you gathered during the activity.

2 PRONUNCIATION: Listening for deleted /t/ sounds

- A  **1.23** Read the instructions aloud.

- Play the audio for number 1. Ask Ss if they hear the /t/ sound in *want*. Replay the audio several times if necessary.
- Play the audio for numbers 2 to 4. Ss check their answers in pairs, and then check answers with the class.

Answers

1 No 2 No 3 Yes 4 No

- B Read the instructions aloud.

- Ask students to look back at the words from exercise 2A where the final /t/ sound is deleted. What do the words have in common? (The final /t/ sound is followed by a consonant.)

3 WRITING

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

- Give Ss a time limit to read the text and make notes. Allow them to use their phones to look up any words they don't know.
- Discuss the results and answer the questions as a class.
- Direct Ss' attention to the **Register check** and read it aloud. Ask Ss to find another example of the passive voice in the text (*the food industry is estimated to be ...*). Ask: *Can you give me any more examples of the passive?* Elicit answers.

B **Read the instructions aloud.**

- Discuss the answer to the question as a class. Encourage Ss to give reasons when you elicit answers.

Answer

Chart A

C **WRITING SKILL** Ss do the task individually and then compare answers with a partner.

Answers

- 1 shows
- 2 of those we surveyed
- 3 of people interviewed
- 4 people reported that

D **GROUP WORK** Read the instructions aloud and ask a volunteer to read the sample survey. Ss then form groups of 3 or 4 to come up with questions. Each S should contribute one question to the survey.

- Allow groups time to write their questions. Circulate and monitor as they do. Offer help, advice, or suggestions. Spell out challenging words for Ss on the board. If possible, correct Ss' questions before they move on to the next activity.
- Set a time limit of 10–15 minutes for Ss to circulate, ask their survey questions, and record the answers. Monitor for pronunciation.



WRITE IT

E **Allow time for Ss to share results with each other in their groups.**

- Encourage Ss to use headings and to borrow language from the models as they write. Ss could work together on individual sentences with one S acting as the writer, or they could take different headings and work on these alone. Circulate and monitor.
- If possible, correct Ss' work before the next activity.

F **One representative from each group reads their survey results to the class. Encourage them to guess what the results mean.**

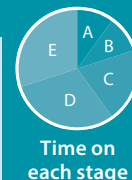
- Ask Ss to comment after each one by asking: *What was interesting or surprising about the results?*
- Display surveys on the walls of the classroom or, share them on the class website or social media page.
- **Workbook Unit 2.4**

TIME TO SPEAK

Rescue the restaurant!

LESSON OBJECTIVE

- create a plan to improve a restaurant



- **Introduce the task** Ask: *Would you like to run a restaurant?* Elicit answers. Ask: *What challenges could you face?* Elicit ideas from Ss and write them on the board.
- **OPTIONAL ACTIVITY** Search online for videos or images using the search term *kitchen nightmares*. As Ss watch, encourage them to point out what problems they see.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A Aim: Ss discuss whether or not a restaurant is successful.

- Read the instructions aloud and direct Ss' attention to the picture.
- Discuss the questions as a class.

B [RESEARCH] [GROUP WORK] Aim: Ss make notes on restaurant problems.

- Circulate and monitor as Ss work.
- **Preparation for speaking*** Give Ss time to review relevant vocabulary notes or look up words in a dictionary.

C [PREPARE] [GROUP WORK] Aim: Ss think of solutions.

- Explain the task. Elicit a problem and provide a solution as a model. Explain that an *action plan* is a series of points/sentences that Ss can refer to in their presentation. Divide Ss into teams.
- Circulate and monitor as Ss discuss.
- **Preparation for speaking*** Give Ss time to think about what they are going to say.

D [PRESENT] Aim: Ss share ideas with their group.

- Ss go back to their group from exercise B. Monitor as each S presents their team's idea.
- Encourage other Ss to ask questions or make comments.
- Groups must agree on an action plan that they will present to the class. Monitor and circulate, offering help and suggestions and keeping Ss on track.

E [AGREE] Aim: Ss present their ideas to the class.

- Ask groups to stand up or come to the front and present their action plan to the class. Encourage comments and questions.
- **Feedback for speaking*** Make notes of the strong points of each group, for example, good use of unit vocabulary, grammar, pronunciation, etc. You can use your notes to give feedback at the end of the lesson.
- Use your notes to give feedback.

*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

You can either answer these questions in a reflection journal or discuss them with your peers.

- 1 Development Activity 1 gets Ss practicing real conditional sentences before focusing on the rules. Did you find this approach useful? What were the advantages over the usual "rule first" approach? Were there any disadvantages or practical problems?
- 2 What other kinds of activities could you use to diagnose Ss' knowledge of language? Think about grammar (e.g., a fill in the blank), vocabulary (e.g., describing a picture), and functions (e.g., a role play).
- 3 Development Activity 2 involves "grammaring." Was the level of challenge appropriate for your Ss? Was the number of key words about right or did you need to give more / fewer?
- 4 What specific language questions came up during the activity and feedback? How did you address these?

WHAT'S IT WORTH?

3



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Building students' spoken fluency – Trying activities again

The first time students do a speaking activity, their language often isn't very fluent. They are usually focused on being accurate and their speaking contains pauses and hesitations. Sometimes getting students to repeat an activity can help give them a greater feeling of fluency and helps build confidence in their speaking. It's a good idea to find a way of making the repetition motivating. You can get students to work with another partner, but the ideas in this unit show different ways of making repetition more motivating. To find out more about students repeating a task listen to Philip Kerr's webinar *Time for Speaking*. Just after 18 minutes and 30 seconds into the webinar, he discusses task repetition. Please go to www.cambridge.org/evolve to listen to the material.

Being someone else (Activity 1): Ss repeat a speaking activity imagining they're someone else.

Taking on a different attitude (Activity 2): Ss repeat a role play with a particular attitude.

INTRODUCE THE THEME OF THE UNIT

Write the words *time* and *money* on the board.

Elicit and write things that you can do with time and things you can do with money, e.g.:

time – spend with your family, learn an instrument, go for a walk

money – go on vacation, go to a restaurant, buy clothes

Ss discuss in pairs:

What do you like best, time or money?

Allow Ss time to discuss before you elicit suggestions. Do Ss agree?

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Explain any vocabulary that might be unfamiliar to Ss, for example: *relative* (compared to other things) and *product review*.

START SPEAKING

A Read the instructions aloud.

- Ss look at the picture and discuss the questions in pairs.
- Discuss answers as a class.

B Read the instructions aloud.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video, then discuss if they have similar ideas about money as Andres.

REAL STUDENT

"Money can't buy love," but it can buy tickets for a concert, and that's kind of the same thing. I love to go to a concert. It makes me really happy to hear loud music, and I think it makes other people feel connected. Me and my friends are always looking to great shows to go.

- discuss the relative importance of time and money

1 LANGUAGE IN CONTEXT

- **Introduce the task** On the board, write a list of things that your Ss might find important. Ask them to rank them in importance, 1 being the most important and 5 being the least important. Here are some examples, but use items that might be of interest to your Ss:
work and career, money, friends, free time, food
- Ask Ss to discuss their reasons with a partner before you elicit ideas.
- Have a class vote to see which one is most important to Ss in general.

A 1.24 Ask Ss if time or money is more important to them. Read the other questions aloud.

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

Answers

For Sue, time is more important than money. She says her commute was too long, and she was spending too much time on a bus.

For Dirk, money is more important because he has a family to support. He tries to make the most of his commute by listening to music.

- Ask individual Ss to read the phrases in bold. Check for understanding and pronunciation.

2 VOCABULARY: Talking about time and money

A 1.25 Read the instructions aloud.

- Ask volunteers to read the definitions.
- Ss complete the task individually.
- Play audio to check answers.

Answers

- 1 d (trade)
- 2 i (time well-spent)
- 3 l (quality of life)
- 4 b (balance)
- 5 a (cost of living)
- 6 j (boost)
- 7 k (standard of living)
- 8 h (can't afford)
- 9 e (lifestyle)
- 10 c (take a salary cut)
- 11 f (be worth it)
- 12 g (value)

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

EXTRA ACTIVITY

Write the headings *positive*, *negative*, and *improvement* on the board. Ask Ss to think about their current job or situations. Ask them to write two sentences for each heading using the vocabulary in bold from the text on page 22. Give some oral examples. Circulate and monitor as Ss work. Ask Ss to share their sentences with a partner. As a class, elicit and write some of their sentences on the board. Do they have similar ideas?

C **PAIR WORK** Read the instructions aloud. Allow Ss time to write about their activities.

- Ask confident Ss to share their information with the rest of the class.

3 GRAMMAR: *too* and *enough*

A Introduce the task Read the instructions aloud.

- Ask volunteers to read the sentences in the grammar box.
- Ss do the task individually.
- Check answers as a class.

Answers

- 1 unacceptable
- 2 acceptable
- 3 *to* + verb

EXTRA ACTIVITY

Using *too* and *enough*, write some example sentences on the board about your life, e.g.:

I have too many chores to do in the evening.

To be honest, my room isn't big enough.

Ask Ss to write three sentences with *too* and three sentences with *enough*. Circulate and correct sentences as you go. Ss share their answers with a partner when they finish. Ask confident Ss to read their sentences aloud.

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

C Read the instructions aloud. Ask a volunteer to read the example sentence aloud.

- Ss do the task individually.
- Read the information in the **Accuracy check** aloud.
- Ss check their sentences for accuracy.

D **PAIR WORK** Ss share their sentences with a partner.

- Circulate and monitor as Ss share their ideas. As a class, elicit some examples. Write good examples on the board.

4 SPEAKING

A **GROUP WORK** Read the instructions and questions aloud. Ask Ss to read the phrases in the box aloud. Monitor for pronunciation and check understanding.

- Monitor as Ss share their ideas in groups. Listen for good and bad examples of language usage you can share with Ss at the end of the activity.
- Elicit ideas from individual Ss as a class. Find out if Ss have the same kinds of ideas.
- Share any language feedback you have with the class.
- **Workbook Unit 3.1**
- **Worksheets: Grammar 3.1; Vocabulary 3.1**

- discuss value and how we measure it

1 LANGUAGE IN CONTEXT

- **Introduce the task** Explain the concept of *pay what you want*. Write the following items on the board:
A good cup of coffee
A great movie
An OK song
A bad sandwich
- Add anything else you think your Ss might be interested in, e.g., clothes, furniture, technology, etc. Ask Ss to work with a partner and decide how much they would pay if they could pay what they want and why they would pay this. Elicit ideas from the class. Would Ss pay a lot or nothing?

A Do the task Ss answer the questions in pairs.

- Set a time limit for Ss to read the text individually, say 5 minutes.
- Ss share their answers with a partner. Elicit answers as a class.

Answers

The coffee shop is different because it allows customers to pay what they want for a cup of coffee.

B Read the instructions aloud.

- Ss read the review again and discuss the questions in pairs.
- Elicit answers as a class.
- Read the **Notice** box aloud and ask Ss to find two references in the text. (Paragraph 2: ... raises the price a **penny**; ... there's another **penny**.)

Answers

The reviewer likes the coffee shop. You know because the reviewer describes it as the best cup of coffee she's ever had. You know that other customers like it because they are willing to pay more than the suggested price for a cup of coffee.

2 VOCABULARY: Talking about prices and value

A 1.26 Do the task Ss work alone to add the prepositions.

- Play the audio and check answers as a class.

Answers

1 to 2 with 3 for 4 on 5 of 6 of 7 on 8 for
9 on 10 for 11 in 12 in

VOCABULARY SUPPORT Lots of English verbs have dependent prepositions that always go with them. Because of interference with their first language, Ss can sometimes omit these or add them to verbs where they are not needed. Remind Ss to learn the dependent preposition with any new verbs.

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

EXTRA ACTIVITY

Ask Ss to work alone and write five sentences using the verbs and expressions from exercise 2A that are true about their lives. Ss share their sentences when they finish. Circulate and monitor as Ss write, offering help and suggestions and correcting sentences. Ask Ss to share some of their sentences with the class.

C PAIR WORK Ask volunteers to read the questions and check understanding.

- Read the sample answer aloud.
- Monitor as Ss discuss. Listen for good and bad examples of language usage you can share as feedback at the end of the task.
- Ask Ss to share their answers with the class. Give any feedback you noted.

3 GRAMMAR: Modifying comparisons

- **Introduce the task** Review comparative and superlative adjectives by drawing the following chart on the board. Remove some words and ask Ss to fill it in, in pairs. Add more adjectives if necessary and go over the use of *-er/-est* for single and some double-syllable words and *more/most* for adjectives of more than two syllables. Explain irregulars *good* and *bad*.

adjective	comparative	superlative
busy	busier	the busiest
expensive	more expensive	the most expensive
good	better	the best
bad	worse	the worst

A Ask volunteers to read the sentences from the grammar box aloud. Check understanding.

- Ss do the task in pairs.
- Check answers as a class. Ask Ss to say the full sentence when you elicit answers.

Answers

- 1 a little or a bit
- 2 a whole lot or much
- 3 almost or nearly
- 4 nowhere near
- 5 by far

EXTRA ACTIVITY

Writing. Think of 5–10 places – areas, towns, or cities – that Ss know and write them on the board. Ss explain differences and make comparisons between them. Ss write 50–100 words comparing just two of the places. Ask Ss to use the language from page 25, but replace the names of the places with *x* and *y*. Allow Ss time to write before they share with a partner who guesses which places they have chosen.

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

C PAIR WORK Read the instructions aloud.

- Ask a volunteer to read the sample answer.
- Ask Ss to read through 1–3. Check understanding.
- Ask Ss to write down their sentences as they discuss. Monitor and listen for good examples that you can share with the class at the end of the task.
- Elicit Ss' answers and share any notes you made.

Answers will vary. Some possible answers:

- 2 Sandals are by far the cheapest. Sneakers are nowhere near as fashionable as shoes you buy to go to a wedding. Sneakers are probably a bit more comfortable than sandals.
- 3 A bus tour around the city is by far the cheapest, but it's nowhere near as exciting as a flight to another country. A train trip to your favorite city is probably a little more exciting than a bus tour, but it's also probably a whole lot longer.

4 SPEAKING



A GROUP WORK Read the instructions and ask a volunteer to read the sample answer aloud.

- Allow Ss time to look at the list and choose their order, using their smartphones if needed.
- In groups, Ss share their lists and justify their opinions. Circulate and monitor. Listen for good use of language to share at the end of the task.
- Ask volunteers to tell the class about their group's ideas.
- Agree on a final list as a class and how much you would all be willing to pay.



TEACHER DEVELOPMENT ACTIVITY 1

Being someone else

This gets students to repeat the activity pretending to be someone else.

- After Ss have completed the group discussion the first time, put them into different groups.
- Tell them they should now imagine they are someone else – someone they know, for example, a family member or a friend, or someone famous like a singer or soccer player.
- Ask Ss to think whether the money they spend would now be different (for example, a rich singer might spend a lot of money on sunglasses). Give them a minute to think about this.
- Tell Ss to repeat the discussion – imagining they're someone else. Encourage Ss to change their manner or attitude so they are like their new character.
- Give feedback and ask Ss how it felt to do the discussion a second time. Ask them if it was easier to speak when they pretended to be someone else.

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

- apologize for damaging or losing someone else's property

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Use your smartphone or computer to do an image search for *broken items*. Display the pictures in class and ask about each one: *What is the item? What do you think happened to it?* to elicit answers such as, *It's a pair of broken glasses. Maybe someone sat on them!*
- Ask *What was the last thing you broke? Was it yours or did it belong to someone else? What happened?* Elicit ideas from Ss.

A **Do the task** Ask a volunteer to read the instructions aloud.

- Direct Ss' attention to the picture.
- Ss discuss the questions in pairs.

B **1.27** Read the instructions aloud.

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

Answers

Justin was using Kathy's bicycle. He locked the bike, but not the front tire, and it was stolen. Kathy is not very upset. She thinks a new tire will not be expensive or difficult to get.

- Drill the phrases in bold and check for pronunciation and meaning.
- Ask Ss to read the conversation again with a partner. Monitor pronunciation.

C **Read the instructions and the headings in the chart.**

- Ss work in pairs to complete the chart.
- Ask volunteer pairs to read the two conversations aloud.

Answers

- 1 can't tell you
- 2 dumbest
- 3 believe

- Read the **Insider English** box aloud and find the example in the conversation as a class. Check understanding by saying example sentences and asking Ss to respond with beginnings such as, *Oh no, ..., etc.*

I borrowed your book last night.

(Oh no, don't tell me you left it at home!)

I dropped your phone.

(Oh no, don't tell me you broke it!)

EXTRA ACTIVITY

Write some more examples of things you've done wrong and ask Ss to write responses, in pairs if Ss need help. Monitor and check sentences before eliciting ideas from Ss. Some examples of things you might have done wrong.

- 1 *I borrowed your car.*
- 2 *I spilled some coffee.*
- 3 *I tried to cook dinner.*
- 4 *I talked to your boss.*
- 5 *I used your phone.*

D **1.28** Read the instructions aloud.

- Ss complete the sentences individually.
- Play the audio for Ss to listen and check.
- Check answers as a class.

Answers

- 1 did the dumbest /stupidest (*dumbest* is actually said in the conversation)
- 2 sorry
- 3 believe
- 4 how sorry I am

- In pairs, Ss practice the conversation.

2 REAL-WORLD STRATEGY

- **Introduce the task** Tell Ss about a time that you broke something and had to say sorry. This could be a true story or made up. Answer the questions, *What did you do wrong? How did the other person react?* Include the language from these pages in your story.

A 1.29 **Audio script p. T-173** Read the instructions aloud.

- Ss listen to the audio and discuss the question as a class.

Answers

In conversation 1, Speaker A forgot to bring speaker B a cable. In conversation 2, Speaker A washed speaker B's white shirt with a red sweater and now it is pink.

B 1.29 **Ask volunteers to read the Real-world strategy box aloud. Check understanding of each expression.**

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

Answers

Conversation 1: It's really no big deal.
Conversation 2: It's not the end of the world.

C 1.30 **Ss complete the conversation using a phrase from the Real-world strategy box.**

- Ss listen to the audio and check their answers.

Answers

beat yourself up about it

3 PRONUNCIATION FOCUS: Saying /s/ at the beginning of a word

A 1.31 **Read the instructions aloud. Play the audio. Ss say the words that start with /s/.**

- Play the audio again. Pause the audio after each sentence. Ss repeat. Ask Ss: *Do your /s/ words sound the same or different?*

B 1.32 **Read the instructions aloud. Play the audio for number 1. Ask Ss: if they think speaker A or speaker B sounds clearer.**

- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

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

C **PAIR WORK** Put Ss into pairs. Ss take turns listening and speaking. Monitor and check.

4 SPEAKING

A **PAIR WORK** Ask a volunteer to read the instructions aloud and tell the class what it means in his/her own words.

- Allow Ss time to think about something they did wrong before they share their ideas with a partner.
- Elicit some ideas from the class.

B **PAIR WORK** Read the instructions and the situations aloud.

- Ss work in pairs to create their conversations.
- Circulate and monitor as Ss work, offering help and suggestions.
- Ask confident Ss to perform their conversations for the class.



TEACHER DEVELOPMENT ACTIVITY 2

Taking on a different attitude

Students repeat the role play, taking on a different attitude.

- When Ss have finished doing both roles in the pair work, put them in new pairs.
- Tell them (or give them on a piece of paper, if you have time to prepare) an attitude adjective. Give different adjectives to each pair. Ask them not to tell their new partner what their adjective is.
- Example attitude adjectives are: *afraid, annoyed, bored, calm, cheerful, embarrassed, excited, depressed, guilty, nervous, patient, serious, worried.*
- Ask Ss to repeat exercise 4B with their new partner. This time they should do the role play in the manner of their attitude adjective. Ss should try to guess what their partner's adjective is.
- After the second role play, give feedback and ask if anyone guessed the adjective correctly.
- Check if Ss found it easier to do the role play the second time and if they enjoyed it.

- **Workbook Unit 3.3**

1 READING

- **Introduce the task** Tell Ss about something you bought online that was really good or awful. See page T-1 for how to use anecdotes with your Ss.
- On the board, write:
Tell me about the last thing you bought online.
Were you happy with it? Why?
Do you trust product reviews? Why or why not?
- Ss discuss in pairs. Circulate and monitor.
- Ask Ss to share what they bought with the class. If possible, show a picture of it and a review.

A **Do the task** Ask a volunteer to read the instructions aloud.

- Ss look at the pictures and answer the questions as a class.
- Ss read the text individually. Ask them to underline the problems and match each one with a photo.
- Check answers as a class.

Answers

- 1 C, Jensen thought he was buying a full-size rug, but it was actually a mouse pad that looks like a rug.
- 2 B, Bella didn't want the bakery to write anything on the cake, but they actually wrote "NOTHING" on it.
- 3 A, Harry was worried about buying the book from a store without any reviews, but it turned out OK. This story had a happy ending.

B **READ FOR DETAILS** Ss read again and answer the questions individually.

- Ss check answers with a partner.

Answers

- 1 It was the perfect style for his room, and the price was very low.
- 2 She wanted to write on the cake herself (she doesn't say what she wanted to write). She didn't want the bakery to write on it.
- 3 Because it didn't have any reviews.

- Ask a confident S to read the **Insider English** box aloud. Ss find the example and report to a partner.

 EXTRA ACTIVITY

Proverbs. Share a few more money proverbs with Ss. Use a search engine to help. Dictate or display these for Ss.

Money can't buy you happiness.

Money doesn't grow on trees.

Money talks.

Ask Ss: *Can you think of and translate any money proverbs in your language?* Ss can use their smartphones to help. Elicit and write answers.

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

- Monitor and make notes on language usage, such as grammar, vocabulary, or pronunciation. Share these with the class when the activity is finished.

 EXTRA ACTIVITY

Online shopping survey Put Ss in pairs and explain that they are going to write five to ten questions to ask other Ss about their online shopping habits, e.g.:

Which website do you use most for online shopping?

How much do you spend every week on things you buy online?

Do you think product reviews are important?

Monitor and correct as Ss write their questions. Ask Ss to circulate, asking and answering the questions on their survey.

2 WRITING

- **Introduce the task** Write on the board:
How many stars would you give this product?
What do you like about it?
What do you think is wrong with it?
- Show a picture of a product that Ss might be familiar with. You can do an image search for *interesting products* and *unique products*. Ask Ss to ask and answer the questions in pairs.
- Monitor as Ss talk. Elicit answers from the class. Repeat with another product.

A Do the task Ask Ss to read the text individually and then share their answers with a partner.

- Check answers as a class.
- Check understanding and go over any vocabulary that might be unfamiliar to Ss.

Answers

The first review is for an underwater phone case. The reviewer probably didn't give the case any stars.
The second review is for a set of headphones. The reviewer probably gave them 4 or 5 stars.

B WRITING SKILL Ss work individually to find the phrases.

- Check answers as a class. Write the phrases on the board when you elicit answers.

Possible answers

- 1 (from 1st review) *I was very disappointed with ...*, (from 2nd review) *I was really pleased with ...*
- 2 (from 2nd review) *They're so comfortable to wear, I like the fact that ...*, *I love the ...*
- 3 (from 1st review) *... then suddenly it filled with water.*
- 4 (from 1st review) *DO NOT BUY IT!* (from 2nd review) *I highly recommend them.*

- Direct Ss' attention to the **Register check**. Ask a confident S to read it aloud. Ask Ss if using all CAPS is considered aggressive in their language.

C PAIR WORK Read the instructions and the questions aloud. Model the activity with a product you recently purchased.

- Ss do the task individually and then share their answers with a partner.



WRITE IT

D Read the instructions aloud for Ss.

- Allow Ss time to write their review. Explain that they can use the reviews at the top of the page as a model and can lift language from here. Ask Ss to use paragraphs.
- Circulate and monitor as Ss work. Spell any words Ss ask for and write them on the board.
- Put Ss into different pairs to read their reviews to each other before you ask more confident Ss to read for the class (or you read their work and correct it as you read).
- Collect and correct the reviews.
- Display corrected work on your classroom wall or on your social media page.



EXTRA ACTIVITY

One-line reviews Write or dictate a one-line review, e.g., *I couldn't watch anything on it!* Elicit ideas on what it could be, e.g., a TV, laptop, monitor, etc.

Give Ss a list of products, and ask them to write a one-line review for some of them without using the product's name. Pairs swap their sentences and guess what they were reviewing. Products could be: a *cup*, *mouse*, *video game*, *bike*, *book*, *smartphone*, *kitchen gadget*, etc.

- **Workbook Unit 3.4**

- discuss ways to respond to a negative product review



- **Introduce the task** Write *damage control* on the board and explain its meaning (the process of limiting the damaging effects of an action or mistake). Ask Ss to think of situations where damage control might be necessary for a company.
- Explain that Ss are to conduct damage control after a customer leaves a negative review on their company's website.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A **PREPARE** **Aim:** Ss think about why customers sometimes leave negative product reviews.

- Direct Ss' attention to the picture. Read the instructions aloud and discuss the questions.

B **Aim:** Ss discuss two negative product reviews.

- Read the instructions aloud.
- Ask volunteers to read the two product reviews.
- **PAIR WORK** Ss discuss the questions in pairs.
- Ask volunteers to explain each negative product review to the class in their own words.
- **Preparation for speaking*** Tell Ss to practice what they are going to say in their own language. They should make notes and do the task again in English.

C **DECIDE** **Aim:** Ss make a plan of action to address one of the negative reviews.

- **GROUP WORK** Join pairs of Ss to form small groups.
- Read the instructions and the ideas in the word pool aloud. Check Ss' understanding of *refund* and *replacement*.
- Ss do the task in groups. Encourage Ss to take notes on their plan of action.

D **PRESENT** **Aim:** Ss discuss their plans, ask questions, and suggest revisions.

- **GROUP WORK** Split groups up and have Ss form new groups.
- Ss present their plans of action to their new groups. Group members ask questions and make suggestions for improvement.
- Circulate and monitor as Ss share the stories from their original groups. Allow them space and time to do this. Don't interrupt Ss while they speak.
- Form Ss back into their original groups from C. Give Ss time to discuss and revise their plans of action.

E **AGREE** **Aim:** Ss present their plans to the class and agree which is the best.

- Read the instructions aloud. Tell Ss to take notes during each presentation to help them choose the best plan of action.
- Ss present their plans to the class.
- **WHOLE CLASS** Have a class discussion about which plan of action is the best and why.
- **Feedback for speaking activities*** Give positive feedback when Ss produce 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 153 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 How did students respond to taking on a different role in Development Activity 1? What kind of roles did they prefer – someone they know or someone famous?
- 2 Why do you think this helps some students speak more freely?
- 3 How did the attitude adjectives in Development Activity 2 change the pair work activity?
- 4 To what extent do you think that repeating the activity helped students' fluency?
- 5 How could the two activities be adapted for other speaking tasks?
- 6 What other ways can you get students to repeat an activity so that it is still motivating for them?

REVIEW 1 (UNITS 1–3)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Functional language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 1–3. 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 and then check with a partner.**
- Check answers as a class. See the Language summaries on pages T-161–163 for ideas.

Answers

- 1 accomplishments: break a record, rise to a challenge, set a goal for yourself, win a medal
- 2 describing trends: be a fad, be all the rage, gain interest, go out of fashion
- 3 food items: garlic, ginger, mint, zucchini
- 4 food preparation: boil, chop, rinse, stir
- 5 personal qualities: ambitious, confident, curious, enthusiastic, truthful
- 6 time and money: a salary cut, cost of living, standard of living, time well spent

2 GRAMMAR

- A PAIR WORK Ss complete the sentences individually, then check with a partner.**
- Check answers as a class.

Answers

- 1 'm thinking, think
- 2 finish, 'll start, 've been checking out
- 3 save, 'll go, 've always wanted

- B Read the instructions and the words in the box aloud.**
- Ss complete the task individually.
 - Check answers as a class.

Answers

- 1 by far
- 2 a little
- 3 a whole lot
- 4 too
- 5 enough

- C PAIR WORK Ss read the questions and make notes individually, then ask and answer the questions in pairs.**

3 SPEAKING

- A PAIR WORK Ss read the questions and make notes individually.**
- Ss ask and answer the questions in pairs. They should make notes about their partners' answers.
- B Ask a volunteer to read the sample answer aloud.**
- Ss share what they learned about their partner in exercise 3A with the class.

4 FUNCTIONAL LANGUAGE

A Read the instructions aloud. Ss do the task individually.

- To check answers, pairs read the conversations aloud together.

Answers

- 1 we've met
- 2 know
- 3 introduce
- 4 care for
- 5 I'm good
- 6 get you
- 7 that'd be great
- 8 the dumbest
- 9 how sorry
- 10 beat yourself up

5 SPEAKING

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

- Pairs practice their conversations.

B Pairs change roles and repeat their conversations.

- Choose a pair to perform their conversation for the class. If possible, choose a pair for each of the three conversations.

GOING GLOCAL

4



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Maintaining learners' motivation – Establishing learning goals

At B1+ level, students often lose motivation because they forget why they are studying English. It sometimes helps to remind students of the kind of English language speaker they would eventually like to become. At the same time, it's also important to get them to think about short-term learning goals that they can easily achieve in a short period of time. This gives them a sense of making progress. To find out more about long-term goals, read *Motivating Learners, Motivating Teachers* by Dörnyei and Kubanyiova pp. 11–14, and about short-term goals, read *Motivational Strategies in the Classroom* by Zoltán Dörnyei pp. 59–62. Please go to www.cambridge.org/evolve to download this material.

Students' English dream (Activity 1): Students imagine the kind of competent English user they hope to become.

Specific learning goals (Activity 2): Students review their progress to date and write specific learning goals.

INTRODUCE THE THEME OF THE UNIT

Bring in print outs of ads on the internet or access the internet in class and display some ads, if possible. Discuss the ads and how Ss react to them. Ask *What is the ad selling? Do you like it? Why or why not?*

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *glocal*, *speculate*, and *viral story*.

VOCABULARY SUPPORT *glocal*: A mixture of global and local, referring to things that have both global and local significance.

speculate: to make a guess with evidence

viral story: a story that spreads quickly, usually on the internet.

START SPEAKING

- A** Ss look at the picture and discuss the questions in pairs. Elicit answers as a class.
- B** Allow Ss time individually to think of answers to the questions before they speak.
 - In pairs Ss discuss the questions.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video then discuss if they have had similar experiences to Seung Geyong.

REAL STUDENT

Every day I go to school and come back to home. And in the bus on the way or in school there are so many ads and I think I see more than a hundred. Every ad has its impact, but I mostly pay attention to the TV ads because for me, watching something is much more comfortable than reading something.

1 LANGUAGE IN CONTEXT

- **Introduce the topic** On the board, write the names of some famous sports teams that your Ss will know. On the other side of the board, write some sponsors who support the teams. Ask Ss to match them as a class. Write and explain *sponsor*.
- Ask Ss to suggest any local or international sports teams they may know and their sponsors.

A Do the task Before you read, Ask Ss, *How do sports teams make money?* Elicit and write answers such as *sponsors, merchandise, broadcasting rights, and tickets*. Ask Ss, *Which one makes the most money?* Elicit ideas.

- Ss read the infographic individually and then discuss the questions with a partner. Elicit ideas as a class.

Answers

They are soccer teams. The information in the infographic is about how the teams earn money.

VOCABULARY SUPPORT An infographic is a picture representation of facts and figures.

B Read the instructions aloud.

- Ss read the article silently and do the task.
- Check answers as class.

Answers

The article says that most teams earn a large portion of their money from sponsors and through merchandising.

C Read the instructions aloud.

- Ask volunteers to read the statements.
- Ss read the article again and do the task.
- Check answers as a class.

Answers

- 1 False, only some make more from merchandising.
- 2 True
- 3 True
- 4 False, a sponsor's name often appears on other merchandising, too.

- Read the **Notice** box as a class. If necessary, go over count and non-count nouns again. Ask Ss to work in pairs and come up with nouns that can be both count and non-count, e.g., *coffee, business, currency, danger, fruit, fish, hair*.

2 VOCABULARY: Talking about advertising

A 1.33 Do the task Read the instructions aloud.

- Play the audio and have Ss say the words.
- Ss find the words in the article and do the task based on context.
- **OPTIONAL ACTIVITY** Allow Ss to look up the words in a dictionary or on their phones if they are unable to complete the task based on context.
- Check answers as a class.



Answers

- 1 A *sponsor (n)* is a company that pays expenses for a team in exchange for advertising on team merchandise. To *sponsor (v)* is the act of paying the expenses of a team in exchange for advertising on team merchandise.
- 2 *Merchandise* is a product with a company or a team logo on it. *Merchandising* is charging a fee to allow a company to put their logo on your products.
- 3 A *brand* is the name of a product or group of products owned by a company. For example, Sprite and Coca-Cola are two different brands owned by the same company. A *logo* is a company's symbol. For example, the "swoosh" is Nike's logo. A *slogan* is a saying that represents the company or brand. For example, Nike's slogan is "Just do it."
- 4 To *advertise* means to promote a product or brand. An *ad* (short for *advertisement*) is a message that promotes a product or brand. A commercial is an audio or visual advertisement.
- 5 A *status symbol* is something that shows the owner's wealth or level in society. A *fashion statement* is something that a person wears to express personal style.

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

C **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the sample answer aloud.

- Allow Ss time to think of ads and use their smartphones if they wish.
- Ask confident Ss to share their ads and opinions with the rest of the class.

EXTRA ACTIVITY

Ask Ss to learn the vocabulary for a spelling test in the next session. When you give the test, read out sentences with the target words left out so that Ss have to guess the word as well as spell it.

3 GRAMMAR: Modals of speculation

A Ask a volunteer to read the sentences in the grammar box aloud.

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

Answers

1 might 2 must 3 can't

EXTRA ACTIVITY

Search for an ad online using your class computer or smartphone. Play Ss the first ten seconds and then pause the video. In pairs, Ss speculate about what the ad might be about, using modals:

It might be trying to sell cars.

It can't be about hand soap.

It must be an ad for clothes.

B Ss complete the task individually.

- Direct Ss' attention to the **Accuracy check** box and read the information.
- Ss share their answers with a partner and check their work for accuracy.

Answers

1 can't, must not 2 might, may, could 3 must

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

4 SPEAKING

A **GROUP WORK** Read the instructions aloud. Ask volunteers to read the sample sentences aloud.

- Monitor as Ss speculate. Listen for good and interesting sentences you can share with Ss when the activity is over.
- **OPTIONAL ACTIVITY** Ss use their smartphone to do an image search and write *what's going to happen* into the search engine. Ss discuss these pictures in the same way.
- Share your feedback with Ss.
- **Workbook Unit 4.1**
- **Worksheets: Grammar 4.1; Vocabulary 4.1**

1 LANGUAGE IN CONTEXT

- **Introduce the task** Write *viral story* on the board and elicit a definition: *a story that becomes very popular very quickly, often on the internet*. Elicit some examples of viral stories or videos Ss know.

A  **1.34 Do the task** Ask a volunteer to read the instructions and questions aloud. Check understanding.

- Ss answer the questions about the picture in pairs before you elicit their ideas.
- Play the audio as Ss read and listen.
- Check answers with the class.

Answers

The story is about viral stories and their impact.

B  **1.34 Play the audio as Ss answer the question.** Check answers as a class.

Answers

Stories or videos that go viral are usually not about celebrities. They are heartwarming stories/videos about real people or just silly or amusing stories/videos.

C **PAIR WORK** Ss discuss the questions in pairs.

- Ss share their ideas with the class.

TEACHER DEVELOPMENT
ACTIVITY 1**Students' English dream**

Students imagine and then speak about their dream of speaking English well.

- After Ss complete exercise 1C, tell them that many of the people in the viral stories had dreams that came true. Tell them they're going to think about their dream of speaking English well.
- Ask Ss to think of a situation in the future where they will need to use English well. Ask them to imagine that they have become very good English speakers.
- Write these questions on the board: *Where will you be? Who will you use English with? How will you use English? When you are successful, how will you feel?*
- Give Ss time to think about this and make notes.
- In pairs, Ss tell each other about their dream of using English well.
- Give feedback and ask a few Ss to share their dreams with the class.

2 VOCABULARY: Talking about people in the media



A  **1.35 Present the vocabulary** Play the audio. Pause after each word to allow Ss to repeat.

- **OPTIONAL ACTIVITY** Allow Ss to look up any unfamiliar words on their phones or in a dictionary.
- Ss complete the task individually before checking with a partner.
- Check answers as a class.

Answers

Picture A: Spike Lee, filmmaker.

Picture B: Chris Rock, comedian.

Picture C: A DJ performing for an audience.

1 C 2 A, B 3 B 4 (none) 5 C 6 B, C 7 A
8 possibly A, B, C 9 possibly A, B 10 (none) 11 A
12 B, C

**EXTRA ACTIVITY**

Ask Ss to write down their favorite artist for items 2–12 on page 36. Explain that Ss can use the same person as many times as they wish. Ss share their answers and explain why. Ss then share their ideas with the class.

B **PAIR WORK** Ss work together and note the people they think of.

- Circulate and monitor for use of English as Ss talk.
- Ask volunteers to share their ideas with the class.

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

D Read the instructions and the sentence stems aloud.

- Allow Ss time to complete the sentences individually. Circulate and monitor as Ss work.
- Ask Ss to share their sentences with a partner or small group before you elicit a few examples from the class.

HOMEWORK IDEAS

Ss choose a celebrity that they admire and look online for a short anecdote or story about their celebrity. Ss write five sentences using some of the vocabulary on page 36 to explain the story. In the next session, Ss share their sentences with a partner. Collect and correct Ss' sentences. Share any good sentences with the class.

3 GRAMMAR: Subject and object relative clauses

- **Introduce the task** Write the following sentences on the board and explain that there are two clauses in each sentence.

Tell me the name of someone _____ you love. [who/that]

Tell me the name of a place _____ you like to go. [where]

Tell me the name of someone _____ cooking you don't like. [whose]

Tell me the name of a thing _____ you couldn't live without. [which / that]

Ask Ss to identify the relative clauses (the second part) and underline them. Ask Ss to suggest a word that would fit in the blank. Explain that the words they added are relative pronouns.

A **Do the task** Ask volunteers to read the sentences in the grammar box.

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

Answers

- 1 people
- 2 that
- 3 verb
- 4 noun or pronoun

B Direct Ss to page 133 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 and ask volunteers to read the sample answers. Make more examples if necessary.

- Circulate and monitor as Ss discuss. Listen for good examples you can share with the class when the activity is over.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud. Ask volunteers to read the statements aloud. Check for understanding.

- Ss discuss in pairs. Circulate and monitor.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their opinions are similar to Alessandra's.
- Ss discuss if their opinions were the same as Alessandra's as a class.

REAL STUDENT

I think the internet is a good way to show your talents if you are a singer, if you are a comedian, if you are a DJ, you can make some videos at YouTube and become famous but sometimes someone who only made a video about cats became famous, too.

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

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask Ss to call out as many sports as they can think of. Write them on the board. Ask Ss to write two lists: *five sports they like to watch* and *five sports they like to play*. Ss discuss their ideas with a partner and explain why before sharing with the class. Are there any sports all the Ss like?

A **1.36** Ss read and discuss the questions in pairs. Elicit ideas.

- Play the audio as Ss read. Check answers as a class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answers

They are disagreeing about soccer.

B Read the instructions and the headings in the chart aloud.

- Ss complete the chart individually.
- Check answers as a class. Elicit answers as full sentences to check pronunciation.

Answers

- 1 see
- 2 find
- 3 really
- 4 much
- 5 second
- 6 point
- 7 thing
- 8 true

C **1.37** Read the instructions aloud.

- Ss complete the task individually.
- Play the audio and check answers.

Answers

- 1 just a second
- 2 think
- 3 find
- 4 so much that

D **PAIR WORK** **Do the task** Read the instructions and ask a volunteer to read the sample sentence.

- Monitor as Ss practice the conversations.
- Give Ss time to come up with a new idea and write notes to help them with their conversation.
- Ask confident Ss to perform their conversation for the class.

2 REAL-WORLD STRATEGY

A  **1.38 Audio script p. T-173 Do the task** Read the instructions aloud. Play the audio.

- Ss listen and discuss the question in pairs.

Answer

They disagree about whether superhero and spy movies are good.

B  **1.38 Audio script p. T-173** Ask a volunteer to read the **Real-world strategy box**. Check for pronunciation and meaning.

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

Answers

- 1 couldn't disagree more
- 2 not true at all
- 3 have it all wrong

- Ss practice the conversation in pairs. Ss then switch roles and practice again.

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

- Give Ss time to think of a sports team, movie, or entertainer and generate an opinion.
- In pairs, assign Ss to Student A and Student B roles.
- Ss do the task and then switch roles.

3 PRONUNCIATION FOCUS: Saying the vowel sounds /ɔ/ and /ɑ/

A  **1.39** Give Ss time to read the instructions.

- Play the audio. Ss listen and say the words and the sentences.
- Play the audio again and ask: *Do your /ɔ/ and /ɑ/ vowels sound the same or different?*

B  **1.40** Read the instructions aloud. Play the audio for number 1. Ask Ss if they hear the /ɔ/ or /ɑ/ vowel sound.

- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

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

C  **1.41 PAIR WORK** Play the audio.

- Put Ss into pairs. Ss practice the conversations in pairs. Monitor and check.

4 SPEAKING

A **PAIR WORK** Read the instructions aloud and check understanding.

- Model the sample conversation with a confident S.
- Monitor as Ss discuss.
- Write other ideas on the board and discuss as a class, e.g., music, a sports brand, food, a type of smartphone or computer.

LESSON OBJECTIVE

- write a response to a post office about local businesses

1 LISTENING

- **Introduce the task** Ask Ss to call out as many brands as they can. Write them on the board. In pairs ask Ss to say which products each brand is famous for. Elicit answers as a class.

A **PAIR WORK** Ss look at the pictures and answer the questions in pairs.

- Elicit ideas as a class.

Answers

Havaianas, from Brazil but now a global brand.

B **1.42 LISTEN FOR GIST** *Audio script pages T-173–174* Read the instructions aloud.

- Ask Ss to read each item aloud. Check for meaning and pronunciation.
- Play the audio as Ss complete the task.
- Check answers as a class.

Answers

Checked: 1, 2, 3

C **1.42 LISTEN FOR DETAILS** *Audio script pages T-173–174* Read the instructions and the statements aloud.

- Play the audio again as Ss complete the task.
- Check answers as a class. Elicit answers in complete sentences.
- Read the **Insider English** box aloud or ask volunteers to read it. Some other expressions similar to *flip-flop* are *ping-pong*, *snap*, *smash*, *crash*.

Answers

- 1 Only some people
- 2 sells other items
- 3 outside
- 4 much less
- 5 its marketing

D **THINK CRITICALLY** **PAIR WORK** **Do the task** Read the instructions and ask a volunteer to read the sample answer. Allow Ss time to think and search for a story they can share. Circulate and monitor as Ss talk.

- Ask confident Ss to share their stories. Write some of the company names on the board and any keywords that Ss share.

EXTRA ACTIVITY

Writing. Ss are going to write two paragraphs about a company. The first paragraph will be about their beginnings and the second about the company today. Ss can use their ideas from exercise 1D or they can borrow other Ss' ideas from the words and keywords on the board. Allow Ss time to write as you circulate and offer help. Correct and read out some of the examples.

2 PRONUNCIATION: Listening for topic organization

A  1.43 Read the instructions aloud. Play the audio for number 1. Ask Ss which words receive the most stress. Replay the audio several times if necessary.

- Play the audio for numbers 2 and 3. Ss check their answers in pairs, and then check answers with the class.

Answers

1 Next / The first 2 Second 3 Today

B Read the instructions aloud.

- Ask: *What role do the words play in the audio script?* (They indicate when the speaker is moving to a new topic.)

3 WRITING

- **Introduce the task** Write the questions below on the board. Pre-teach *unique*. Ss discuss the questions in pairs.
Are there any unique stores in [your town or city]?
What do they sell?
Do people like them? Why or why not?
- Elicit ideas from Ss. Are there fewer unique stores than there used to be?

A **Do the task** Read the instructions aloud and check for understanding.

- Ask Ss to read individually.
- Check answers as a class.

Answers

The writer describes how large international brands are negatively impacting local businesses and changing the feeling of his town.

B Read the instructions aloud.

- Ss read the post again.
- Ss discuss in pairs or small groups before you check answers as a class.

Answers

The writer says the new stores are successful because they're open late and they offer lower prices than independent, locally owned stores. The writer has a negative opinion of the changes.

C **WRITING SKILL** Ss find the expressions individually. Check answers as a class.

Answers

- 1 due to, thanks to, as
- 2 consequently, as a result

EXTRA ACTIVITY

Consequences. On a sheet of paper, Ss write one step and then fold the top of the paper over to cover their words Ss then pass it to their left. The next S writes the next step and folds over their answer. In this way, Ss make a story together. Tell Ss to write the following on their papers, and then pass it to the next S:

- 1 adjective
- 2 man's name
- 3 where did he go? [He went ...]
- 4 why? [because / so ...]
- 5 Result? He ...

For example: *Sad John went to the gym because he was hungry. He went to bed.*

Read out the stories for Ss. Do they make sense?

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

- Ask volunteers to read out each item.
- Ss discuss the questions in pairs.
- Ss share their ideas with the class.

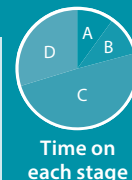


WRITE IT

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

- Ask Ss to come up with some ideas and write any keywords or vocabulary on the board to generate more ideas. Ss don't need to come up with anything original if they don't want to. Read the sample answer in exercise 3F aloud as a model.
- Allow Ss time to write their own post individually. Encourage them to use language from the text and linking expressions. Circulate as Ss work, offering any help or support they may need.
- If possible, correct Ss' work before they move on to exercise 3F.

F Ask volunteers to share their work with the class by reading their post aloud.



- **Introduce the task** Ask Ss to think of great ads they have seen, and write them on the board.
- Elicit what the central idea of each ad is.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use them at the relevant stages of the lesson.

A [RESEARCH] Aim: Ss think about advertising techniques.

- Read the instructions and the example.
- Allow Ss time to read the text and discuss in pairs. Monitor as Ss discuss.
- Discuss answers with the class.

B [DECIDE] Aim: Ss design an ad.

- **[GROUP WORK]** Read the instructions and example aloud. Ask Ss to read the products in the box. Check for pronunciation and meaning.
- Set a time limit for Ss to talk and design, say ten minutes. Circulate and monitor as Ss work.
- **Preparation for speaking*** Tell Ss to make notes on what they plan to say.

C [PRESENT] Aim: Ss explain their ads.

- Read the instructions aloud. Check understanding. Set a time limit for Ss to explain to other groups. Explain that Ss need to take notes on the feedback they receive.
- Send Ss back to their original groups. Continue to monitor as they improve and change their idea. When Ss speak, focus on their performance, rather than their accuracy. Give them feedback based on how well they completed the task.

D [AGREE] Aim: Ss decide which ad is the most effective and original.

- **[WHOLE CLASS]** Groups present their ads to the class. Explain that Ss should ask each group questions after they have presented their idea.
- Have a class discussion and then vote about which ad your Ss think is the best. Elicit why.
- **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 154 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT ACTIVITY 2

Specific learning goal

Students review the first four units and write specific learning goals.

- Once Ss have completed unit 4, ask them to look back through the material in the first four units and read the progress checks on pages 153–154. Tell them to think about what was easy and what was difficult.
- Write these categories on the board: *listening, speaking, reading, writing, grammar, vocabulary, pronunciation.*
- Point to the categories on the board. Ask Ss to choose three or four categories where they think they need to do more work.
- On the board, write:
Goal – *I want to use lots of different words when I speak and not just the same ones.*
Achieving my goal – *I need to review the vocabulary sections.*
- Ask Ss to write similar sentences – tell them to write what the goal is and how they will try to reach it.
- Ss then share their goals with each other.



TEACHER DEVELOPMENT REFLECTION

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

- 1 What kinds of dreams did students talk about in Development Activity 1? What extra information did this give you about their motivation and goals?
- 2 How close or far away do you think your students are from achieving these long-term goals?
- 3 Did you agree with students' analysis of their strengths and weaknesses in Development Activity 2? Why / why not?
- 4 How achievable were the short-term goals they wrote? Did you need to help them make their goals more realistic?
- 5 What do you think would be a good time for students to revise their learning goals as the course progresses?

TRUE STORIES

5



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – Bringing grammar to life

Grammar is not just an abstract system but an essential component of real-life interaction: We use it to communicate real messages and perform important functions in our day-to-day lives. In this unit we look at two activities for motivating students and making grammar more memorable by making connections between grammar and practical situations.

What's the story? (Activity 1): Ss think of possible contexts for sentences from a grammar practice activity. You will have the opportunity to try this in Lesson 5.1.

Grammar and functions (Activity 2): Ss use newly-learned grammar to express a range of practical functions. You can try this in Lesson 5.2.

To find out more about how grammar is related to contexts and functions, read Chapter 5 of Scott Thornbury, *About Language, 2nd Edition*, pp.36–41. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Do an image search for “a picture that tells a story” and show some of the pictures to Ss. As you show each picture, ask *What story does this picture tell you?* Encourage discussion and different views.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *chance meeting* (meeting someone without it being planned).

START SPEAKING

- A Ss look at the picture and discuss the questions in pairs. Elicit answers as a class.**
- B Allow Ss time individually to think of stories before they speak.**
 - In pairs Ss share any stories they may have.
- C In pairs, Ss discuss the question.**
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they think their favorite storyteller is similar to Maryne's.

REAL STUDENT

My aunt is a great storyteller. She usually tells family story about my grandfather and my grandmother, especially how they behaved with her, my mother, and their siblings where-, when they were younger. And their stories are very funny and very exciting. And sometimes my sister and I can spend all the day listening to her.

- discuss different types of stories

1 VOCABULARY: Describing stories

- **Introduce the task** Ask Ss to name some of their favorite books or movies. Write Ss' responses on the board. Then ask, *What kind of story is ...?* and point to one of the stories on the board. Elicit responses from the Ss. Explain to Ss that in this lesson they will learn to talk about different types of stories.

A 1.44 **Do the task** Play the audio for Ss to listen and repeat the words. Correct for pronunciation.

- Ask Ss which, if any, of the words they already know. Check understanding by asking for an example of each type of story.
- For words that Ss don't know, ask if they can make a guess. Then allow Ss to look them up in a dictionary or on their phones.
- Ss complete the task in pairs. Check answers as a class.

Answers

happy ending: love story / feel-good story
 strong emotions: coming-of-age story / horror story / success story
 sad events: hard-luck story / family saga / human interest story / personal tragedy / tearjerker

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.

- Allow Ss time to make notes about their stories before they share them with their partner. Circulate and offer vocabulary support as necessary.
- Ss complete the task in pairs.

2 LANGUAGE IN CONTEXT

A Read the instructions aloud. Check Ss' understanding of *pitch* (a talk or a way of talking that is intended to persuade you to buy something).

- Ss read the webpage silently.
- Ss discuss the questions in pairs.
- Discuss answers as a class.

Answers

PitchMasters.
 A pitch is a short, catchy story/talk to persuade someone to buy something.
 The company offers to create a pitch based on the writer's plot in order to make it irresistible for publishers.

B **PAIR WORK** Read the instructions aloud and check understanding.

- Direct Ss' attention to the **Insider English** box and read the information aloud.
- Ss read the webpage again and do the task in pairs.
- Discuss answers as a class.

Answers

Crazy4wordz = love story, tearjerker
 Sarahthewriter = feel-good story
 Starvingartist = horror story, mystery



MIXED ABILITY

For weaker Ss, read the webpage aloud with them. Do the task together, pointing out any words or phrases that will help them answer the questions.

C **PAIR WORK** **Do the task** Read the questions aloud and check understanding.

- Ss discuss the questions in pairs.
- Discuss answers as a class.

3 GRAMMAR: Past perfect

A **Do the task** Ask a volunteer to read the sentences in the grammar box aloud.

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

Answers

1 before 2 simple past 3 had

EXTRA ACTIVITY

Write on the board, *When I got home last night, my house had been robbed.* Elicit other things that might have happened in your house, e.g.:

The door had been smashed. / They had stolen my TV.

Write more example sentences and ask Ss to work in pairs to make more past perfect examples about them.

When the teacher came back to the classroom ...

When my parents came back from their vacation ...

B Ss complete the task in pairs. Elicit answers from the class.

Answers

- 1 We had been there
- 2 team had given up
- 3 They had left
- 4 he had never seen



TEACHER DEVELOPMENT ACTIVITY 1

What's the story?

Sentences and the grammar they contain are more interesting and memorable when they're placed in a clear context that students can relate to. Here, students use their creativity to invent contexts for isolated sentences from a grammar practice activity.

- Write on the board: *What's the story? Who's talking? Who's listening? How do they feel?*
- Discuss the questions with the class in relation to the first sentence in exercise 3B. Challenge the class to come up with as many different ideas as possible, e.g., Two business partners went to a bank to ask for a loan. They're talking to their friends. They're angry and upset because the bank manager kept them waiting for an hour – and then rejected their application for the loan!
- Have Ss do the same with one or more of sentences 2–4, working in pairs.

Discuss and compare all the Ss' ideas as a class. For each sentence, have Ss vote for the most interesting or original story.

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

D **PAIR WORK** Circulate and help as Ss complete the sentences. Monitor as Ss share their sentences and elicit some examples when Ss finish.

4 SPEAKING



A Read the instructions aloud and check understanding.

- Allow Ss time to think of a person and to make notes about events from their life.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to conduct research for the task.

B **GROUP WORK** Ask a volunteer to read the sample answer aloud.

- As Ss share their ideas, circulate and monitor. Listen for and note good examples of language usage you can share with Ss at the end of the activity.
- Ask confident Ss to share their ideas with the class.
- Give any language feedback based on the notes you took.
- **Workbook Unit 5.1**
- **Worksheets: Grammar 5.1; Vocabulary 5.1**

LESSON OBJECTIVE

- talk about plans and changes to plans in the past

1 LANGUAGE IN CONTEXT

- **Introduce the task** Write the following on the board:
Can you come out tonight?
- Elicit ways in which you could say no or change the plans, e.g.:
I'm sorry, I'm really busy.
Could we meet on Saturday?
- Ask Ss to role play these situations.
Meeting for a drink / going to a party / giving a lift to work

- A  **1.45 Do the task** Direct Ss' attention to the text message. Ask: *What's going on? Do you ever send similar text messages? Discuss as a class.*

- Play the audio as Ss read and listen. Elicit answers.

Answers

Suzie told Speaker A that she couldn't go because she was held up at work. In the past, she had told Speaker B that she had to hang out with her sister and cheer her up after she broke up with her boyfriend. Her friends don't believe her excuses.

- Ask volunteers to read the **Insider English** box aloud. Draw some simple circle faces on the board, one with a frown and another with a tear. Write names under each face. Encourage Ss to ask, *What's up with (NAME)?* and for other Ss to answer, *He's sad. / He's angry.*, etc. Explain that we only use this expression when we think someone has a problem.

2 VOCABULARY: Making and breaking plans

- A  **1.46 Do the task** Read the instructions aloud and do the first item as an example, if necessary.

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

Answers

1 up 2 up 3 up 4 get 5 on 6 ahead 7 with
8 down 9 forward 10 up 11 up 12 up

 EXTRA ACTIVITY

Ask Ss to write five sentences using the expressions in exercise 2A. Circulate and monitor as Ss write. Ask Ss to share their sentences with a group or partner before you elicit some examples from the class.

- B Direct Ss to page 145 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- C **GROUP WORK** **Do the task** Read the quiz aloud as a class. Check for meaning and pronunciation.

- Ss take the quiz individually before sharing their answers with their group.

3 GRAMMAR: *was/were going to*; *was/were supposed to*

- **Introduce the task** Write *supposed to* on the board. Elicit its meaning and talk about some of the things you were supposed to do last week as a model. Ask Ss to write five things they were supposed to do last week, but make one of their sentences a lie, e.g.:

I was supposed to go for a helicopter ride on Tuesday.

- Allow Ss time to write before they share their work with a partner. Pairs guess which sentence was a lie.

A Do the task 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 as a class.

Answers

1 was planned 2 didn't happen 3 but

- B Direct Ss to page 134 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.



TEACHER DEVELOPMENT ACTIVITY 2

Grammar and functions

When teaching grammar, it's good to get students thinking about different purposes for which they might use the grammar in real life. This shows students the value of what they're learning and makes the grammar more memorable.

- Write on the board three or four functions that can be expressed using *was/were going to*, *was/were supposed to*. Use -ing words, for example: *Complaining*, *Apologizing*, *Expressing disappointment*.
- Elicit from the class some ways in which they might use the target grammar for *Complaining*, e.g., *The hotel was supposed to organize tours, but it didn't!*
- Have Ss do the same for the other functions, working in pairs.
- Compare all the Ss' ideas as a class, making sure that they've used the grammar correctly. Identify real-life situations in which they might use the functions / grammar. Possible examples include: *I know I was supposed to make dinner, but the power went out!* (Apologizing), *I was sure I was going to pass the exam, but I didn't!* (Expressing disappointment)

C PAIR WORK Read the instructions aloud.

- Ask volunteers to read the situations.
- Ss complete the task in pairs.
- Ask volunteers to read the **Accuracy check** box aloud. Ss check their accuracy with their partner.
- Monitor as Ss discuss. Elicit answers from different pairs.
- **OPTIONAL ACTIVITY** Ask Ss to write down their summaries and then compare them with other pairs and the rest of the class.

4 SPEAKING

A Read the instructions aloud, and ask volunteers to read the questions aloud. Check for understanding.

- Allow Ss time to think about the questions.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have had an experience that was similar to Seung Geyong's.

REAL STUDENT

Last month I went to Barcelona with my friends. Before the trip we reserved the hotel on the internet. I was really looking forward to getting there, but when we arrived we found that the location of the hotel was different from the website. So our first day was all messed up, and even one of my friends cried. But we cheered up each other and just reserved another hotel.

B PAIR WORK Read the instructions aloud. Ask a volunteer to read the sample answer aloud.

- Ss complete the task in pairs. Circulate and monitor as Ss discuss. Listen for examples of language usage you can share with the class when the task is over.
- **Workbook Unit 5.2**
- **Worksheets: Grammar 5.2; Vocabulary 5.2; Speaking 5**

- react to problems and disappointing news

1 FUNCTIONAL LANGUAGE

- **Introduce the topic** Write the following situations on the board and ask Ss to rank them on a scale of 1–6 with 1 being the most disappointing or sad and 6 being the least disappointing. Ss discuss in pairs and give reasons for their choices. Add any other situations you think your Ss might like.

<i>not getting invited to a party</i>	<i>being late for a family meal and missing the food</i>
<i>dropping and breaking your phone</i>	<i>a friend forgetting your birthday</i>
<i>receiving a gift that you don't like</i>	<i>failing an exam that you worked hard for</i>

- Elicit Ss' ideas as a class.

A 1.47 **PAIR WORK** Do the task Read the instructions and ask the class the first two questions. Elicit answers.

- Play the audio as Ss read the conversation and do the task.
- Check answers as a class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answers

It is a very nice and probably expensive restaurant. The Anderson party was supposed to have a reservation for six people at 8 p.m., but the restaurant doesn't have it.

B Read the instructions and the chart headings aloud.

- Ss complete the chart individually before checking their answers with a partner. Elicit answers as full sentences to check pronunciation.
- Ask confident Ss to read the information in the **Notice** box aloud. Ask Ss to find one example in the audio script.

Answers

- 1 understand
- 2 check
- 3 mistake
- 4 something
- 5 manager
- 6 settled

MIXED ABILITY

Ask stronger Ss to cover the text of the conversation from exercise 1A and try to fill in the blanks from memory. For other Ss, ask them to re-read the conversation first, and then fill in the blanks.

- C  1.48 Ss fill in the blanks individually. Elicit the first answer. Play the audio and check. Elicit another answer and then play the corresponding audio.

Answers

- 1 don't understand
- 2 must be
- 3 that'll work

- Ask Ss to role play the conversation with a partner. As they read, monitor and listen for pronunciation. Have Ss switch roles and practice the conversation again.

EXTRA ACTIVITY

Discussion. Write *A time I was disappointed* on the board. If possible, tell Ss about a time when you were disappointed. This could be getting a present, meeting someone, a meal, a vacation, or anything else. In pairs, ask Ss to discuss a time they were disappointed; circulate and monitor as Ss talk. Put Ss in different pairs and ask them to share their stories. Elicit examples from confident Ss.

2 REAL-WORLD STRATEGY

- A  **1.49** **Audio script p. T-174** **Do the task** Play the audio. Ss listen and discuss the question as a class.

Answers

Conversation 1: There aren't any tickets left.
Conversation 2: The man's laptop isn't ready.

- B  **1.50** **Do the task** Ask a volunteer to read the information in the Real-world strategy box.

- Read the instructions aloud. Ask Ss to read the conversations individually and check they understand. Explain any unfamiliar vocabulary.
- Allow Ss time to complete the conversations. Circulate and monitor as Ss work.
- Ss share their answers with a partner.
- Play the audio as Ss listen and check their answers.

Answers

Conversation 1: Well, that's life
Conversation 2: That's too bad

- C **PAIR WORK** Put Ss into pairs. Monitor for pronunciation and English usage that you can share when the activity is over.

- Ask confident Ss to perform their conversation for the class.
- Share any notes you made.
- Read the **Register check** box aloud. Discuss with Ss if this is true in their country.

EXTRA ACTIVITY

Discussion. Write, dictate, or display the following:

- 1 *If you are angry or disappointed, do you say how you feel? Why/Why not?*
- 2 *Do you find it easy to say sorry? Why?*
- 3 *How do you deal with feeling angry?*

Ss discuss in pairs before you elicit ideas from the class.

3 PRONUNCIATION FOCUS: Saying consonants at the end of a word

- A  **1.51** Read the instructions aloud. Play the audio. Ss say the words marked in bold in each sentence (*check and mistake*).

- Play the audio again. Pause the audio after each sentence. Ss repeat. Ask Ss: *Do your final consonants sound the same or different?*

- B  **1.52** Read the instructions aloud. Play the audio for number 1. Ask Ss if they think speaker A or speaker B sounds clearer.

- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

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

- C **PAIR WORK** Put Ss into pairs. Ss take turns both speaking and listening. Monitor and check.

4 SPEAKING

- A **PAIR WORK** Read the instructions aloud. Ask Ss to read each situation and make sure they understand.

- Monitor as Ss role play. Listen for good and bad examples of English usage you can share when the task is over.
- **OPTIONAL ACTIVITY** Ask Ss to record their conversation using their smartphones. They can listen back and comment on their vocabulary and pronunciation.
- Ask confident Ss to perform one of their conversations for the class.

MIXED ABILITY

If Ss are having difficulty with the task, choose a situation and work with them as a group to write a conversation for them to practice.

- **Workbook Unit 5.3**

1 READING

- **Introduce the task** Tell Ss about the last time you said sorry. Say what you did wrong and who you had to apologize to. Display or dictate: *When was the last time you said sorry? Who did you say sorry to and why?* Explain that Ss can lie if they feel uncomfortable sharing or don't remember. Ss discuss in small groups before you ask them to share their answers. Did Ss apologize for doing the same kinds of things?

A **PAIR WORK** Do the task Ss look at the picture and answer the questions in pairs. Elicit ideas as a class.

- Allow Ss five minutes to read the article. They check with a partner what the company's mistake was.

Answers

Snow and ice can cause flights to be delayed or canceled. Jet Blue kept passengers on a plane for 11 hours during a flight delay.

- Explain any words or expressions Ss ask about and check for understanding.

B **INTERPRETING ATTITUDE** Read the instructions aloud. Allow Ss time to underline the words. Ask Ss to check with a partner before you elicit answers as a class.**Answers**

He describes the apology as heartfelt. He also says the CEO openly explained what went wrong. He says that the CEO wrote a perfect apology, according to the rules given.

C **UNDERSTANDING MEANING FROM CONTEXT** Ss do the task individually before checking answers with a partner. Elicit answers.**Answers**

- 1 suffer
- 2 corporate
- 3 compensation
- 4 make up for

 EXTRA ACTIVITY

Write these sentences. Ss guess underlined words from the context.

I saw a kingfisher fly down to the river. It had caught a fish. [small bird]

The teacher was irate. I had never seen him so upset. [angry]

Ask Ss to look at the text in exercise 1A and find other words they can understand from context.

Allow time to look before Ss share ideas with a partner. Elicit examples, e.g.:

poorly – means “badly” because of words like apology and suffered.

D **THINK CRITICALLY** Read instructions aloud and check for understanding.

- Ask Ss to discuss the questions in small groups. Circulate and monitor as they talk.
- Ask the questions one by one with the class. Elicit Ss' ideas.

2 WRITING

- **Introduce the task** Write ideas for personal apologies on the board, e.g.:

Making a lot of noise / being late / forgetting something / something impolite you said or did / something else.

- Ss choose a topic and write a short note of apology and their name. Collect notes and give them out at random to other Ss to read. Ask Ss to read them aloud for the class before they pass them to the writer.

A Read the instructions aloud and check for understanding.

- Review the steps to a good apology from the article in exercise 1A. Read the glossary as a class.
- Ask volunteers to read a line each of the letter. Monitor for pronunciation and understanding.
- Discuss the letter as a class. Does it follow the steps of a good apology?

Answers

In this apology, they say they are sorry (rule 1) and that they are working to improve the feature (rule 3), but they don't promise it will never happen again (rule 2).

B Read the instructions and the words in the word box aloud.

- Ss read the letter again and complete the task.
- Check answers as a class.

Answers

This commitment refers to making "world-class products that deliver the best possible experience to our customers." It could be replaced with *this goal* and *this promise to you*.

MIXED ABILITY

For weaker Ss, read the apology in exercise 1B aloud with them. Do the replacement task together, pointing out repetitious language that can be rephrased.

C WRITING SKILL Read the instructions aloud.

- Ask a volunteer to read the apology.
- As a class, identify repeated phrases or information.
- Ss complete the task individually and share their answers with the class.

Answer

We are deeply sorry for **our mistake**.



D

PAIR WORK Read and discuss the situation as a class. Talk through each point and write any useful vocabulary or ideas on the board. Ss can use this later when they write their apology.

- **OPTIONAL ACTIVITY** Allow Ss to use their phone to find other situations.



WRITE IT

E

PAIR WORK Explain that Ss can use language from the other letters to help them write. Allow time for them to write their public apology. Circulate and monitor; offer any help or spellings Ss may need.

- If possible, correct Ss' letters before they share them with a partner.
- Collect and read some of the letters aloud to the class.
- **Workbook Unit 5.4**

TIME TO SPEAK

A chance meeting

LESSON OBJECTIVE

- tell a story about a chance meeting



- **Introduce the task** **Aim:** Introduce a story.
- Tell a story about when you met a friend in a strange or unexpected place. This can be true or made up.
- Ask Ss to think of or make up a time when they met someone in a strange or unexpected place. Ask them to discuss with a partner before eliciting some examples from the class.
- **Preparation for speaking*** Direct Ss to the **Useful phrases** section at the bottom of the page. Ask Ss if they can think of any other phrases that might be useful. Write them on the board. Remind them that they can use the phrases at the relevant stages of the lesson.

A **PREPARE** **Aim:** Ss think about a chance meeting.

- Read the instructions aloud. Ss discuss in pairs before you elicit answers from the whole class.

B **Aim:** Talk about chance meetings.

- **GROUP WORK** Put Ss into an even number of groups of 3–4. Half of the groups are A and the other B.* Give Ss time to review relevant vocabulary notes or look up words in a dictionary.
- Circulate and monitor as Ss discuss. Offer any help needed and keep groups on task.

C **DISCUSS** **Aim:** Ss discuss stories and speculate on the ending.

- Read the instructions. Ask Ss to make notes of their endings so they can share them at the end.
- **PAIR WORK** Match a S from group A with one from group B. **Feedback for speaking*** Monitor and make note of the strong points of each pair, for example 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 **PRESENT** **Aim:** Ss act out stories and compare endings.

- **GROUP WORK** Pairs from Exercise C join another pair. Ss act out their stories.
- Ask Ss to compare the endings of their stories and discuss how they are similar or different.

E **Aim:** Ss share their stories.

- **GROUP WORK** Elicit some ideas and endings as a class. Allow time for this and give individual Ss the opportunity to speak to the class.
- Ask Ss to read the end of the story on page 158. Did they get it right?
- **Review** Give any feedback to Ss now.

*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-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

You can either answer these questions in a reflection journal or discuss them with your peers.

- 1 Development Activity 1 asks Ss to make contexts for sentences. How easy did Ss find this? Did some Ss find this easier than others? Why do you think this was?
- 2 The aim of the activity is to help Ss memorize the structures and understand the difference in the meaning between simple past and past perfect. In your view, how effective was the activity in achieving this?
- 3 Development Activity 2 asks Ss to make sentences for functions. Again, how easy did Ss find this? Did some Ss find this easier than others? Do you think it helped them to see the usefulness of the target grammar?
- 4 How many functions did you use and what were they? Can you think of two or three more functions that could be expressed using the same language?

COMMUNITY ACTION

6



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Building students' spoken fluency – Preparing to speak

Students are sometimes unable to speak fluently in English because they haven't had time to think about what they want to say. This means it helps to give them time to think about the ideas they want to express as well as thinking about how they can express those ideas. Also, fluent speakers often anticipate what the person they are talking to will say to them. This allows them to respond quickly and fluently. For students, this skill is challenging and it is something you can help them practice. To find out more about students preparing for speaking, listen to Adrian Doff's webinar *More than just speaking*. Just after 29 minutes into the webinar he discusses this strategy. Please go to www.cambridge.org/evolve to access this material.

Preparing ideas (Activity 1): Ss make notes in preparation to speak.

What other people might say (Activity 2): Ss think about what the other person might say in a conversation.

INTRODUCE THE THEME OF THE UNIT

Write *charities* on the board and check for understanding. Ask: *Can you think of any charities in your local area?* Elicit answers. Ask Ss to suggest different types of charities and write them underneath, e.g.: *animal / environmental / international / health / age / arts and culture*. Ask Ss to work with a partner and rank how important the charities in the list are from 1–5, with 1 being the most important and 5 being the least important. Allow Ss time to discuss and give reasons before you check ideas as a class.

UNIT OBJECTIVES

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

START SPEAKING

- A Ss look at the picture and discuss the questions in pairs. Elicit answers as a class. (They're building a house for someone/a family who doesn't have a home.)
 - Note that one example of a charity organization that builds homes for people is Habitat for Humanity.
- B Read the instructions aloud. Ask Ss to discuss the questions in pairs. Elicit answers.
- C Read the instructions aloud and elicit other types of kindness as a class.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video, then discuss if their answers are the same as Maryne's.

REAL STUDENT

For me it's very important to help people, especially disadvantaged people. And in my community we have some organizations contributing to help our friends so we can give some clothes, we can give some food, we can give even money, and we can give whatever we want, whatever we can to help these people.

- discuss charities and volunteer work

1 LANGUAGE IN CONTEXT

- **Introduce the task** Share any experiences of volunteer work that you have done.
- On the board, write:
Did you ever volunteer? Where?
Would you ever volunteer? What would you do?
- Check for meaning and pronunciation. Ask Ss to share their ideas in pairs before you elicit ideas from the class.

A 1.53 **Do the task** Read the instructions aloud.

- Ss speculate on the logo as a class.
- Play the audio as Ss read and answer the questions.
- Ss check their answers in pairs before you elicit answers as a class.

Answer

The organization Kemal describes matches the logo.

EXTRA ACTIVITY

Discussion. On the board, write:

You have \$10,000 to give to charity.

Which types of charity would you give it to? Why?

What would you like the charity to do with the money?

In pairs, Ss discuss the questions and take notes. Ask Ss to work with different partners and explain their plans. Elicit some examples from confident Ss. Do Ss want to do the same things?

2 VOCABULARY: Discussing good works

A 1.54 **PAIR WORK** **Do the task** Read the instructions aloud.

- Allow Ss time to find the words in the script and do the task in pairs.
- Ss check with a partner before you elicit answers.

Answers

- 1 help out
- 2 connect with
- 3 get to know
- 4 take care of
- 5 pass on
- 6 donate
- 7 volunteer
- 8 take part in
- 9 join, get involved with
- 10 bring together

B Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Ask volunteers to read the questions aloud. Check for meaning, any new vocabulary, and pronunciation.

- Read the sample answer aloud.
- Ss discuss the questions in pairs.
- Ask Ss to share their ideas with the class.

3 GRAMMAR: Present and past passive

- A **Do the task** Allow time for Ss to read and answer individually before they check answers with a partner.

Answers

Supplies are always needed at the shelter.
Second chances aren't given out all the time.
The café was set up to help people learn a skill.
My life was changed by this place.
We don't know who or what did the action in the first three sentences, but it isn't important to know.
In the fourth sentence, "this place" did the action ("saved").

- B Direct Ss to page 134 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

EXTRA ACTIVITY

Ss use their phones to look for topical news stories and write 2–3 sentences about it using the passive. They share the sentences with a partner and their partner tries to guess the story. Elicit sentences as a class.

- C **PAIR WORK** **Do the task** Read the instructions aloud. Ask volunteers to read the verbs in the word box aloud. Check for pronunciation and meaning.

- Circulate and help as Ss complete the sentences. Monitor as Ss share their sentences.
- Ask Ss to read the complete sentence when you elicit answers, so you can check pronunciation.

Answers

1 was founded
2 was based
3 is focused
4 was supported
5 was produced
6 were donated
7 are coordinated / organized
8 are coordinated / organized

- Read the **Accuracy check** as a class. Check for understanding by saying or displaying some other incorrect sentences for Ss to correct in pairs, e.g.:
Supplies is needed / My life were changed, etc.

4 SPEAKING

- A **PAIR WORK** Read the instructions aloud. Talk about the logos as a class.
- B Read the instructions aloud. Put Ss into pairs and direct them to their correct pages. Allow Ss time to read. When complete, explain any words or concept Ss need. Ask confident Ss to summarize what their organization does.



- C **PAIR WORK** Ss complete the sentences individually. Check answers as a class.
- Monitor as pairs ask and answer the questions. Listen for good and bad examples of language usage you can share at the end of the task.

Answers

1 When was the organization founded?
2 Where is it based?
3 How is it funded?
4 What is its work focused on?

- **Workbook Unit 6.1**
- **Worksheets: Grammar 6.1; Vocabulary 6.1**

- discuss acts of kindness in your community

1 LANGUAGE IN CONTEXT

- **Introduce the task** Tell a story about a time someone was randomly kind to you. This can be true or made up. Follow these stages:
 - 1 Describe where you were and what you were doing.
 - 2 Describe the person and say what they did.
 - 3 Describe what happened in the end.
- When you finish your story, write or display the stages for Ss. Allow them time to think of or make up a story in a similar way. They tell the story to their partner. Ask confident Ss to share their story with the class.

VOCABULARY SUPPORT *Random* means that something is done by chance, that is, without advance planning. *Kindness* is kind behavior.

- A Do the task** Read the instructions aloud. Ask volunteers to read each answer aloud. Check for meaning and pronunciation. Ss choose their own answer to the question.

- Ss read the text individually before you elicit the answer as a class.

Answer

Statement b is the best definition.

- Drill and repeat the words in bold in the text. Monitor for meaning and pronunciation.

- B Ss complete the task individually before they check answers with a partner. Elicit answers as a class.**

Answers

- 1 A chain of favors
- 2 Two sides to the story
- 3 There are limits

2 VOCABULARY: Describing good deeds

- A**  **1.55 Do the task** Read the instructions aloud and do the first row as an example if necessary. Ss complete the task individually before you elicit answers as a class.

Answers

verb	noun	adjective	expression
help	help	helpful	lend a helping hand
---	gratitude	grateful	show some gratitude
---	kindness	kind	act of kindness
think	thought	thoughtful	thoughtful gesture
appreciate	appreciation	appreciative	show your appreciation
---	reward	rewarding	... is its own reward

Giving help: the word families for help, kind, think, reward
Receiving help: the word families for gratitude, appreciate

EXTRA ACTIVITY

Discussion. Dictate the following questions for Ss to discuss. Ss discuss in pairs before you elicit any interesting answers or stories from the class.

- 1 Tell me the last kind thing you did.
- 2 Tell me the last mean thing that you did.
- 3 Are you always grateful when people help you?
- 4 Do you appreciate people around you enough? How?
- 5 Do you do kind things for rewards?

- B** Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- C** **GROUP WORK** Read the questions aloud and check for meaning.
- Ss discuss the questions in pairs or small groups.
 - OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their answers are the same as Tayra's.

REAL STUDENT

This is a tough question because saying that there is something I wouldn't do to help doesn't sound nice. If I'm honest, I'm not a patient person, so if someone asks me to explain some subject for them I may not be the most useful person. I could even get angry too fast. However, I do enjoy volunteering and charity to pay the poor people.

3 GRAMMAR: Passive with modals

- Introduce the task** Write the following sentence on the board.
A hard hat must be worn at all times.
- Ask Ss to explain where they could see this sign – *on a building site*. Ask Ss if they can change the sentences into the active using *everyone* to elicit *Everyone must wear a hard hat at all times*. Ask if this sign is for something that is optional or necessary – *it's necessary*.

- A** **Do the task** Read the instructions aloud. Ask Ss to work in pairs to do the task. Allow Ss to use their smartphones to look up any words they may need.
- Elicit answers and then ask volunteers to through the grammar box as a class. Give more examples such as:
The instructions can be found at the start of the book. / The job will be completed by next Friday.

Answers

1 past participle 2 might 3 can 4 must 5 will

EXTRA ACTIVITY

Street signs. Display these sentences and ask Ss to correct the passives with modals.

- The company cannot be holding [cannot be held] responsible for any damage to your vehicle.*
- Parking tickets can be displayed [should / must be displayed] at all times.*
- Tickets can be buy [can be bought] from reception.*
- Change will not be gave [given].*
- Badges must be wearing [worn] at all times.*

- B** **PAIR WORK** Circulate and monitor as Ss work. Answer any questions Ss may have and keep pairs on task. Elicit answers as a class.

Answers

1 might/ will 2 might 3 can't 4 will, can

- C** Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

4 SPEAKING

- A** **GROUP WORK** **Do the task** Read the instructions and ask volunteers to read the questions aloud. Check for understanding and pronunciation. Model the sample answer.
- Allow Ss some time to think about the questions. Give them a minute just to think and not speak but allow them to make notes.
 - Circulate and monitor as Ss discuss. Listen for interesting language usage or any errors that you can share at the end of the activity.
 - Share any feedback now.



TEACHER DEVELOPMENT ACTIVITY 1

Preparing ideas

This activity shows how you can give students a framework for preparing an opinion-based discussion.

- On the board, write: *agree / disagree why / why not?*
- Tell Ss that for each statement in exercise 4A, you want them to make notes on their opinion.
- Give Ss an example of notes by writing these words on the board: *agree – individuals – never know – do with money*.
- Ask them to compare this with the example in the speech bubble and elicit that notes are just important words and not complete sentences.
- Tell Ss to make notes of their opinions and to come up with one or two extra statements about kindness in the community.
- Monitor and check that Ss are writing notes and not complete sentences.
- When most Ss have done enough preparation, put them into groups to share their opinions.

- Workbook Unit 6.2
- Worksheets: Grammar 6.2; Vocabulary 6.2; Speaking 6

LESSON OBJECTIVE

- offer, refuse, and accept help with something

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Write these three headings on the board:
Offer Refuse Accept
- Ask Ss to work in pairs and write phrases that could be used for each one. They write their ideas under each heading. Elicit answers and write them on the board. Accept any of the examples from the chart on page 58; also allow any language that you think is valid.

A 1.56 **Do the task** Read the instructions aloud and ask the class the first two questions. Elicit answers.

- Play the audio as Ss listen and read. Check answers as a class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answers

The younger woman is offering her seat to the older woman. Conversation 1 matches the picture.

- Read the **Insider English** box. Ask students to find an example in the conversations.

B Ss complete the chart individually before checking their answers with a partner. Elicit answers as full sentences to check pronunciation.

Answers

- 1 Would you
- 2 Let me
- 3 help
- 4 anyway
- 5 don't have
- 6 manage
- 7 all
- 8 nice
- 9 appreciate

 EXTRA ACTIVITY

Spontaneous role play. Write the following situations on the board:

server / customer in a restaurant

teacher / student in a lesson

doctor / patient in a hospital

Ask Ss to circulate around the classroom saying hello to each other. After a few seconds, say STOP. Point to one of the situations. Ss should role play offering, accepting, or refusing help. After 2 minutes, repeat and Ss work with another partner on another role play.

C **PAIR WORK** **Do the task** Remind Ss to use the words and expressions from the rest of this page to help them as they role play.

- Monitor for language usage as Ss talk.
- Ask confident Ss to perform one of their conversations for the class.
- **OPTIONAL ACTIVITY** Ask Ss to record their conversations on their smartphones. They listen back and check their own pronunciation and intonation.

2 REAL-WORLD STRATEGY

- A  **1.57 Audio script p. T-174 Do the task** Play the audio. Ss listen and discuss the question as a class.

Answers

In conversation 1, the woman is asking for the man's seat because she has hurt her ankle.
In conversation 2, the man wants to cut in line because he is late for his flight.
The request in conversation 1 is successful. The request in conversation 2 is not successful.

- B  **1.57 Audio script p. T-174** Ask volunteers to read the Real-world strategy box. Check for meaning and pronunciation.

- Play the audio again and elicit the expressions that were used.
- Ask Ss *When did you last impose on someone? What happened?* Elicit ideas.

Answers

Conversation 1: *I'm really sorry to have to ask, but ...*
Conversation 2: *I don't mean to be rude, but would you mind if ...*

- Direct Ss' attention to the **Insider English** box and read the information aloud. Ask if there is an equivalent saying in Ss' own language.

- C **PAIR WORK** Read the instructions aloud. Model the sample answer and assign roles. Monitor as Ss talk. Listen for pronunciation and English usage that you can share when the activity is over.

- Ask confident Ss to perform their conversation for the class.
- Share any notes you made.
- **OPTIONAL ACTIVITY** Ask Ss to record or video their conversations using their smartphones. They can listen back to these in pairs or share with the class via social media.

3 PRONUNCIATION FOCUS: Saying /b/ or /v/ in the middle of a word

- A  **1.58** Read the instructions aloud. Play the audio. Focus Ss' attention on the /b/ and /v/ sound in each word.

- Play the audio again. Pause the audio after each word. Ss repeat. Ask Ss: *Do your /b/ and /v/ sounds sound the same or different?*

- B  **1.59** Read the instructions aloud. Play the audio for number 1. Ask Ss: if they think speaker A or speaker B sounds clearer.

- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

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

- C **PAIR WORK** Put Ss into pairs. Ss take turns both speaking and listening. Monitor and check.

4 SPEAKING

- A **PAIR WORK** Read the instructions aloud. Ask volunteers to read each situation aloud. Check for meaning and pronunciation. Read the example conversation with a confident S.

- Monitor as Ss role play. Listen for good and bad examples of English usage you can share when the task is over.
- Ask confident Ss to perform one of their conversations for the class.



TEACHER DEVELOPMENT ACTIVITY 2

What the other person might say

This activity gets students to think actively about what their partner might say.

- Put Ss in pairs and ask them to choose a situation and decide which roles they will take, but tell them not to do the role play yet.
- Tell Ss to work individually. They think about what they will say in the conversation and then write down what they think their partner's responses will be. Tell them not to show their partner.
- Ss now do the role play without looking at what they've written.
- When they finish, they compare what they wrote down and check this against what their partner actually said.
- Ss choose a situation of their own and again write down what they think their partner will say before doing the role play.
- Give feedback and check how accurate Ss' predictions were and whether guessing their partner's responses helped them to respond more quickly.

- **Workbook Unit 6.3**

- write a report about a community project

1 LISTENING

- **Introduce the task** Tell Ss about a community project that you have taken part in or know about. Brainstorm examples of community projects and write them on the board, e.g.: *a bake sale, car wash, volunteering in a school, or cleaning up a park*. Search on the internet for *community project examples* to find more
- Ask Ss: *What community projects do we need in our local area? Why?* Ss discuss with a partner before you elicit some examples.

- A 🔊 **1.60 LISTEN FOR GIST** **Audio script p. T-174** Ss look at the picture and answer the questions in pairs. Ask a volunteer to read the sample answer aloud. Elicit ideas as a class.

Answer

They're painting the streets as a community-building activity.

- B 🔊 **1.60 LISTEN FOR DETAIL** **Audio script p. T-174** Play the audio again as Ss listen and answer. Ss check answers with a partner before you elicit answers.

Answers

- 1 All types of people (young people, the elderly, the unemployed.) are involved in the project.
- 2 They paint intersections so that members of the community have a chance to meet and get to know each other.

- C 🔊 **1.60 LISTEN FOR ATTITUDE** **Audio script p. T-174** Read the instructions. Play audio again as Ss answer. Elicit explanations and write key words on the board.

Answers

- 1 Eric has a positive attitude. He worked on the project and described the experience as amazing.
- 2 Isabel has a positive attitude. She says it's a shame that she didn't get to work on the project and that "it's just a really great way to slow life down a little."
- 3 Jeannette has a negative attitude. She says the community building is great and the intersections look pretty, at first, but then they get dirty and need to be repainted. And that hasn't happened.

- D **PAIR WORK** **THINK CRITICALLY** Read instructions aloud and check for understanding.

- Monitor as Ss discuss.

2 PRONUNCIATION: Listening for /j/ between words

- A 🔊 **1.61** Read the instructions aloud. Play the audio for number 1. Ask Ss if they hear the /j/ sound that links *the* and *Intersection*. Replay the audio several times if necessary.

- Play the audio for numbers 2 and 3. Ask Ss if they hear the /j/ sound linking the underlined words.

- B 🔊 **1.62** Read the instructions aloud. Play the audio for number 1. Ask students which words are connected by a /j/ sound.

- Play the audio for number 2. Ss check their answers in pairs. Then check answers with the class.

Answers

- 1 We asked (we-/j/-asked) 2 Me and (me-/j/-and)

- C Read the instructions aloud. Ask students to use their answers from exercise 2B to help them complete the statement. (/j/ sounds are used to connect two words when the first word ends in an /i/ sound and the next word starts with a vowel.)

3 WRITING

- **Introduce the task** Ask Ss to brainstorm parts of a city or town and write their responses on the board, e.g.:
people / streets / buildings / parks / schools / hospitals
- In pairs, ask Ss to consider:
 - 1 Which parts of your city could be improved? Why?
 - 2 Can you think of any projects that might help improve your city?
- Elicit ideas and suggestions from the class.

A Read the instructions aloud. Read through the glossary as a class. Elicit answers to the question as a class before Ss read.

- Allow Ss 3–5 minutes to read the report. Allow Ss to use their smartphone to check the meaning of any words they don't understand.
- Elicit answers from class.

Answer

The idea of the project is to make the roads more beautiful by adding vertical gardens to pillars that support overpasses.

B Ask volunteers to read through each of the points. Check for understanding.

- Allow Ss 2–5 minutes to re-read and make any notes they like. Stop them and ask them to compare their notes with a partner. Elicit ideas.
- Elicit ideas on the second set of questions as a class. Do Ss agree?

Answers

In the Oregon project local people were responsible, but in the Mexico project a company is doing the work. The Oregon project primarily benefits pedestrians by getting drivers to slow down, which makes intersections safer. The Mexico project primarily benefits drivers by making the roads more pleasant and their commutes less stressful. The two projects share the goal of beautifying the city.

C WRITING SKILL Ss work in pairs to underline the target answers. Elicit the phrases. Check for meaning and pronunciation.

Answers

promises that ... improved: "...
one driver said, "...
a pedestrian disagreed: "...



WRITE IT

- D** **1.60 Do the task** Read the instructions aloud and talk about a sample answer if necessary. Explain that Ss can use language from the report to help them write.

- Allow time for writing. Circulate and monitor; offer any help or spellings.
- If possible, correct Ss' reports before they share them with a partner.
- Collect and read some of the reports to the class.
- **OPTIONAL** Share some of the reports on a class social media page or pin some of them on the classroom walls.
- **Workbook Unit 6.4**

- design an urban project for your community



- **Introduce the task** Use your smartphone or class computer to do an image search for *street art*. Display some of the images and ask Ss to discuss in pairs:
In what ways do you think street art can benefit cities?
- Elicit Ss' ideas. Ask Ss if there is any good street art in their town or city.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind Ss that they can use the phrases at the relevant stages of the lesson.



A **RESEARCH** Aim: Ss think about art projects.

- Read the instructions aloud. Give Ss time to read the questions individually. Ss discuss in pairs before you elicit answers from the whole class.
- Allow Ss to use their smartphones to research the Morrinho Art Project.

B **DECIDE** Aim: Ss create their ideas.

- Read the instructions aloud. Ask volunteers to read 1–3 and the sample answer aloud. Check for meaning.
- **GROUP WORK** Put Ss in groups of 3–4. Circulate and monitor as they discuss. Ask Ss to make notes of their groups' ideas which they will share in the next part.

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

- **PAIR WORK** Ss get together with another S from a different group. Circulate and monitor as Ss share ideas with their partner.

D Aim: Ss create their group presentation.

- **GROUP WORK** Explain the task. Circulate and offer any help Ss may need. Set a time limit for the presentation, say 3–5 minutes. **Preparation for speaking*** Encourage Ss to rehearse what they are going to say.

E **PRESENT** Aim: Ss present their projects.

- **WHOLE CLASS** As groups give their presentations, ask Ss to listen. Encourage Ss to ask questions and ask questions yourself.
- **Feedback for speaking activities*** When Ss speak, focus on their performance, rather than their accuracy. Give them feedback based on how well they completed the task.

*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-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 How easy did students find it to write just notes and not complete sentences?
- 2 How much time did they need to prepare?
- 3 What kind of speaking activities do you think require more preparation time?
- 4 Could you include speaking preparation as a homework activity? What kind of things could they prepare?
- 5 How accurate were students' predictions in the second activity?
- 6 In feedback on this activity, were any students aware that this is something they probably do without thinking about it in their first language? Did you point this out to them?

REVIEW 2 (UNITS 4–6)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Functional language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 4–6. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

- A Ss complete the task individually then check answers with a partner.

- Check answers as a class.

Answers

Marketing: DJ, slogan

Jobs in the media: volunteer, DJ

Story types: slogan, tall tale

Plans with people: tall tale, let someone down

Community work: let someone down, volunteer

- B Ss work in pairs to add two more words or phrases to each category.

- Put pairs together to make groups of four. Groups compare answers.
- Check answers as a class. See the language summaries on pages T-164–166 for ideas.

2 GRAMMAR

- A **PAIR WORK** Ss complete the paragraph individually then check answers with a partner.

- Check answers as a class.

Answers

1 who

2 where

3 had

4 were supposed

5 is located

6 was

7 must

8 saw

9 arrived

10 had

- B **PAIR WORK** Ss discuss the question in pairs.

- Ss share their stories with the class.

- C **PAIR WORK** Read the instructions and the words in the word box aloud.

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

Answers will vary. Possible answers:

1 must, must not, should, shouldn't

2 can, might, will

3 can, must, must not, should, shouldn't

3 SPEAKING

- A **PAIR WORK** Ss read the questions and make notes individually.

- Ss ask and answer the questions in pairs. They should make notes about their partner's answers.

- B Ask a volunteer to read the sample answer.

- Ss share what they learned about their partner in exercise 3A with the class.

4 FUNCTIONAL LANGUAGE

A Read the instructions aloud. Ss do the task individually.

- To check answers, pairs read the conversations aloud together.

Answers

- 1 really think
- 2 find
- 3 don't know
- 4 so much
- 5 get it
- 6 must be
- 7 what it is
- 8 Let me
- 9 can manage

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 4–6.

- Pairs practice their conversations.

B Pairs change roles and repeat their conversations.

- Choose a pair to perform their conversation for the class. If possible, choose a pair for each of the three conversations.

CAN WE TALK?

7



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Maintaining learners' motivations – Doing something different

During a course, it's easy for teachers and students to follow typical routines in the classroom. For example, the teacher sets up activities in a similar way and students know how the teacher will manage pair and group work. It can be quite motivating for students if you try something different from time to time. It might also be interesting for students who have varied learning preferences. When you try a different approach, it's useful to think about how it can give your students more learning opportunities. To find out more about doing different things in the classroom, read pp. 72–81 of *Motivational Strategies in the Classroom* by Zoltán Dörnyei. Please go to www.cambridge.org/evolve to download this material.

Selling the lesson (Activity 1): You outline the aims of the lesson in a different way.

Mixing things up (Activity 2): This shows a different approach to giving feedback on a writing task.

INTRODUCE THE THEME OF THE UNIT

On the board, write *How do you communicate?* Ask Ss to give examples. If Ss aren't sure, give examples of your own, e.g., face to face, on the phone, etc. Write Ss' answers on the board. Ask: *Which communication methods are best? Why?*

UNIT OBJECTIVES

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

START SPEAKING

- A Ss look at the picture and discuss the questions in pairs. Elicit answers as a class. If necessary, offer Ss vocabulary support for how the people feel, e.g., *angry, frustrated, annoyed, etc.*
- B In pairs, Ss discuss the questions. Ss share their answers with the class.
- C Allow Ss time individually to think about the questions before they speak.
 - In small groups Ss discuss the questions.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Seung Geyong.

REAL STUDENT

I think it's a bad habit to play with your smartphone during you class. It interferes with your concentration and even the professor doesn't like it.

- discuss the importance of messaging apps

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask Ss to list the communication apps they have on their phones. Write Ss' responses on the board. Ask Ss which apps they use most often.

A **Do the task** Ask Ss to look at the picture. Read the questions aloud.

- Ss read the article individually before you elicit the answers as a class.

Answer

They are migrants charging their phones at a charging station.

- Drill and repeat the words in bold in the text. Monitor for meaning and pronunciation.

B Read the statements with the Ss.

- Offer vocabulary support if necessary.
- Ss answer the questions individually.
- Check answers as a class.

Answers

- 1 the only way
- 2 charging stations

2 VOCABULARY: Describing communication

A 2.02 **Do the task** Volunteers read the instructions and words aloud. Ask Ss to find the words in the article.

- Ask Ss to complete the task based on context. If necessary Ss may also use a dictionary or their phones.
- Play the audio for Ss to check answers.

Answers

A: reply to
B: comment, inform of, explain
C: contact, catch up with
D: congratulate, gossip

B Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Ss discuss the questions in pairs.

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

3 GRAMMAR: Reported statements

- **Introduce the task** Read the sentences in the grammar box aloud. Ask Ss to repeat after you.
- On the board, write the first example in the grammar box as a direct statement. (... *the app allowed me to contact my family.*)
- Ask Ss: *Who said this?* and prompt response, *one new arrival.*

A Read the instructions aloud. Ask volunteers to read the sentences in the grammar box aloud.

- Ask Ss to work in pairs to complete the rules.
- Elicit answers as a class.

Answers

- 1 past
- 2 past perfect
- 3 past perfect
- 4 past

B Direct Ss to page 135 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C **PAIR WORK** Read the instructions aloud. Ask a volunteer to read the sample answer aloud.

- Ss first make direct statements that are true for them and then share their statements with their partner.
- Direct Ss' attention to the **Notice** box and read the information aloud.
- Ss report their partner's statements to the class.

EXTRA ACTIVITY

Ss make four statements that are true for them and one statement that is false and share their statements with their partner.

- Ss report their partner's statements to the class.
- The class guesses which statement is false.

D **PAIR WORK** Read the instructions aloud and model the task with a volunteer by reading the sample conversation aloud. Write one thing you heard this week and where you heard it, e.g., *a restaurant opened on Main Street, my brother.* Then write the reported statement *My brother told me a new restaurant opened on Main Street.*

- List additional reporting verbs on the board, e.g., *explained, mentioned, said*, etc.
- Ss complete the task in pairs.

4 SPEAKING

A **PAIR WORK** Read the instructions and ask volunteers to read the statements aloud. Check for understanding and pronunciation.

- Ss work individually to complete the task and share their answers with their partner and discuss similarities and differences in their answers.

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

- In groups, Ss report their partner's answers.
- Circulate and monitor as Ss discuss. Listen for interesting language usage or any errors that you can share at the end of the activity.
- Share any feedback now.
- **Workbook Unit 7.1**
- **Worksheets: Grammar 7.1; Vocabulary 7.1**

- discuss written vs. spoken communication

1 LANGUAGE IN CONTEXT

- **Introduce the task** Write the following questions on the board.

How often do you text?

Who do you text?

Who don't you text?

- Discuss as a class.

- A  **2.03 Do the task** Write the following questions on the board.

How do you prefer to communicate?

How often do you text?

Do you prefer to text or speak face to face?

Who do you text?

Who is it appropriate to text?

What social media accounts do you have?

- Play the audio as students read along.
- Ask Ss which of the questions on the board were asked in the survey. Ask Ss to point to specific sentences in the text to support their answers.

Answers

The study asked how people preferred to communicate, if they preferred to text or speak face to face and why they had that preference, who it was appropriate to text, when they thought it was appropriate to text, and if they had social media accounts and how often they used them.

- B  **2.04 Audio script p. T-174** Read the statements with the Ss.

- Play the audio.
- Ss answer the questions individually.
- Check answers as a class.

Answers

- 1 False. The study showed that millennials preferred digital communication even at work.
- 2 False. Older people felt that text messages weren't professional enough at work.
- 3 True

2 VOCABULARY: Communicating online

- A  **2.05 Do the task** Play the audio. Ss listen to the words in the box. Then ask Ss to say the words.

- Ask Ss which words they can find in the picture. If necessary, Ss may also use a dictionary or their phones to look up words.
- Ask Ss to create a sentence for each word that is not in the picture.

Answers

lifecaster/status update/geo-tag/lurker/tag/hashtag/profile

- B Direct Ss to page 147 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

- C **PAIR WORK** Ss discuss the questions in pairs.

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

3 GRAMMAR: Reported questions

A **Introduce the task** Volunteers read the sentences in the grammar box aloud. Check understanding.

- **Do the task** Read the instructions aloud. Ask Ss to work in pairs to complete the rules.
- Elicit answers from the class.

Answers

- 1 do not use
- 2 before, Do not use
- 3 *if*
- 4 past

B Direct Ss to page 136 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Give Ss time to write their own questions and report them to their partner. Encourage them to write as many answers as they can. You can set a time limit for each question.
- Direct Ss' attention to the **Accuracy check** box and have them read the information. Ss check their answers for accuracy.

4 SPEAKING

A **PAIR WORK** **Do the task** Ask volunteers to read the questions aloud. Check understanding.

- Ss write the answers to the questions in pairs.

B **PAIR WORK** Ss form new pairs and report the questions they were asked and the answers they gave.

- Circulate and monitor as Ss discuss. Listen for interesting language usage or any errors that you can share at the end of the activity.
- **Review** Share any feedback now.
- **Workbook Unit 7.2**
- **Worksheets: Grammar 7.2; Vocabulary 7.2; Speaking 7**

LESSON OBJECTIVE

- recount conversations, news, and stories

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Have a brief class discussion. Ask: *What is something interesting or funny that has happened to you this week?* Elicit Ss' responses and ask: *Who did you tell the story to?*

- A  2.06 **Do the task** Read the instructions and ask the class the first two questions. Elicit answers.

- Play the audio as Ss read along.
- Ask Ss if there is any unfamiliar vocabulary. Write the words/phrases on the board. Tell Ss to read what comes before and after the unfamiliar word/phrase, and ask them to guess the meaning from the context. If they still do not understand, have a stronger S explain, or let them look up the word in their dictionary or phone.
- Play the audio again, if necessary.
- Let pairs compare answers and then check answers with the class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answers

Both stories are about someone sleeping.

 MIXED ABILITY

Direct stronger Ss to cover the conversations at the beginning of the exercise and answer the questions by just listening to the conversations, not reading them. Play the audio twice, if necessary.

**TEACHER DEVELOPMENT ACTIVITY 1****Selling the lesson**

In this activity, you give a more complete explanation of the aims of the activity.

- Rather than just telling Ss what this lesson is about, try to give an enthusiastic description of the lesson. Imagine you are trying to sell this lesson to them.
- Here's an example of what you can say:

Do fluent speakers sometimes use informal language when they speak? OK, today we're going to look at some natural, informal language.

And do you find it easy to talk about things that have happened to you English? No? Well, these expressions are also going to help you with that.

And do you sometimes need to pause and think when you speak? OK, we'll look at some other expressions you can use to give you time to pause and think.

Note the questions in the example – these help show students the learning opportunities in the lesson.

- B **Direct Ss' attention to the heading in the chart. Check Ss' understanding of the heading.**

- Ss complete the task individually.
- While Ss complete the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

Answers

- 1 heard
- 2 told
- 3 like
- 4 believe
- 5 happened
- 6 thing
- 7 end

C 2.07 Read the instructions aloud.

- Give Ss time to complete the task.
- Play the audio for Ss to check their answers.

Answers

- 1 turns out
- 2 like
- 3 funny thing
- 4 Apparently,

- In pairs, Ss role play the conversation.
- As a class, identify key information in the conversation that can be changed.
- In pairs, Ss role play the conversation again with their own information.

2 REAL-WORLD STRATEGY

- **Introduce the task** Write the expression *get back on track* on the board and explain its meaning to Ss if necessary. Ask students *Have you ever gotten off track while telling a story? How?* Elicit reasons a person can get off track, e.g., interruptions, lose their train of thought, etc.

A 2.08 **Audio script p. T-175** Read the instructions and the questions aloud.

- Play the audio.
- Ss write down their answers.
- Ask a volunteer for the answers and Ss check their answers.

Answers

Speaker 2 interrupts by asking about Justin's mother.
Speaker 1 gets back on track by saying, *So, as I was saying ...*

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

- Give them time to read the instructions.
- Ss do the task in pairs.
- Elicit ideas from the class.

3 PRONUNCIATION FOCUS: Saying /s/ or /z/ at the end of a word

A 2.09 Read the instructions aloud. Play the audio. Focus Ss' attention on the /s/ and /z/ sound in each word.

- Play the audio again. Pause the audio after each word. Ss repeat. Ask Ss: *Do your /s/ and /z/ sounds sound the same or different?*

B 2.10 Read the instructions aloud. Play the audio for number 1. Ask Ss if they hear an /s/ or a /z/ at the end of each word.

- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

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

C **PAIR WORK** Put Ss into pairs. Ss take turns both speaking and listening. Monitor and check.

4 SPEAKING

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

- Direct Ss A to page 158 and Ss B to page 160. Read the instructions and make sure Ss understand the task.
- Give Ss time to read the stories.
- Ss do the task in pairs.
- After Ss have practiced their conversation several times, have them perform it for the class.
- **Workbook Unit 7.3**

LESSON OBJECTIVE

- write an email in a formal and informal register

1 READING

- **Introduce the task** Ask Ss how often they use emojis, hashtags, and abbreviations in their own communication. Do they think they use them more, less, or about the same as other people?

A **PAIR WORK** Ss look at the pictures and answer the questions in pairs. Elicit ideas as a class.

- Ask a volunteer to read the sample answer aloud.

B **READ FOR MAIN IDEAS** Tell Ss that when they read the article for the first time, they should read just for the main idea: how Dr. Patel and Prof. Yilmaz feel about the use of emojis and hashtags in language.

- Ss read the posts silently. Answer any questions about vocabulary. In particular, check understanding of *linguistics*, *body language*, and *take the easy road*.

Answers

Dr. Patel's main argument is that emojis communicate ideas, so they are a form of language. Prof. Yilmaz's argument is that they aren't sophisticated enough to be considered language.

VOCABULARY SUPPORT

linguistics: the study of the structure and development of languages

body language: movements or body positions that show your feelings to others without the use of words

take the easy road: to choose the easiest or simplest solution to a problem

C **IDENTIFYING OPINIONS** Give Ss time to read the statements so they know what details to read for.

- Ss do the task individually.
- Check answers as a class. Ask volunteers to say where they found the answer to each question.

Answers

- 1 Because their message is immediately clear. He compares them to body language.
- 2 Because they can only communicate simple emotion and opinion, not complex ideas. He feels that emoji menus cause laziness.
- 3 Both agree that hashtags are not a form of language. They unite people around an idea but do not communicate the idea.

MIXED ABILITY

Some Ss may need more time to do exercise 1C. While these Ss are doing the task, ask stronger Ss to find two or three statements in the article they personally agree with. Then they exchange statements with a partner and discuss them.



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

- Ss discuss their answers in pairs.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss whether they agree with Alessandra.

REAL STUDENT

Ah, nowadays, in the internet, people use some symbols like emojis to communicate. I think it's great if you know what it's mean, and sometimes you can communicate it with everybody with this. Like, you can talk to someone that is old with L-O-L. He may not understand.

- Pairs share their answers with the class.

2 WRITING

- **Introduce the task** On the board, write *Who do you write emails to?* Try to elicit examples where formal register would be appropriate as well as where informal register would be appropriate.

A Do the task Read the instructions aloud.

- Ss read the emails silently.
- Discuss the questions as a class.

Answers

Email A is informal. It might be written to a friend or a family member.

Email B is formal. It might be written to a coworker or your boss.

- **Review** Go back to the list of people Ss write emails to. Ask Ss which of the two emails (email A or email B) would be most appropriate for each person.

B WRITING SKILL Read the instructions. Check Ss' understanding of formal and informal register.

- Ss read the emails again.
- Discuss the questions as a class.

Answers

Informal elements in email A: use of abbreviations, use of emojis, use of incomplete sentences, use of lots of punctuation (???)

Formal elements in B: Use of "dear" in greeting, use of full sentences, no use of exclamation points or extra punctuation, more polite tone, e.g., *Does that time suit you?*

C Read the instructions aloud. Check Ss' understanding of *equivalent*.

- Ss complete the task individually.
- Check answers with the class.

Answers

OK with you??? – Does that time suit you?

Speak soon! – Looking forward to speaking with you.

D GROUP WORK Read the instructions to the class. Check Ss' understanding of *gossip*.

- Ss complete the task in groups.
- Check answers with the class.
- Discuss any differences in Ss' answers.

Answers

Elements appropriate for formal email: c, d, f (depending on relevance to context, possibly b and/or e)

Elements appropriate for an informal email: *All of them.*



WRITE IT

E Read the instructions aloud.

- Ask: *What makes email B more formal?* and review answers from exercise 2B.
- Remind Ss they will need to write two versions of the email – a formal version and an informal one. Explain that they can use the emails in exercise 2A to help them write.
- Ss do the task individually.

F PAIR WORK Read the instructions aloud.

- Ss work in pairs and read each other's emails.
- Ss pick out elements of formal and informal register. Ss may also make suggestions to make the emails more formal or more informal.
- Collect and read out some of the letters to the class.



TEACHER DEVELOPMENT ACTIVITY 2

Mixing things up

Often feedback on writing is done in pairs. This activity tries a whole class or larger group approach to feedback. It also mixes listening and writing skills because students read aloud example emails and their classmates listen for language.

- Before doing the pair work, collect the emails.
- Either put them in a box or face-down on a desk.
- Ask a S to choose an email – make sure he/she doesn't choose his/her own. For larger classes, get Ss to do this in groups of 6 to 8.
- The S reads the email aloud to the class/group and Ss listen and write down examples of formal or informal language.
- Different Ss take turns reading an email.
- Return the emails to the Ss and they can do the pair work activity.

Hearing the examples in the open class feedback will help weaker students find language in the pair work.

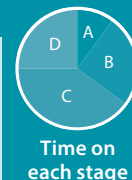
- **Workbook Unit 7.4**

TIME TO SPEAK

Online communication survey

LESSON OBJECTIVE

- create and conduct a communication survey



- **Introduce the task** **Aim:** Introduce the topic of online surveys.
- Ask Ss if they take online surveys. Ask Ss why they take surveys, e.g., for fun, to enter for a prize, etc., and where they take them, e.g., Facebook, email, etc.
- Explain to Ss that they are going to create an online survey about communication.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A **PREPARE** **Aim:** Think about the ways Ss communicate digitally.

- Give Ss time to look at the pictures.
- Discuss the questions as a class, focusing on one picture at a time.
- Ask Ss to think of more positive and negative uses of smartphones. Write Ss' responses on the board.

B **DISCUSS** **Aim:** Ss discuss and answer the survey questions and generate survey questions of their own.

- **PAIR WORK** In pairs, Ss read the survey questions.
- Ss write at least three additional survey questions. Tell Ss they can use their responses from A to help them think of topics for questions.
- In pairs, Ss ask the questions and take notes on their partner's answers.
- **Preparation for speaking*** Give pairs time to practice what they are going to say to the class.

C **PRESENT** **Aim:** Ss present the survey questions and answers to the class.

- Read the instructions aloud.
- Write questions 1–4 from B on the board. Make sure to leave room for additional student-generated questions.
- **WHOLE CLASS** Ask a volunteer pair to report their answers to questions 1–4 and write their responses under each question on the board. Also write Ss' additional questions and answers on the board.
- Repeat with additional pairs.
- **PAIR WORK** In their original pairs, ask Ss to discuss the survey results from the class and draw their own conclusions about online communication.
- **Feedback for speaking activities*** When Ss speak, focus on their performance rather than their accuracy. Give them feedback based on how well they completed the task.

D **AGREE** **Aim:** Ss work together to agree on conclusions from the survey.

- Read the instructions aloud.
- **WHOLE CLASS** Ask Ss to share their conclusions with the class.
- Focus on any contrasting conclusions given and why Ss disagree.

*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 How did students react when you gave a fuller explanation of the aims of the lesson?
- 2 Did this affect the way they worked through lesson 7.3? Why do you think so?
- 3 As a result of this experiment, do you think you will change the way you explain lesson aims to students? Will you use questions more when setting up activities? Why / why not?
- 4 How did students react to the different approach to feedback?
- 5 What do you think is the right balance between student-centered and open class feedback for activities? Are some activities more suited to one approach than the other?
- 6 What effect did the activities in this unit have on students' motivation? Have some of the other Teacher Development suggestions in other units helped with motivation?

LIFESTYLES

8



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – understanding tenses

Students at higher levels need to develop a more sophisticated understanding of tenses and their functions. In this unit we look at activities that introduce students to the idea of grammar as a matter of speaker choice and to the distinction between time and tense.

Tense choices (Activity 1): Ss consider why a particular tense has been used, then discuss possible alternatives. You will have the opportunity to try this in Lesson 8.1.

Time and tense (Activity 2): Ss identify time and tense in sentences, then reflect on how time and tense are related in English. You can try this in Lesson 8.2.

To find out more about time and tense, read: Ronald Carter & Michael McCarthy, *Cambridge Grammar of English*, pp. 405–406; Scott Thornbury, *About Language (Second Edition)*, pp. 115–118. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

On the board, write *Lifestyle*. Check Ss' understanding of the word. Ask Ss to suggest adjectives that can describe a lifestyle, e.g., *busy*, *exciting*, etc. If necessary, start by suggesting a few adjectives yourself. Write Ss' responses on the board.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, e.g., *regrets* and *digital detox*.

START SPEAKING

- A** Ss look at the picture and discuss the questions in pairs. Elicit answers as a class. Add student responses to the list of adjectives describing lifestyles already on the board.
- B** Allow Ss time individually to think about the questions before they speak.
 - In small groups Ss discuss the questions.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their answers are the same as Maryne's.

REAL STUDENT

I am a home person. I usually prefer to stay home and watch movies. And I want to be an architect, and I know that being an architect requires a lot of time. So I think that I will stay more at home when I will be an architect.

- talk about different working lifestyles

1 LANGUAGE IN CONTEXT

- **Introduce the task** Write the following question on the board.

What is the perfect job?

- Check Ss' understanding of *perfect*.

- A Do the task** Give Ss time to look at the picture and read the caption. Check Ss' understanding of *lighthouse* and *caretaker*.

- Give Ss time to read the article. Answer any questions about unfamiliar vocabulary.
- Ss do the task individually.
- Check answers with the class.

Answer

The writer is not interested in the job because he needs something that is permanent and high-paying.



- B PAIR WORK** In pairs, Ss discuss the questions.

- **OPTIONAL ACTIVITY** Ss use their phones to find more information about the island and the lighthouse before discussing the questions. Suggested search terms are, *Maatsuyker Island*, *Maatsuyker lighthouse*, and *Maatsuyker Island caretaker*.

2 VOCABULARY: Describing jobs



- A 2.11 Do the task** Tell Ss to listen and say the words in the word box.

- Write *Positive*, *Negative*, and *Neutral* on the board. Check Ss' understanding of *neutral*.
- Ask Ss which words they can find in the post. Ask Ss which words in the post are positive, which are negative, and which are neutral.
- Ask Ss which of the remaining words in the word box are positive, which are negative, and which are neutral.
- **OPTIONAL ACTIVITY** Ss use their phones to look up any words that do not appear in the post and that they do not know.

Answers

In the ad:

Negative meaning: temporary, stressful, tough

Positive meaning: dream job, permanent, high-paying

The other words in the box (answers may vary):

Negative meaning: desk job, second job, tiring

Positive meaning: challenging, full-time

Neutral: freelance, government job, main job, part-time

- B Read the instructions aloud.**

- Write *fact* and *opinion* on the board. Check Ss' understanding of the terms.
- Elicit examples of facts and opinions from Ss.
- In pairs, Ss complete the task.
- Check answers as a class.

Answers

Factual descriptions: desk job, freelance (work), full-time, government job, high-paying, main job, part-time, permanent, second job, temporary

Opinions: challenging, dream job, stressful, tiring, tough

- C Direct Ss to page 148 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.**

- D PAIR WORK** Read the instructions aloud. Ask a volunteer to read the sample answer aloud.

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

3 GRAMMAR: Present unreal conditionals

- **Introduce the task** On the board, write *If I could fly ...* and *If I had \$1,000,000 ...*
- Ask *Can I fly?* And, *Do I have \$1,000,000?*
- Explain that these are hypothetical, or unreal, situations. Tell Ss that they will learn how to talk about unreal situations.

A Do the task Read the instructions aloud. Ask Ss to work in pairs to complete the rules.

- Elicit answers and then ask volunteers to read the sentences in the grammar box aloud.
- Direct Ss' attention to the **Register check** box. Ask a volunteer to read it aloud. Explain that it is always acceptable to use *were* in unreal conditional sentences. But it's only acceptable to use *was* in informal situations. Explain that in writing, *was* is rarely used.

Answers

- 1 an imagined
- 2 simple past, doesn't refer

B Direct Ss to page 136 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 questions and answer them with their partner.
- Ask Ss to share their partner's answers with the class.

Answers

- 1 could do, would ... choose
- 2 Would ... consider, weren't
- 3 would ... do, didn't have to



TEACHER DEVELOPMENT ACTIVITY 1

Tense choices

In this activity, students are asked to reflect on the choice of tense in an exercise and consider the implications of using a different tense.

- After Ss have completed exercise 3C, have Ss discuss these questions in small groups:

- 1 Why does the speaker of the questions use the past tense?
- 2 Could the speaker use the present tense instead? How would the meaning change?

If you're teaching a monolingual class, you might ask Ss to talk about the questions in their mother tongue.

- Then discuss as a class. Suggested answers:

- 1 *Because they describe imagined situations: most people can't do any job in the world, or afford not to work! In English we use the past tense to describe either real past situations or imagined present / future ones.*
- 2 *Yes, this is possible, but unlikely! – because it would mean that the speaker sees the situations as real rather than unreal. Questions 3 and 4, for example, could be in the present tense if they were addressed to someone who'd just won a lot of money.*

4 SPEAKING

A Ask volunteers to read the job descriptions aloud. Check understanding and explain any new vocabulary, e.g., *maintaining*, *isolated*, etc.

- Ask Ss to compare the two jobs to the lighthouse caretaker job in exercise 1A. What, if anything, do they have in common?

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

- In pairs, Ss do the task.
- Circulate and monitor as Ss discuss. Listen for interesting language usage or any errors that you can share at the end of the activity.
- Share any feedback now.
- **Workbook Unit 8.1**
- **Worksheets: Grammar 8.1; Vocabulary 8.1**

1 LANGUAGE IN CONTEXT

- **Introduce the task** Write *work*, *family*, and *school* on the board.
- Ask Ss what percentage of their time is devoted to each.
- Write *work/life balance* on the board and ask Ss what they think it means. Explain that in this lesson they will discuss finding the right work/life balance.

A **2.12** Read the instructions aloud. Check Ss' understanding of *psychologist*.

- Play the audio. Ss listen and read.
- Ss check their answers in pairs.

Answer

She suggests combining your work life and free time.

B **2.12** Read the instructions aloud.

- Play the audio. Ss listen and read.
- Ss check their answers in pairs.

Answers

Work: work long hours/meetings/late shift/busy schedule/
write a report
Free time: family life/time off/me time/take a walk/have
lunch with a friend/spend time with your kids

 MIXED ABILITY

If you need to play the audio again for less advanced Ss to answer the questions, have stronger Ss listen and write one or two more comprehension questions and take turns asking and answering with a partner.

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

- Circulate and monitor.

2 VOCABULARY: Talking about work/life balance

A **2.13** Read the instructions aloud.

- Play the audio. Ss listen and repeat.
- Draw the Venn diagram on the board. Ask students which words in the word box relate to work or school, which relate to home life, and which relate to both.
- **OPTIONAL ACTIVITY** Ss use their phones to look up any words that they do not know.

Answers will vary. Possible answers:

Work/school: 9-to-5, assignments, lectures, office hours, seminars, shift

Home life: chilling out, family life, me time, social life, time off

Both: always connected, busy schedule, commitments, downtime

B Direct Ss to pages 148–149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Ss discuss the questions in pairs.

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

 EXTRA ACTIVITY

Write the following on the board:

If my schedule were less busy, I would ...

If I had more downtime, I would ...

If I had more me time, I would ...

In pairs, Ss discuss what they would do in each situation. Ss can look back at the grammar chart on page 77 if they need to.

3 GRAMMAR: *I wish*

- **Introduce the task** Read the first sentence in the grammar box aloud: *I have to work long hours.* Ask Ss: *Do you think the person wants to work long hours?* Now read the second sentence in the grammar box aloud: *I wish I didn't have to work such long hours.* Explain that Ss are going to learn to talk about regrets (or about something they wish was different).

A Do the task Read the instructions aloud. Ask Ss to work in pairs to complete the rules.

- Elicit answers and then ask volunteers to read the grammar box aloud.

Answers

- 1 be different
- 2 changes tense, changes to *could*
- 3 change to negative
- 4 change to affirmative

B Direct Ss to page 137 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C PAIR WORK Ss work individually to write the statements.

- Read the information in the **Accuracy check** box aloud.
- In pairs, tell Ss to look at their answers again and check for accuracy.
- Check answers as a class.



TEACHER DEVELOPMENT ACTIVITY 2

Time and tense

This activity highlights the distinction between time and tense but at the same time shows students how these two concepts are related.

- After Ss have completed exercise 3C, write a possible version of the first sentence on the board, e.g., *I wish I knew next week's lottery numbers.* Elicit from learners: *What time does knew refer to in this sentence?* (Present) *What tense is it?* (Simple past) Emphasize that time and tense are different concepts (though in many languages, the same word is used for both).
- Have pairs of Ss identify the time and tense in sentences 2–6. Then establish the answers as a class. (Sentences 2–4 refer to present or future but use simple past tense. Sentences 5–6 refer to the past and use the past perfect.)
- To conclude the discussion, ask Ss: *Is there a "rule" that connects time and tense in English?* (Yes, English describes imaginary situations by taking "one step back": to talk about imaginary present we use simple past, and for imaginary past we use past perfect.)

4 SPEAKING

A PAIR WORK In pairs, Ss do the task.

- Ask student pairs to report back to the class which wishes they think are the most common.

B PAIR WORK In pairs, Ss do the task.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if any of their wishes are the same as Seung Geyong's.

REAL STUDENT

I wish I stay healthy until I die, and I think a lot of people have this same wish because health is more important than anything else.

- **Workbook Unit 8.2**
- **Worksheets: Grammar 8.2; Vocabulary 8.2; Speaking 8**

- talking through options to reach a decision

1 FUNCTIONAL LANGUAGE

- **Introduce the topic** Have a brief class discussion. Ask Ss: *What is the last important decision you made? Did you make the decision on your own or did you ask someone for advice? What advice did the person give you?* Explain to Ss that in this lesson they will learn to give advice by helping someone discuss the different options to their problem.

A 2.14 **Do the task** Read the instructions aloud. Ask a S to say what the instruction says in his/her own words.

- Play the audio. Ss read along.
- Play the audio again if necessary.
- Ss discuss their answers in pairs and then check answers as a class.

B Direct Ss' attention to the headings in the chart. Check understanding.

- Direct Ss' attention to the **Insider English** box and read the information aloud.
- Ss complete the task individually.

Answers

- 1 way
- 2 tried
- 3 shoes
- 4 want
- 5 could
- 6 hurt
- 7 were
- 8 hurt
- 9 lose



MIXED ABILITY

Direct stronger Ss to cover the conversation at the beginning of the exercise and complete the chart by just listening to the conversation, not reading them. Play the audio twice, if necessary.

C 2.15 **PAIR WORK** Read the instructions aloud.

- Give Ss time to complete the task.
- Play the audio as Ss check their answers.

Answers

- 1 Have you tried
- 2 want to
- 3 could
- 4 if

- In pairs, Ss role play the conversation.
- Ss switch roles and practice the conversation again.

2 REAL-WORLD STRATEGY

- **Introduce the task** As a class, ask Ss to share situations where they had to warn someone against doing something. Ask Ss what words or phrases in English they would use to do this.

A 2.16 **Audio script p. T-175** Read the instructions and the question aloud.

- Play the audio.
- Ss write down their answers.
- Ask a volunteer for the answers and Ss check their answers.

Answers

Conversation 1: Speaker A won't be able to finish her assignment by the deadline.

Conversation 2: Speaker A forgot his father's birthday.

B 2.16 Read the expressions in the Real-world strategy box aloud several times. Ss repeat.

- Play the audio again.
- Ss write down their answers.
- Ask a volunteer for the answers and Ss check their answers.

Answers

Conversation 1

Warning: *You really don't want to do that.*

Advice: Ask for an extension.

Conversation 2

Warning: *I wouldn't do that if I were you.*

Advice: Call him right now and offer to get tickets to any ball game he wants.

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

- Have volunteers read each statement aloud and explain in their own words. Check understanding.
- In pairs, Ss do the task.
- Ss share their warnings and suggestions with the class.

3 PRONUNCIATION FOCUS: Saying the vowel sounds /ɜ/ and /u/

A 2.17 Give Ss time to read the instructions.

- Play the audio. Ss listen and say the words and the sentences.
- Play the audio again and ask *Do your /ɜ/ and /u/ vowels sound the same or different?*

B 2.18 Read the instructions aloud. Play the audio for number 1. Ask Ss if they hear the /ɜ/ or /u/ vowel sound.

- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

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

C 2.19 **PAIR WORK** Put Ss into pairs.

- Play the audio as Ss listen.
- Ss practice the conversations in pairs. Monitor and check.

4 SPEAKING

A Read the instructions aloud. Read the example aloud.

- Ask Ss to suggest one situation for family and advice for that situation. Write Ss' responses on the board.
- Give Ss time to think of situations and options for each topic.

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

- In pairs, Ss share their situations and suggestions.
- Ss do the task in pairs.

MIXED ABILITY

If Ss are having difficulty with the task, choose a situation, a reason, and problem, and then work with them as a group to write a conversation for them to practice.

- Pairs say their conversation for the class.
- **Review the task** When Ss finish their conversations, tell them to share the functional language phrase(s) that they used in their conversation.

• Workbook Unit 8.3

LESSON OBJECTIVE

- write a comment about a podcast

1 LISTENING

A **Introduce the task** **PAIR WORK** In pairs, Ss look at the pictures and discuss the questions. Ask Ss which view of smartphones they most agree with and why.

- Ss share their responses with the class.

B **2.20** **LISTEN FOR ATTITUDE** *Audio script p. T-175* Read the instructions aloud.

- Play the audio. Ss do the task individually.

Answers

A digital detox is a period of time that a person doesn't use any form of technology for the purpose of breaking their addiction to it.

Tim is in favor of trying a digital detox, but Kayla is not.

**MIXED ABILITY**

Some Ss may need to listen to the audio one or two more times to do exercise 1B. While these Ss are doing the task, have stronger Ss write two or three false statements about the podcast. Then they exchange statements with a partner and correct them.

C **2.20** **PAIR WORK** *Audio script p. T-175* Read the instructions aloud.

- Ask volunteers to read the extracts.
- Direct Ss' attention to the **Insider English** box and read the information aloud.
- Ss do the task in pairs.
- Play the audio to check answers with the class.

Answers

1 K 2 K 3 T 4 K 5 K 6 T 7 K

D **PAIR WORK** **THINK CRITICALLY** Read the instructions and check for understanding.

- Monitor as Ss discuss.

2 PRONUNCIATION: Listening for emphasis

A **2.21** Read the instructions aloud. Play the audio for number 1. Ask Ss what is different about how the speaker says *way*.

- Play the audio for numbers 2 and 3. Focus Ss on how the speakers say *never* and *really*.

B Read the instructions aloud.

- Ask students to look back at the sentences in exercise 2A. How do the speakers add emphasis? (By saying the emphasized words higher and longer than other words.)

3 WRITING

- **Introduce the task** Ask: *Do you ever comment on podcasts or YouTube videos? What kinds of comments do you leave?*

A **Do the task** Ss read the two comments silently.

- Ss do the task individually.
- Pairs compare answers and then check answers with the class.

Answers

Post 1 was written by a listener. (The writer says “I really enjoyed listening to this week’s podcast,” indicating he/she is a listener, and “Good for you, Tim, ...”, addressing the host.)
Post 2 was written by the host. (The writer says “Thanks for leaving your comment. That’s a really interesting question, and I’m really not sure how to answer,” indicating this is Tim answering the question addressed to him in the listener’s comment.)

B **WRITING SKILL** Read the instructions aloud. Check Ss’ understanding of *reference*.

- Ss do the task individually and then compare answers with a partner.
- Check answers with the class.
- Ask students if they can think of other phrases they could use to refer to another person’s statement or opinion.

Answers

As Kayla said, ...
You point out that ...

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

- Ss read the comments again.
- Ss do the task in pairs.
- Ss share their opinions with the class.

WRITE IT

D **Do the task** Read the instructions aloud. Explain that Ss can use language from the comments in exercise 3A to help them write.

- Allow time for writing. Circulate and monitor, offer any help or spellings.

HOMEWORK IDEAS

Assign the writing of the comment for homework.
Ask Ss to share their comments the next day.

- **Workbook Unit 8.4**

TIME TO SPEAK

Planning a digital detox

LESSON OBJECTIVE

- plan and discuss a digital detox weekend for your class



- **Introduce the task** **Aim:** Introduce the concept of planning a digital detox weekend.
- Ask a volunteer to define *digital detox*.
- Explain to Ss that they are going to plan a digital detox weekend for their class.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A **DISCUSS** **Aim:** Ss discuss what would be the most difficult aspects of giving up their phones.

- **GROUP WORK** Ss discuss the questions in small groups.
- **WHOLE CLASS** Ask Ss to share their ideas with the class.

B **Aim:** Ss discuss who would have a harder time in a digital detox weekend.

- **PAIR WORK** In pairs, Ss share their answers from A.
- In pairs, Ss discuss which of them would have a harder time during a digital detox and why. Encourage students to refer back to the answers from A.

C **Aim:** Ss outline plans for their digital detox weekend.

- Read the instructions aloud. Check Ss' understanding of *sponsor*, *documentary*, *facilities*, and *alternatives*. Ask a volunteer to read the sample answer aloud.
- **PAIR WORK** In pairs, Ss do the task. Encourage Ss to take notes about the plan for their digital detox.

D **DECIDE** **Aim:** Ss agree on a detailed schedule for their digital detox weekend.

- Read the instructions aloud.
- **PAIR WORK** On a piece of paper, ask Ss to create a schedule outline for their weekend.
- Give Ss time to plan their schedule. Tell Ss they may need to either cut some of the activities they thought of in C or go back and think of more activities to fill out the weekend schedule.
- **Preparation for speaking*** Give pairs time to practice what they are going to say to the class.

E **PRESENT** **Aim:** Ss present their plans to the class.

- **WHOLE CLASS** Tell Ss to take notes during each presentation to help them ask questions and do their analysis in F.
- Ss take turns presenting their digital detox plan. Tell Ss to wait to ask questions until the presentation is over.

- **Feedback for speaking activities*** Monitor and make note of the strong points of each group, for example, 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 **AGREE** **Aim:** Ss work together to choose the best digital detox weekend.

- Read the instructions aloud.
- **WHOLE CLASS** Invite Ss to make pro/con T-charts on the board for each pair's planned weekend from E to help the class make their decisions.
- Have the class decide which programs to choose.
- **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 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

You can either answer these questions in a reflection journal or discuss them with your peers.

- 1 Development Activity 1 is based on the idea that tense selection is ultimately a matter not of "rules" but of speaker choice. How did your Ss respond to this idea? Did they find it helpful? Do you? Why? / Why not?
- 2 Can you think of any more tenses (or other grammatical forms) that seem to be a matter of speaker choice? E.g., the choice of simple present or present continuous often reflects a speaker's feelings about whether a situation is permanent or temporary.
- 3 Development Activity 2 highlights the distinction between time (meaning) and tense (form). Are these concepts expressed by the same word in your Ss' language(s)? What misunderstandings and mistakes can occur if Ss confuse them? Give examples.
- 4 How did your Ss respond to the idea of English tenses taking "one step back" to express imaginary ideas? Did they find it helpful? Do you? Why? / Why not?

YES, YOU CAN!

9



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Building students' spoken fluency – Speaking spontaneously

Being able to speak a second language fluently means an ability to say something without stopping to think about it for too long. Sometimes teachers need to help students cope with unplanned speaking in order to help them manage speaking English outside the classroom. This means teachers should balance both planned and unplanned speaking activities with students. It's better that students get this kind of practice in the safer environment of the classroom. Most fluent speaking is spontaneous and delivered quite quickly. To find out more about this feature of spoken language read pp. 40–42 of *Teaching Speaking* by Groh and Burns. Please go to www.cambridge.org/evolve to download this material.

Spontaneous discussion (Activity 1): Ss repeat a discussion on a new topic with no preparation time.

Pass it on (Activity 2): Ss pass around an object and take turns in a discussion.

INTRODUCE THE THEME OF THE UNIT

On the board, write *At school / work we can ...* and *At school / work we can't ...*. Elicit responses from students. Ask Ss to name other places where there are rules about what they can and can't do.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, e.g., *regulations* and *generalizations*. Ask volunteers to predict what categories of vocabulary they will learn in this unit.

VOCABULARY SUPPORT

regulation: an official rule that controls how something is done

generalization: a statement in which you say something is true all of the time when it is only true some of the time

START SPEAKING

- A** Give Ss time to look at the picture. Ask if they recognize the street sign. Is this how the street sign looks in their country or is it different? Discuss the questions as a class.
- B** Read the task aloud. Check Ss' understanding of *alter*. Direct Ss' attention to the blank version of the sign on page 85.
 - In pairs, Ss think of how they would change the sign and draw it on the page. Alternatively, have Ss draw a larger version of the sign on a piece of paper so they can present it more clearly to the class.
 - Ss present their signs to the class.
 - As a class, discuss which of the Ss signs is the best and why.
- C** In pairs, Ss discuss the questions.
 - **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they have seen something similar to Seung Geyong's video.

REAL STUDENT

Well, I'm sorry I've never seen any interesting graffiti near my city, but I see many interesting graffiti on our school desk, and teachers hate it.

LESSON OBJECTIVE

- talk about rules and regulations in your everyday life

- **Introduce the task** Write *rule, laws, and recommendations* on the board.
- Write *Stop at a red light.* on the board.
- Ask Ss: *Is this a rule, a law, or a recommendation?*
- Ask Ss to offer other examples of rules, laws, and recommendations.

1 LANGUAGE IN CONTEXT

- A  **2.22 Do the task** Read the instructions aloud.
- **PAIR WORK** Give Ss time to look at the pictures. Ask Ss to speculate about their meanings.
 - Tell Ss you will play the audio twice. The first time, Ss should only listen for which signs are mentioned.
 - Play the audio and Ss read along and do the task individually.
 - Check answers with the class.
 - Play the audio again. This time Ss should listen for the meaning of each sign mentioned.
 - Check answers with the class.
 - Check Ss' understanding of the words in bold.

Answer

signs mentioned: A, B, C, E, H

- Direct Ss' attention to the **Insider English** box. Ask a volunteer to read the information aloud.

 EXTRA ACTIVITY

Ask Ss to look at the signs in exercise 1A that they did not check. Ss discuss what they think each sign means and where they might see it.

- 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. Ask a volunteer to read the sample answer aloud.
- Ss discuss the questions in pairs and then share answers with the class.

 EXTRA ACTIVITY

In pairs, Ss draw an additional sign showing a rule or regulation.

Ss present their signs to the class and the class tries to guess the rule and where the sign would appear.

2 VOCABULARY: Talking about places



- A  **2.23 PAIR WORK** Read the instructions aloud.
- Ask Ss to listen, read, and say the words in the word box. Correct for pronunciation.
 - Ss complete the task in pairs.
 - **OPTIONAL ACTIVITY** Ss use their phone to look up any words that they do not know.

3 GRAMMAR: Prohibition, permission, obligation (present)

- **Introduce the task** Write *prohibition*, *permission*, and *obligation* on the board and check Ss' understanding. If necessary Ss look up the words in a dictionary or on their phones.
- Ask Ss to look back at the signs in exercise 1A on page 86. Which ones express a prohibition, which express permission, and which express an obligation?

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

- Ss complete the task individually and then check answers in pairs.
- Check answers as a class.

Answers

1 a, b 2 c 3 a, b, c

HOMEWORK IDEAS

Ss write out the rules for the signs in exercise 1A on page 86 using modals of prohibition, obligation, and permission.

B Direct Ss to page 137 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Ask a volunteer to read the words in the word box. Check understanding and correct for pronunciation.
- Give Ss time to complete the task. Circulate and offer vocabulary support.

D Ask groups from exercise 3C to present their rules to the class without stating what the place is. The class tries to guess the place.

4 SPEAKING

- A **GROUP WORK** Direct Ss' attention to the picture. What rule does it show? Where would Ss find that rule?
- Read the instructions aloud. Give Ss time to discuss the questions in groups.



TEACHER DEVELOPMENT ACTIVITY 1

Spontaneous discussion

This activity gets students to speak spontaneously by repeating the discussion on a different topic.

- Ss do the discussion in exercise 4A.
- Mix them into new groups and tell them they will have a similar discussion on a different topic.
- Choose one S to observe their group's speaking.
- Observers note the following:
 - Does the group start speaking quickly?*
 - Does everyone take a turn speaking?*
 - Do the speakers interact well?*
 - Do some people speak for more than 30 seconds?*
- Write the questions on the board.
- Write the topic of the new discussion on the board: *Rules for online social media interaction.*
- Tell Ss to begin speaking immediately.
- After the discussion, ask observers to give feedback.
- Point out to Ss that they had already had practice using language for the second discussion in the first discussion. Remembering familiar language can help Ss speak spontaneously.

B **GROUP WORK** Read the instructions aloud. Ask a volunteer to read the sample answer aloud.

- Give Ss time to choose their two rules and to draw pictures of them.
- Ss present their pictures to the class and the class tries to guess their meaning.
- Circulate and monitor as Ss discuss. Listen for interesting language usage or any errors that you can share at the end of the activity.
- **Review the task** Share any feedback now.
- **Workbook Unit 9.1**
- **Worksheets: Grammar 9.1; Vocabulary 9.1**

- discuss rules and regulations in the past

1 LANGUAGE IN CONTEXT

A Introduce the task Read the instructions aloud.

- Give Ss time to look at the pictures. As a class, discuss what traffic rules are shown in each. Offer vocabulary support if necessary, e.g., *traffic circle* and *crosswalk*.

Answers

Picture A: a one-way street
Picture B: a traffic circle
Picture C: a pedestrian crosswalk

- Write, *If there were no traffic rules ...* on the board. If necessary, direct Ss back to page 77 to review the present unreal conditional structure.
- Elicit responses from Ss and write their answers on the board.

B Do the task Read the instructions aloud.

- Give Ss the time to look at the pictures.
- Ss speculate about the connection to the pictures in exercise 1A.
- Ask volunteers to read the article aloud. Offer vocabulary support as needed.
- Discuss the question as a class. Were any of the Ss' guesses correct?

Answer

The connection is that William Eno developed the first traffic rules.

VOCABULARY SUPPORT

circulate: to move around and through something

desperately: extremely or very much

innovations: new ideas or new methods of doing something

pedestrian: a person who is walking, especially in an area where there are vehicles

C Read the instructions aloud.

- Check Ss' understanding of *infer*.
- Ss read the article again and do the task.
- Check answers as a class.

Answers

- 1 Can't be inferred.
- 2 Can be inferred. "Before cars were invented, horse-drawn carriages were allowed to circulate freely. There were no signs to control traffic and no speed limits."
- 3 Can be inferred. "He also helped introduce crosswalks to protect pedestrians. At the same time, new laws required vehicles to be registered and have license plates ..."
- 4 Can't be inferred.

2 VOCABULARY: Talking about rules

A  **2.24 Introduce the task** Read the instructions aloud.

- On the board, complete two rows of the chart (*control* and *limit*) as examples. Explain that sometimes the noun and verb forms of a word are the same, e.g., *control*. Explain that other times the noun and verb forms are different, e.g., *limit* and *limitation*. Circle *-ation* in *limitation* and explain that this is a suffix (a group of letters added to the end of the word to make a new word).
- Do the task** Ss complete the task in pairs.
- Check answers as a class.

Answers

verb	noun	meaning
<i>ban</i>	ban	<i>N</i>
<i>control</i>	<i>control</i>	<i>R</i>
<i>limit</i>	<i>limitation</i>	<i>R</i>
<i>oblige</i>	obligation	<i>M</i>
<i>permit</i>	permission	<i>A</i>
<i>prohibit</i>	prohibition	<i>N</i>
<i>register</i>	<i>registration</i>	<i>R</i>
<i>require</i>	requirement	<i>M</i>

B Direct Ss to page 149 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **GROUP WORK** Read the instructions aloud. Encourage Ss to use the words from exercise 2A when suggesting solutions.

- Give Ss time to complete the task in groups.
- Ss share their ideas with the class.
- OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Nicolle's ideas.

REAL STUDENT

In recent years, my city has been expanding to areas that used to be towns, and this has made the city very big. And there are many people with cars wanting to move from one place to another. However, the control of the sale of cars has not been regulated, so today it's very easy to buy a car and many people have one. So, when it's rush hour, it's very stressful to move around the city. I think that there will be a solution when there is a limit of cars in the city or at least when people leave it to some cars to drive on the roads at certain times.



3 GRAMMAR: Prohibition, permission, obligation (past)

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

- Ss complete the task individually and then check answers in pairs.

Answers

A *were not allowed to* (3rd sentence in the grammar box)
 B *were allowed to* (1st sentence)
 C *were required to* (2nd and 4th sentences)

EXTRA ACTIVITY

In pairs, Ss rewrite the sentences in the grammar box using a different modal verb without changing the meaning of the sentence.

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C **GROUP WORK** Read the instructions aloud. Ask a S to say what the instruction says in his/her own words.

- Model the task by saying one or two rules from your childhood.
- Ss write their rules individually. Circulate and offer vocabulary support.
- Read the information in the **Accuracy check** box aloud. Ss check their work for accuracy. Then they share their rules with their group.

4 SPEAKING

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

- Give Ss time to discuss the questions in groups.
- Ss share their group's ideas with the class.

Answers

- This is true. This was a law in Illinois in the early 20th century.
- This is true. This was a law in Minnesota in the 19th century.
- This is true. Before World War II many female school teachers were forced to quit their jobs if they got married.
- This is false.

B Read the instructions aloud.

- Give Ss time to choose an old law from their country.
- Ss share their old laws with their groups.
- Circulate and monitor as Ss discuss. Listen for interesting language usage or any errors that you can share at the end of the activity.
- Review the task** Share any feedback now.
- Workbook Unit 9.2**
- Worksheets: Grammar 9.2; Vocabulary 9.2; Speaking 9**

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Review the meaning of *generalization* (a statement in which you say something is true all of the time when it is only true some of the time). Ask Ss to make some generalizations to check understanding. Explain that in this lesson Ss will learn expressions that are used to make generalizations.

A **2.25 PAIR WORK** **Do the task** Read the instructions aloud.

- Direct Ss' attention to the picture. Write *tip jar* on the board. Ask a S to explain the meaning. Ask Ss where, if anywhere, they might see a tip jar in their country.
- Play the audio as Ss read along.
- Ask Ss if there is any unfamiliar vocabulary. Write the words/phrases on the board. Tell Ss to read what comes before and after the unfamiliar word/phrase, and ask them to guess the meaning from the context. If they still do not understand, have a stronger S explain, or let them look up the word in their dictionary or phone.
- Play the audio again, if necessary.
- Let pairs compare answers and then check answers with the class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answers

They are giving 15–20% of the check as a tip.

B Direct Ss' attention to the heading in the chart. Check Ss' understanding of the heading.

- Direct Ss' attention to the **Notice** box and read the information aloud.
- Ss complete the task individually.
- While Ss complete the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.

Answers

- 1 speaking
- 2 tend
- 3 generally
- 4 average
- 5 whole

C Read the instructions aloud.

- Ss complete the task individually.
- Check answers as a class and discuss whether the statements are true in the Ss' country.

Answers

- 1 Generally
- 2 tend
- 3 On the whole,
- 4 generally
- 5 On average

2 REAL-WORLD STRATEGY

- **Introduce the task** Read the heading of the **Real-world strategy** box and check Ss' understanding of *contrasting*. Explain that Ss will learn expressions used to contrast information.

A 2.26 **Audio script p. T-175** Read the instructions and the question aloud.

- Play the audio.
- Ss write down their answer.
- Ask a volunteer for the answer and Ss check their answer.

Answers

In conversation 1, they discuss how English speakers use "Uh-huh."
In conversation 2, they talk about price tags and tax.

B 2.26 **Audio script p. T-175** Read the instructions aloud.

- Ask a volunteer to read the information in the **Real-world strategy** box.
- Play the audio again. Ss listen and answer the question individually.
- Check the answer with the class.

Answers

Conversation 1: *That's not how we do it in Portuguese.*
Conversation 2: *We don't do it that way back home.*

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

- Ask Ss if all three U.S. customs are common in their country. If they are, work to find additional customs that differ.
- In pairs, Ss discuss the differing customs of the U.S. and their country. Encourage Ss to use the expressions in exercise 2A.

3 PRONUNCIATION FOCUS: Saying /d/ at the beginning of a word

A 2.27 Read the instructions aloud. Play the audio. Ss say the words that start with /d/.

- Play the audio again. Pause the audio after each sentence. Ss repeat. Ask Ss: *Do your /d/ words sound the same or different?*

B 2.28 Read the instructions aloud. Play the audio for number 1. Ask Ss if they think speaker A or speaker B sounds clearer.

- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

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

C **PAIR WORK** Put Ss into pairs. Ss take turns both speaking and listening. Monitor and check.

4 SPEAKING

A Read the instructions aloud.

- Give Ss time to think of a time when they visited a new town or country and to write notes on what was different from their country.

B **PAIR WORK** Read the instructions aloud. Ask a S to say what the instruction says in his/her own words.

- Model the task by describing a time you visited a new town or country. Ask a volunteer to read the sample answer aloud.
- Ss do the task in pairs.



TEACHER DEVELOPMENT ACTIVITY 2

Pass it on

This activity gives students practice speaking spontaneously by maintaining a discussion.

- Ss do exercise 4B and are then mixed into new groups to repeat the same discussion.
- This time the discussion is a competition to see which group can keep talking the longest.
- Each group needs an object to pass around, e.g., a ball or a S's pencil case.
- Explain the rules:

The S holding the object must speak for at least 20 seconds.

That S passes the object to another S in the group – all Ss must have a turn.

Each S continues what the first S was saying or replies to what the previous student said – they can't change topic.

After the second S has spoken for at least 20 seconds, the object is passed on to another S.

- Each group should time speakers. Tell them you will check the timing and changes of topic.
- The group that finishes the discussion last wins.

- **Workbook Unit 9.3**

1 READING

- **Introduce the task** Write *handicap accessible* on the board and check Ss' understanding of the term. Ask Ss if most public buildings in their town are handicap accessible.
- Explain that Ss will read about an article related to handicap accessibility and write a letter of complaint.

A **READ FOR GIST** Ss look at the picture and answer the questions in pairs. Elicit ideas as a class.

- Ss read the article silently and answer the question.
- Check answers as a class.

Answers

The red structure is a wheelchair ramp.
Option a is the best title. The article focuses on the origins of the Independent Living Movement and Roberts' role in starting it.

- Check Ss' understanding of the article and explain any unfamiliar vocabulary.

**MIXED ABILITY**

With weaker Ss, read the first paragraph aloud together. Work together to identify key words/phrases from that paragraph that will help them choose the correct title (*no access for wheelchairs, Roberts fought for access, enter university buildings independently*). Continue in the same way with the other paragraphs.

B **PAIR WORK** **RECALL KEY INFORMATION** Read the instructions aloud.

- Give Ss time to write down answers for any of the numbers they remember from the article.
- Ss read the article again.
- Check answers as a class. Ask Ss to point out specific parts of the article where each number was referred to.

Answers

1960s: when Roberts attended the University of California at Berkley.
1972: when the Center for Independent Living was founded.
400: the number of Centers for Independent Living in the U.S.
1990: when the Americans with Disabilities Act was passed.
1995: when the Ed Roberts Campus was founded.

C **GROUP WORK** **THINK CRITICALLY** Read the questions aloud.

- Ss discuss their answers in groups.
- Ss share their group's opinions with the class.
- As a class, discuss any difference between the groups' opinions.

2 WRITING

- **Introduce the task** Ask: *Have you ever written a letter of complaint? Why and to who? What did you write in the letter? What did you expect to happen?*

A Do the task Read the instructions aloud.

- Ss read the letter silently and do the task.
- Discuss the questions as a class.

Answers

The problem was the restaurant appeared to be wheelchair accessible from the outside, but it was not on the inside. The customer had to ask for help. The customer wants to meet the owner and discuss how to make the restaurant more wheelchair accessible.

- Read the **Register check** box aloud. Ask students if it would be typical in their country to end a letter of complaint in a similar way.

B WRITING SKILL Read the instructions. Check Ss' understanding of *adverb*. Explain that adverbs should be easy to find because most adverbs end in *-ly*.

- Ss read the letter again and do the task.
- Discuss the questions as a class.

Answers

Happy:

Fortunately, your website showed a ramp leading up ...

Happily, from then on everything was wonderful.

Not happy:

Disappointingly, inside there's a step down ...

Embarrassingly, I had to ask your staff for help ...

C Read the instructions aloud. Check Ss' understanding of the words in the word box.

- Ss complete the task.
- Check answers with the class.

Answers

Fortunately: luckily, surprisingly

Happily: amazingly, surprisingly, luckily

Disappointingly: sadly, unfortunately, unluckily

Embarrassingly: sadly, unfortunately, unluckily



WRITE IT

D Read the instructions aloud.

- Ask: *What should a good letter of complaint do?* Elicit answers from Ss, e.g., explain the problem, explain what you would like to be done about the problem.
- Remind Ss to try to use adverbs that show their feelings (like the ones in exercises 2B and 2C) in their writing.
- Ss do the task individually.

E PAIR WORK Read the instructions aloud.

- Ss work in pairs and read each other's messages.
- Ss pick out specific elements from the message to justify their response.
- Collect and read out some of the messages to the class.



HOMEWORK IDEAS

Assign the writing of the message for homework and ask Ss to share their messages with the class the next day.

- **Workbook Unit 9.4**

- **Introduce the task** **Aim:** Introduce programs targeted at specific groups in a community
- Write *Meals on Wheels* and ask if any Ss are familiar with the program. If not, explain it (volunteers take meals to the sick and the elderly in their homes).
- Ask Ss why a program like this might be necessary.
- Explain to Ss that they are going to be planning programs to help specific groups in their community.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A **DISCUSS** **Aim:** Ss discuss the specific challenges some groups face.

- Read the instructions aloud and give Ss time to look at the pictures.
- **PAIR WORK** Ss discuss the questions in pairs.
- **WHOLE CLASS** Ask Ss to share their ideas with the class.

B **Aim:** Ss think of specific groups in their community who face some challenges.

- **GROUP WORK** Ss discuss the questions in groups and take notes.
- **Preparation for speaking*** Give Ss time to think silently about what they are going to say.

C **Aim:** Ss discuss ways to make life easier for one group of people from B.

- **GROUP WORK** Read the instructions aloud. Encourage Ss to use modals of prohibition, permission, and obligation when discussing rules to help their group.
- Ss work in groups to develop their ideas and to plan their presentation.
- Encourage Ss to practice how they will present their ideas to the class.

D **PRESENT** **Aim:** Ss present their plans to the class.

- Tell Ss they should take notes during each presentation to help them discuss it with the class.
- Ss take turns presenting their plans to the class.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, for example 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.

E **AGREE** **Aim:** Ss discuss and choose the best solutions.

- Read the instructions aloud. Check Ss' understanding of *ambitious*, *practical*, and *imaginative*.
- **WHOLE CLASS** Invite Ss to make pro/con T-charts on the board for each group's solutions from D to help the class make their decisions.
- Have the class decide which were the most ambitious / practical / imaginative solutions.
- **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 155 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

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

- 1 How quickly did students start speaking in Development Activity 1?
- 2 How much language did students re-use from the first discussion in both activities?
- 3 Development Activity 2 resembles authentic conversation where different speakers take turns. Did students' discussions sound like a natural conversation? Why / why not?
- 4 In what other speaking activities could you use the "pass it on" idea?
- 5 What do you think is a good balance between supporting students by giving them planning time and then giving them practice speaking spontaneously?
- 6 Apart from feeling unsure about language, what are other reasons that students may feel nervous about speaking spontaneously?

REVIEW 3 (UNITS 7–9)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Functional language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 7–9. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

- A** Ss complete the chart individually then check with a partner.

- Check answers as a class.

Answers

Communication	Work	Work/ life balance	Places	Rules
congratulate criticize persuade	high-paying temporary shift	downtime lectures time off	boardwalk playground arts center	ban prohibit oblige

- B** In pairs, Ss think of two more words or phrases for each group in the chart.

- Ss share their additional words or phrases with the class.
- See the language summaries on pages T-167–169 for ideas.

Suggested answers

Communication: catch up with, contact, explain, inform of, reply to
 Work: challenging, desk job, dream job, freelance, full-time, government job
 Work/life balance: chilling out, family life, me-time, office hours
 Places: consulate, construction site, laboratory, toll plaza
 Rules: control, limitation, requirement, prohibition, registration

2 GRAMMAR

- A** Ss complete the conversation individually and then check with a partner.

- Check answers as a class.

Answers

- 1 could
- 2 had
- 3 I'd go
- 4 had invited
- 5 wasn't
- 6 had invited
- 7 are allowed
- 8 may not

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

- Ss discuss the questions with a partner.

3 SPEAKING

- A** **PAIR WORK** Ss read the questions and make notes individually.

- Model the activity with a S by reading the sample conversation aloud.
- Ss ask and answer the questions in pairs. They should make notes about their partners' answers.
- Ask Ss what they learned about their partners.

4 FUNCTIONAL LANGUAGE

A Ss do the task individually.

- To check answers, pairs read the conversations aloud.

Answers

- 1 going to believe
- 2 kidding
- 3 Apparently
- 4 wouldn't
- 5 you tried
- 6 It wouldn't hurt

5 SPEAKING

- A **PAIR WORK** Ss choose one of the situations and prepare a conversation. They should write notes, but should not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 7–9.

- Pairs practice their conversations.

B Pairs change roles and repeat their conversations.

- Choose a pair to perform their conversation for the class. If possible, choose a pair for each conversation.

WHAT IF ... ?

10



TEACHER DEVELOPMENT INTRODUCTION

Strategy 1: Maintaining learners' motivations – Connecting to the real world

Sometimes it's helpful to remind students that English is a real way of communicating outside the classroom. At B1+ level, students often begin to feel more confident about communicating in real-life situations. Information technology can make it easy to do this. The activities in this unit aim to make a connection between the Student's Book material and real-world use of English. Apart from showing students that English is a way of communicating, it can increase their motivation to use authentic material. It's also a way to encourage students to learn independently outside class. To find out more about real-world communication and students' learning independently, read *Motivational Strategies in the Classroom* by Zoltán Dörnyei, pp. 102–108. Please go to www.cambridge.org/evolve to download this material.

Online research (Activity 1): Students look for online information related to the course book.

Discussion board post (Activity 2): Students write a post for a real English language discussion board.

INTRODUCE THE THEME OF THE UNIT

On the board, write *happy accident*. Ask Ss what they think the expression means (something that happened by accident but turns out for the best). If necessary, provide a personal example of a happy accident to help clarify the meaning. Ask Ss to think of something from their lives that turned out to be a happy accident.

UNIT OBJECTIVES

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *speculate*, *possibilities*, and *influential*. Ask Ss to say any vocabulary they think they will use in the unit. Write their answers on the board. Ask them to write the words in their notebooks. Tell them that at the end of the unit they can check if they used the words.

VOCABULARY SUPPORT

speculate: to make a guess about something

possibilities: things that might or might not happen

influential: being able to affect how someone thinks or behaves

START SPEAKING

A Give Ss time to look at the picture.

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

B Read the instructions aloud.

- Ask a volunteer to define *photobombing* in their own words.
- Ss discuss the questions as a class.

C In pairs, Ss discuss the questions.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if something similar has happened to them.

REAL STUDENT

Hi. I'm Andres. And every year at Christmas, my family usually takes a photo. I remember that last year we decided to take it outside the house. But the iron Santa Claus, the ornament, fell from the ceiling and covered half of my family. Fortunately, nobody was hurt but it was very funny.

- speculate about events in the past

1 LANGUAGE IN CONTEXT

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

- Give Ss time to look at the pictures.
- Ask Ss what each picture shows (an early microwave and the Terracotta Army).
- In pairs, Ss guess what the two pictures have in common.
- Ss read the article silently and do the task.
- Discuss the question as a class. Were any of the Ss' guesses correct?

Answer

Both discoveries were accidental.

- Ask a volunteer to read the words in bold. Correct for pronunciation.



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

- In pairs, Ss try to think of other famous discoveries that occurred by accident.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to search for other accidental discoveries. Suggested search terms are: *accidental scientific discoveries* and *famous accidental discoveries*.

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. Ask a volunteer to read the example aloud.

- Ss write the sentences individually and then discuss with a partner.
- Have a class discussion about the issues Ss identify.

2 VOCABULARY: Talking about discoveries

A **2.29 Do the task** Read the instructions aloud. Check Ss' understanding of *collocation*.

- Ss complete the task in pairs.
- Play the audio and check answers as a class.

Answers

2 c 3 b 4 f 5 h 6 i 7 d 8 e 9 g

- Write *make, face, provide, gain, notice, and carry out* on the board. Ask Ss to call out the words that collocate with each verb.

EXTRA ACTIVITY

Books closed. Write the collocations on the board. Ss define each one in their own words.

3 GRAMMAR: Past unreal conditionals

- **Introduce the task** Write the following sentence stems on the board:

If the telephone had never been invented, ...

If man had never been on the moon, ...

- Ask a volunteer to complete each sentence. Then ask, *Do you agree or disagree? Why?*

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

- Ask a volunteer to read the sentences in the grammar box.
- Ss complete the task individually and then check answers in pairs.

Answers

- 1 the past
- 2 didn't happen
- 3 past perfect, past participle

B Direct Ss to page 138 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

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

Answers

- 1 hadn't sat, wouldn't have discovered (Isaac Newton)
- 2 hadn't left, wouldn't have frozen (Popsicles)
- 3 hadn't added, wouldn't have invented (penicillin)
- 4 hadn't sliced, wouldn't have created (potato chips)
- 5 never would have thought of, hadn't been (the shopping cart)

EXTRA ACTIVITY

Ss write their own past unreal conditional sentences about other famous discoveries or inventions. Tell Ss to be sure not to specifically mention the invention or the person in the sentence (as in exercise 3C). Ss read their sentences and the class tries to guess who or what the sentence refers to.



TEACHER DEVELOPMENT ACTIVITY 1

Online research

This activity is a homework task that gets students doing online research in English.

- After giving feedback on exercise 3C, give Ss homework.
- Ask them to go online and find out about a discovery or invention that they're interested in.
- Tell them to search on English-language websites.
- Write these questions on the board for Ss to copy into their notebooks:

What was the discovery/invention?

Who was responsible for it?

What are the benefits?

What would have happened without it?

- Ss should answer the questions by making notes, and then writing a paragraph about the discovery/invention. They should add the URL of the English-language website they used.
- Ss bring their paragraphs to the next lesson and read about each other's invention/discovery (or they can be uploaded to an LMS).
- The class votes on what they think is the most important invention/discovery, but they can't vote for their own.

4 SPEAKING

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

- Ask a volunteer to read the sample answer aloud.
- Ss complete the task in pairs.

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

- Ask a volunteer to read the sample answer aloud.
- Check understanding of a *logical chain of events*. If necessary, model the task again on your own to illustrate.
- In groups, Ss complete the task.
- Ss report their group's chain of events to the class.
- **Workbook Unit 10.1**
- **Worksheets: Grammar 10.1; Vocabulary 10.1**

LESSON OBJECTIVE

- talk about alternatives and possibilities

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask: *What is a big mistake that you have made in the past? How did you feel about it? What did you do about it?*

A 2.30 **Do the task** Read the instructions aloud.

- Give Ss time to look at the pictures.
- As a class, discuss what Ss think happened in each picture.
- Play the audio as Ss read along.
- Check answers as a class and discuss the stories. Were students familiar with either story before they listened to the podcast?

Answers

The pictures are of the Academy Awards' mix-up from February 2017 (left), and the "hand of God" goal of 1986 (right).

 EXTRA ACTIVITY

Books closed. Play the audio again. Ss write one question about the podcast. Ss share their questions and the class tries to answer.

 HOMEWORK IDEAS

On the board, write: *Can you think of other famous mistakes in sports or entertainment?* At home Ss research another famous mistake. Suggested search terms are: *epic fails in sports* and *awards show mix-ups*. Ss present their famous mistake at the start of the next class.

VOCABULARY SUPPORT

Though *blunder* and *fault* can be used as verbs, they are more commonly used as nouns.

As a verb, *blunder* is usually in the phrase blunder onto/into: "While he was trying to find the exit, he blundered into the ladies' bathroom."

The word *fail* has changed in recent years thanks to social media. In the past, *fail* was only a verb, with *failure* as the noun form. Today, both *fail* and *epic fail* are commonly used as nouns to mean "big mistake" or "something that went very (often amusingly or embarrassingly) wrong."

- 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 questions aloud.

- In pairs, Ss discuss the questions.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their mistake was as bad as Nicole's.

REAL STUDENT

Hmm, my "epic fail" was to have lost a document which I worked for a long time. It was a final essay for the university, and when I was going to print it, I had an accident with water, and the computer was damaged. I remember that I tried to fix it, but the document disappeared, and I couldn't present it, uh, and I lost the subject after working for it for days. It was terrible!

2 VOCABULARY: Discussing right and wrong

- A  2.31 **PAIR WORK** **Do the task** Read the instructions aloud.

- Ss complete the task in pairs.
- Play the audio and check answers as a class.

Answers

Right / good behavior:

correct a mistake, fix a problem, get something right,

Wrong / bad behavior:

blame, blunder, confusion, epic fail, error, fault, mistake, misunderstanding, mix-up

Both noun and verb: blame, mistake, misunderstand (v) / misunderstanding (n), mix up (v) / mix-up (n)

3 GRAMMAR: Modals of past probability

- **Introduce the task** On the board write *Mark didn't study for his test. Mark failed his test.* Ask Ss: *What was Mark's mistake?*

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

- Ask a volunteer to read the sentences in the grammar box.
- Ss complete the task individually and then check answers in pairs.

Answers

- 1 suggest alternatives to
- 2 criticize
- 3 past participle

B Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Ask a volunteer to read the sample answer aloud. Ask the class: *What did the person do wrong?*
- In pairs, Ss discuss the questions.

4 SPEAKING

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

- Give Ss time to look at the pictures.
- Ask volunteers to read the sample answers aloud.
- Ss do the task and write down their answers.
- Read the information in the **Accuracy check** box aloud.
- Ss share their answers with their group and check for accuracy.
- **Workbook Unit 10.2**
- **Worksheets: Grammar 10.2; Vocabulary 10.2; Speaking 10**



1 FUNCTIONAL LANGUAGE

- **Introduce the task** Ask Ss: *What makes a person a good storyteller? What makes a person a bad storyteller?* Write Ss' responses on the board.

A **2.32 Do the task** Read the instructions aloud.

- Direct Ss' attention to the pictures. Discuss what mistakes a customer might make.
- Play the audio as Ss read along.
- Ask Ss if there is any unfamiliar vocabulary. Write the words/phrases on the board. Tell Ss to read what comes before and after the unfamiliar word/phrase, and ask them to guess the meaning from the context. If they still do not understand, have a stronger S explain, or let them look up the word in their dictionary or phone.
- Play the audio again, if necessary.
- Let pairs compare answers and then check answers with the class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answer

Because they have the same name, a customer might confuse the two hotels.

B Direct Ss' attention to the heading in the chart. Check Ss' understanding of the heading.

- Ss complete the task individually.
- While Ss complete the task, write the sentences on the board, including the blanks.
- Ask volunteers to come to the board to fill in the blanks for the class to check answers.
- Direct Ss' attention to the **Insider English** box. Ask a volunteer to read the information aloud. Ask Ss to look back at the audio script in exercise 1A and find one example.

Answers

- 1 all
- 2 Wouldn't
- 3 believe
- 4 imagine
- 5 know
- 6 ready
- 7 amazing

C **2.33** Read the instructions aloud.

- Ss complete the task individually.
- Play the audio and check answers as class.

Answers

- 1 are you ready for this
- 2 wouldn't you know it
- 3 that's not all
- 4 Isn't that amazing

 EXTRA ACTIVITY

In pairs, assign students to be speaker A or speaker B. Ss role play the conversation. Ask volunteers to perform the conversation for the class.

2 REAL-WORLD STRATEGY

- **Introduce the task** Explain that just as it is important for a speaker to keep their listener engaged, it is also important for a listener to show interest as they listen to a story. Tell Ss that they will learn ways to show that they are interested in a story.

A **2.34 Audio script p. T-175 Do the task** Read the instructions and the question aloud.

- Play the audio.
- Ss write down their answers. If necessary play the audio again.
- Ask a volunteer for the answers and Ss check their answers.

Answers

Conversation 1: The first person took the train in the wrong direction.
Conversation 2: The man forgot his son's birthday.

B **2.34 Read the instructions aloud.**

- Ask a volunteer to read the information in the **Real-world strategy** box.
- Play the audio again. Ss listen and answer the question individually.
- Check the answer with the class.

Answers

Conversation 1: *Let me guess – you ... , You can't be serious!*
Conversation 2: *Don't tell me you ... , That's awful!*

C **PAIR WORK** Read the instructions aloud. Explain that Ss will take turns playing the roles of Student A and Student B.

- Give Ss time to individually think of a common mistake and a story about it. Encourage Ss to take notes and to use their notes when telling the story.
- In pairs, Ss practice telling their story and reacting to it. Student A should use expressions from exercise 1B to keep the listener engaged, and Student B should use expressions from exercise 2A to show they are interested.
- Ss switch roles and practice the conversation again.

3 PRONUNCIATION FOCUS: Saying long and short vowel sounds

A **2.35 Give Ss time to read the instructions.**

- Play the audio for the short vowel sounds. Ss listen and say the words. Ask *Do your short vowels sound the same or different?*
- Play the audio for the long vowel sounds. Ss listen and say the words. Ask *Do your long vowels sound the same or different?*

B **2.36 Read the instructions aloud. Play the audio for number 1. Ask Ss if they hear a short or long vowel sound.**

- Play the audio for numbers 2 to 6. Ss check their answers in pairs, and then check answers with the class.

Answers

1 L 2 S 3 L 4 S 5 S 6 L

C Read the instructions aloud. Give Ss time to look back that the words in exercise 3B. Replay the audio if necessary. Discuss the question with Ss. (Syllables that end in a vowel usually have a long vowel sound.)

4 SPEAKING

A Read the instructions and the topics in the box aloud.

- Ask Ss to choose a topic and make notes about their story. Model for Ss on the board.

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

- Ask two volunteers to read the sample conversation aloud.
- Ss do the task in pairs. Remind Ss to use expressions to keep the listener engaged and to show interest.
- **Workbook Unit 10.3**

- write comments about things you can and can't live without

1 LISTENING

- **Introduce the task** Ask: *What are three things that you can't live without?* Write Ss responses on the board. Are there any responses Ss had in common?

A **PAIR WORK** **Do the task** In pairs, Ss look at the pictures and discuss the questions.

- Ss share their responses with the class.

B **2.37** **LISTEN FOR DETAIL** **Audio script page 176** Read the instructions aloud.

- Ask Ss to read the questions and write notes on what they will be listening for.
- Play the audio. Ss do the task individually.

Answers

- 1 plastic bag, cigarettes, pesticides
- 2 He compares it with the bicycle, which he says is better because you get exercise.
- 3 Paula likes the freedom that a car provides.
- 4 the microwave, the dishwasher, the internet
- 5 the internet

MIXED ABILITY

Play the audio again for Ss, if necessary, for them to complete the task. If some Ss have already done the task during the first listening, have them write one more detail each about what Renato and Paula say about the inventions.

C **2.38** **PAIR WORK** **LISTEN FOR TONE** Read the instructions aloud.

- On the board, write *How was your weekend? It was great.* Model the exchange twice: once with a rising tone saying, *It was great*, and once with a flat tone. Ask Ss: *How were the two conversations different?* Explain that a person's tone often gives us a lot of additional information about how they feel.
- Play the audio. Pause after the first extract and answer number 1 as a class.
- Play the rest of the audio as Ss do the task in pairs.
- Check answers with the class.

Answers

- 1 positive
- 2 negative
- 3 aggressive
- 4 defensive

D **THINK CRITICALLY** Read the instructions aloud and check for understanding.

- Ss discuss in pairs. Circulate and monitor as they talk.

2 PRONUNCIATION: Listening for weak words

A **2.39** Read the instructions aloud. Play the audio. Ask Ss how *would* sounds different in each sentence. (*Would* is reduced in the second sentence.)

B Read the instructions aloud.

- Ask students to look back at the sentences in exercise 2A to complete the statement. (*Would* is often weak when the word before it ends in a consonant sound.)

3 WRITING

A Read the instructions aloud. Tell Ss that as they read, they should underline any phrases or sentences they think help answer the question.

- Ss read the comments silently and do the task.
- Check answers as class.

Answers

The writer says inventions should be judged based on their impact on the planet and on society. *(Personally, I think the worst inventions are the ones that harm the planet or society ... Good inventions, by contrast, are ones that improve society or help the planet ...).*

- Direct Ss' attention to the **Register check** box. Give them time to read the information.

B **WRITING SKILL** Read the instructions aloud.

- Ss do the task individually and then compare answers with a partner.
- Check answers with the class.

Answers

Words that show similarity: *Both, Similarly,*
Words that show contrast: *whereas, by contrast, but*

- Ask students if they can think of other phrases they could use to show similarity or contrast. Write Ss' responses on the board.

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

- Ss do the task in pairs.
- Ss share their opinions with the class.

WRITE IT

D **Do the task** Read the instructions aloud. Explain that Ss can use language from exercise 3B to help them write.

- Allow time for writing. Circulate and monitor; offer any help or spellings.

MIXED ABILITY

Work with weaker Ss to write their comments. Help them organize their ideas and identify similar or contrasting information.

E **GROUP WORK** Ss share their comments with their groups. In smaller classes, Ss share their comments with the entire class.



TEACHER DEVELOPMENT ACTIVITY 2

Discussion board post

Students write a post for an English language discussion board.

- After Ss complete exercise 3E, give Ss homework.
- Ask them to find an English language discussion board (or social media website) on a subject they are interested in.
- Ss plan and write a short post for the discussion board (either on paper or an electronic copy).
- Ss bring an example from the discussion board to the next lesson (either hard copy or on their phone/tablet) with the first draft of their post.
- In pairs, Ss give each feedback on their first drafts. Monitor, help, and correct Ss' language when necessary (or Ss can post their first draft to a class LMS for feedback).
- Encourage Ss to post their final draft to the discussion board.
- After two or three lessons, follow up and ask if Ss have posted their writing and received a reply.

- **Workbook Unit 10.4**

LESSON OBJECTIVE

- share the story of an influential discovery or invention



- **Introduce the task** **Aim:** Introduce the topic of important events in human history.
- On the board, write *The important events in human history*. Elicit responses from Ss. If necessary, model an example to help clarify the question. As a class, vote on which are the five most important.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A **DISCUSS** **Aim:** Ss think about the idea of a turning point in history.

- Read the instructions aloud. Give Ss time to look at the pictures (fire, writing, agriculture).
- **GROUP WORK** Ss discuss what inventions or discoveries happened first.
- Ask Ss to discuss how life would be different without them.



B **Aim:** Ss discuss how four discoveries and inventions changed human history.

- Direct Ss' attention to the pictures and ask volunteers to guess what they are (a vaccine, the laptop, the atom). Check Ss' understanding of each.
- **GROUP WORK** Ss discuss each invention and how it changed human history.
- Give Ss time to think of two more influential discoveries or inventions.

C **DECIDE** **Aim:** Ss choose the invention they think has been most important for human history.

- **GROUP WORK** Ss do the task in their group.
- Encourage Ss to make a T-chart to list the positives and negatives of what life would be like without each invention.
- **Preparation for speaking*** Give groups time to practice what they are going to say to the class.

D **PRESENT** **Aim:** Ss present their most important invention to the class.

- Tell Ss to take notes during each presentation to help them decide which invention to vote for.
- **WHOLE CLASS** Groups take turns presenting their inventions and discoveries.
- **Feedback for speaking activities*** Monitor and make a note of the strong points of each group, for example 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.

E **AGREE** **Aim:** Ss work together to choose the most influential invention.

- Read the instructions aloud.
- Write each group's discovery or invention on the board.
- Have the class decide which invention was most influential.
- **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 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 In Development Activity 1, how easy was it for students to find and understand online information in English?
- 2 How well written were students' paragraphs about a discovery/invention?
- 3 How motivated were students to read each other's paragraphs in the following lesson?
- 4 What kind of help did students need with the first draft of their online post in Development Activity 2? What does this tell you about their writing needs?
- 5 How many students posted to the discussion board? What do you think motivated the ones who did post? Did they receive any replies?
- 6 What are other ways you can get students to connect with real-world English online? In this unit, they focused on reading and writing. Are there ways they can practice listening and speaking as well?

CONTRASTS

11



TEACHER DEVELOPMENT INTRODUCTION

Strategy 2: Teaching grammar – dictation techniques

The activities that students use to learn about and practice grammar are very often visual: students look at rules and diagrams, or write words and sentences. In this unit we look at two simple dictation activities that can be used to give variety to grammar lessons by lifting activities “off the page,” so students are working with their ears as well as their eyes.

Fill-in-the-blank dictation (Activity 1): Ss listen to sentences and write the missing words. You will have the opportunity to try this in Lesson 11.1.

Loop dictation (Activity 2): Ss listen and transcribe a short repeated text. You can try this in Lesson 11.2.

To find out more about different dictation techniques, see Paul Davis & Mario Rinvolucri, *Dictation: New Methods, New Possibilities*. Please go to www.cambridge.org/evolve to download this material.

INTRODUCE THE THEME OF THE UNIT

Read the unit title aloud. Ask Ss if they know what the word means (*n.* an obvious difference between two things; *v.* to compare two things to show a difference between them). On the board, write *city* and *country*. Ask Ss to contrast how life is different in a city compared with life in the country. Write their responses on the board.

UNIT OBJECTIVES

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

START SPEAKING

A Give Ss time to look at the picture.

- In pairs, Ss discuss the questions.
- Ss share their answers with the class. Write Ss' responses on the board.
- Ask Ss which differences on the board are observed and which are inferred. Check Ss' understanding of *observed* and *inferred*.

B Read the questions aloud.

- Ss discuss the questions in pairs.
- Ask Ss to share their answers with the class. As they share their answers, write where Ss wear formal clothes. Put a check mark next to any place already mentioned.
- See what the most common places Ss wear formal clothes are.

C In pairs, Ss discuss the questions.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Nicolle.

REAL STUDENT

Well, I don't think it's fair to judge a person because of his way of dressing. We live in a society that despises the content and often because we worry about decorating the exterior. We forget that what really matters is the inner essence of each person.

1 LANGUAGE IN CONTEXT

- **Introduce the task** Write *College life* on the board. Ask Ss to call out any words they think are related to college life. Write Ss' responses on the board.

A Do the task Read the instructions aloud. Check Ss' understanding of *brochure* and *academic*.

- Give Ss time to look at the brochure but tell them just to look at the pictures and the captions, not to read the full brochure.
- Ask Ss which aspects of student life are shown in the brochure. Are any of those already listed on the board? Write any new aspects on the board.
- Ask Ss which aspects are social and which are academic. Write an S or an A next to each one on the board.
- Give Ss time to read the brochure. Which aspects do Allie and Lee enjoy most?
- Check answers as a class.

Answers

Lee enjoys the extracurricular activities. Allie likes the faculty and the lab facilities.

2 VOCABULARY: Talking about college education

A **2.40 Do the task** Read the instructions aloud.

- Ss do the task individually. Explain that they should use the context of the brochure to help them put the words in the correct categories.
- Play the audio and check answers as a class.

Answers

People: undergraduate, professors, faculty, freshman
 Places and buildings: campus, facilities, dorm
 Academic life: major, grades, semester, degree
 Organizations: associations, society

- Ask a volunteer to read the bold words from the brochure. Correct for pronunciation.

MIXED ABILITY

Have weaker Ss work with stronger Ss to do the task.

EXTRA ACTIVITY

Have Ss write two or three comprehension questions about Allie and Lee and exchange them with a partner to answer.

- B** Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.
- C** **PAIR WORK** Direct Ss' attention to the **Notice box**, and read it aloud. Check Ss' understanding of *postgraduate*.
- In pairs, Ss discuss the questions.
 - Ask Ss to share their partner's answers with the class.

3 GRAMMAR: Gerund and infinitive after forget, remember, stop

A Do the task Read the instructions aloud.

- Ask a volunteer to read the questions and the answer choices. Check Ss' understanding of *indefinite action*.
- Ss complete the task individually and then check answers in pairs.

Answers

1 a 2 b

B PAIR WORK Read the instructions aloud.

- On the board, write: *Jessica stopped taking her medicine.* and *Jessica stopped to take her medicine.* Ask Ss to work in groups to paraphrase each sentence. Ask Ss to present their paraphrases and discuss the differences in meaning between the two sentences.
- Ss complete the task in pairs.
- Check answers as a class.

Answers

- 1 a (completed action in the past) I have a clear memory of the first time I met with my advisor.
b (indefinite action that hasn't started) It's important for me to see my advisor tomorrow.
- 2 a (completed action) I have a memory of putting the keys in the bag, so it's strange that they aren't there now.
b (indefinite action) I'm supposed to put the key in the mailbox before I leave, so I have to remember to do that.
- 3 a (completed action) I don't buy groceries at that store anymore.
b (indefinite action) I interrupted the trip from work to home to buy some groceries.

C Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.



TEACHER DEVELOPMENT ACTIVITY 1

Fill-in-the-blank dictation

This simple but enjoyable technique can be used to adapt any activity where students have to fill in blanks or select correct words in sentences. At the same time it provides intensive listening practice.

- On the board, write the 12 possible answers for exercise 3C (the grammar exercise on page 139). Be sure to mix up the order, e.g., by writing them alphabetically: *buying, to buy, getting, to get, locking, to lock, playing, to play, seeing, to see, talking, to talk.*

- Books closed. Read the sentences in exercise 3C aloud but with a nonsense word or a sound in place of the correct answer, e.g., *Everyone stopped [cough] and turned to look at the man who had just walked in.* Working individually, Ss listen carefully and write the missing words, choosing from the answers on the board.
- Ss compare their answers in pairs. If necessary, read the sentences aloud again. Then check answers as a class.

D GROUP WORK Read the instructions and sentence stems aloud.

- Ss complete the sentences individually.
- In groups, Ss share their sentences and check if any of their answers are the same.



MIXED ABILITY

For weaker Ss, work with them as a group to complete the sentence stems. Stronger Ss can write two or three more sentences and share with their partner.

4 SPEAKING

A Read the instructions aloud.

- Ask a volunteer to read the topics in the box. Check Ss' understanding of *take up* and *give up*.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if their ideas are similar to Tayra's.

REAL STUDENT

I'll never forget my first day at college. It was one of the worst days in my life. I remember having been waiting for the bus at the bus stop. When I saw the bus approaching, I prepare my student card to get on the bus, but the bus didn't stop. I start feeling nervous because I was in a danger zone. I have been crying until my dad picked me up.

- Ss choose a topic and make notes on what they remember about it.

B PAIR WORK Ss complete the task in pairs. Encourage Ss to use their use their notes from exercise 4A.

C GROUP WORK Ss complete the task in groups.

- Workbook Unit 11.1
- Worksheets: Grammar 11.1; Vocabulary 11.1

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask: *Ss Do you trust information more if it comes from a scientist? Why or why not?*

- A  **2.41 Do the task** Read the instructions aloud. Check Ss' understanding of *folk remedy* by asking them to name one or two.

- Give Ss time to look at the pictures.
- As a class discuss what folk remedies Ss think each picture represents. Write Ss' responses on the board.
- Play the audio as Ss read along.
- Check answers as a class.

Answers

Carrots improve night vision.
Cheese can give you bad dreams.
Honey calms a cough.

 MIXED ABILITY

Direct stronger Ss to close their books and do exercise 1A only by listening to the audio.

- B  **2.41** Read the instructions aloud.

- Ss listen again and complete the task.
- Check answers as a class.

Answers

Carrots improve night vision. Scientifically proven to be true.
Cheese can give you bad dreams. No medical basis for this belief.
Honey calms a cough. Medically proven to be true.

- Direct Ss' attention to the **Insider English** box. Ask a volunteer to read the information. Check Ss' understanding by asking them to name one thing they think is *snake oil* and why.

2 VOCABULARY: Talking about science

- A  **2.42 Do the task** Read the instructions aloud.

- Ss complete the task individually.
- Play the audio and check answers as a class.
- Ask a volunteer to read the bold words in the audio script aloud. Check for pronunciation.

Answers

Abstract noun	Verb	Person	Adjective	Compound adjective
<i>science</i>	—	scientist	<i>scientific</i>	<i>scientifically proven</i>
<i>research</i>	research	<i>researcher</i>	—	research-based
<i>proof</i>	prove	—	proven	<i>scientifically proven</i>
<i>base/basis</i>	base	—	based (on facts)	science-based
<i>medicine</i>	—	—	medical	<i>medically approved</i>

- B Direct Ss to page 151 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.



C Read the instructions aloud.

- Ask volunteers to read the questions and explain them in their own words.
- Give Ss time to complete the task.
- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research the questions.
- As a class, discuss the Ss' answers.

3 GRAMMAR: Causative verbs *help, let, make*

- **Introduce the task** On the board write the following conversation:

Dad: Lisa, go clean your room!

Lisa: OK.

- Ask Ss: *Why did Lisa clean her room?* Elicit responses.
- Write: *Her dad made Lisa clean her room.*
- Ask again: *Who cleaned the room?* (Lisa) and, *Why did she clean the room?* (Her dad made her).

A Do the task Read the instructions aloud.

- Ask a volunteer to read the sentences in the grammar box.
- For each sentence, ask questions about who does the action and what causes the action, e.g., *Who sees better at night? What helps you see better?*
- Ss complete the task individually and then check answers in pairs.

Answers

- 1 something or someone else
- 2 verb without to
- 3 between

- **B** Direct Ss to page 139 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

C PAIR WORK Read the instructions aloud.

- Give Ss time to form their questions individually.
- Direct Ss' attention to the **Accuracy check** box and have them read the information. Ss check their own questions for accuracy.
- In pairs, Ss ask and answer the questions.

Answers

- 1 What can help you stay awake to study for a test?
- 2 What problems (sometimes) don't let you sleep (sometimes)?
- 3 What makes you feel more relaxed if you're stressed?



TEACHER DEVELOPMENT ACTIVITY 2

Loop dictation

This is another simple technique that can be applied to questions (as here), sentences, and short texts. In order to write the questions, students need to listen intensively and to call on their knowledge of grammatical meaning and form.

- Books closed. Tell Ss that you'll read aloud three questions, that they should write down. You'll say the questions at a rapid, natural speed – but you'll also repeat them as many times as the Ss need! When Ss think they have all three questions correct, they should shout "Stop!"
- Read aloud the correct versions of the three questions in exercise 3C in a continuous loop (1, 2, 3, 1, 2, 3, 1, ...) until one of the Ss asks you to stop.
- Ss compare and adjust their sentences in pairs. Then ask Ss to write them on the board, making corrections as necessary. Ss can now discuss the questions with a partner.

4 SPEAKING

A GROUP WORK Read the instructions aloud.

- Ask volunteers to read the statements. Offer vocabulary support and check for understanding.
- Ss discuss the statements in groups.
- Ss share their answers with the class.



B Ss discuss the questions as a class.

- **OPTIONAL ACTIVITY** Allow Ss to use their phones to research folk remedies.
- **Workbook Unit 11.2**
- **Worksheets: Grammar 11.2; Vocabulary 11.2; Speaking 2**

- discuss alternatives and give recommendations

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Read the lesson title and check Ss' understanding of *alternative* (one of two or more things that you can choose between). Ask Ss to think of situations in which they might ask someone to suggest an alternative to something.

A Read the instructions aloud. Check Ss' understanding of *mosquito* and *repellent*.

- Direct Ss to the pictures and ask them to name the types of mosquito repellent shown (spray, candles, skin patches).
- Discuss the questions as a class.

B 2.43 Do the task Read the instructions aloud. Check Ss' understanding of *pharmacist* (someone who prepares or sells medicines, usually in a drugstore).

- Play the audio as Ss read along.
- Ask Ss if there is any unfamiliar vocabulary. Write the words/phrases on the board. Tell Ss to read what comes before and after the unfamiliar word/phrase, and ask them to guess the meaning from the context. If they still do not understand, have a stronger S explain, or let them look up the word in their dictionary or phone.
- Play the audio again, if necessary.
- Let pairs compare answers and then check answers with the class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answers

The pharmacist recommends several different products. The customer chooses two: wristbands and patches.

VOCABULARY SUPPORT

citronella: a natural substance, found in a type of grass also called citronella, that smells of lemons and is used to keep insects away

wristband: a piece of material that goes around the wrist

C Direct Ss' attention to the headings in the chart. Check Ss' understanding of the headings.

- Ss complete the task individually.

Answers

- 1 Can you suggest an alternative
- 2 I'm looking for something different
- 3 Another option would be
- 4 They're a good alternative
- 5 I don't think they're a great choice
- 6 That looks like a good alternative
- 7 That could work

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

- Ask two volunteers to read the sample conversation.
- Ss practice the conversations in pairs.
- Tell pairs to say one of their conversations for the class.

2 REAL-WORLD STRATEGY

- **Introduce the task** Read the heading of the **Real-world strategy** box aloud. Ask Ss how they think a personal recommendation is different from a recommendation (a personal recommendation is based specifically on the person's experience). Ask Ss if they would be more likely to follow someone's recommendation if it were a personal one.

A  **2.44** **PAIR WORK** **Do the task** *Audio script p. T-176* Direct Ss' attention to the **Real-world strategy** box and ask a volunteer to read the information.

- Direct Ss' attention to the **Register Check** box. Check Ss' understanding of *imperative statement* (one beginning with a verb). Explain that imperative statements are often used for giving directions and orders and therefore can sometimes be too strong for giving advice and suggestions.
- Play the audio.
- Ss write down their answers. If necessary, play the audio again.
- Ask a volunteer for the answers and Ss check their answers.

Answers

Conversation 1: a new phone charger, I've always had luck with this brand.
Conversation 2: a coat, If I were you, I'd go with the gray one.

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

- Ss discuss the questions in pairs.
- Ask Ss to take notes on their story. Note that they will use these notes in exercise 4B.

3 PRONUNCIATION FOCUS: Stressing long words

A  **2.45** Give Ss time to read the instructions. Check Ss' understanding of *syllable*.

- Play the audio for number 1. Count the syllables with students. Replay the audio if necessary.
- Play the audio for numbers 2 through 5. Ss complete the task. Ss check answers in pairs, and then check answers with the class.

Answers

1 5 syllables 2 4 syllables 3 5 syllables 4 4 syllables
5 5 syllables

B  **2.45** Read the instructions aloud. Write *scientifically* on the board in syllables. Play the audio for number 1 again. Ask Ss which syllable receives the most stress (*tif*).

- Play the audio for numbers 2 through 5. Ss check their answers in pairs, and then check answers with the class.

Answers

1 sci en tif ic ally 2 al ter na tives 3 dis ad van tag es
4 sit u a tion 5 rec om men da tion

C **PAIR WORK** Put Ss into pairs. Ss take turns both speaking and listening. Monitor and check pronunciation.

4 SPEAKING

A Read the instructions aloud.

- Ask volunteers to read the descriptions of the customer and the sales clerk.
- Give Ss time to look at the pictures and make notes about each role.

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

- Ss do the task in pairs.
- Ss switch roles and do the task again.
- Direct Ss' attention back to the notes they took in exercise 2B.
- Ss use their notes to role play the conversation.
- **Workbook Unit 11.3**

- write a comment presenting an argument

1 READING

- **Introduce the task** Write *flying cars* and *robot waiters* on the board. Do Ss think they will see these things in their lifetimes? Do they think they would be positive or negative changes?
- Explain that Ss will read different opinions about new technology and write their own arguments about new technology.

A **Do the task** Direct Ss' attention to the picture. Ask Ss: *What does the picture show? (a driverless car)*

- Discuss the questions as a class.

B **INFERRING ATTITUDE** Read the instructions aloud. Ask Ss: *What is an opinion piece? Where might you find one?*

- Ask volunteers to read the three statements and explain them in their own words.
- Ss read the article silently.
- Answer any questions about unfamiliar vocabulary.
- Ss answer the question.
- Check the answer as a class.

Answer

Statement b best describes the writer's attitude.

C **IDENTIFYING ARGUMENTS** Read the instructions and the topics aloud.

- Ss read the article again and do the task.
- Check answers as a class. Ask Ss to point out specific parts of the article where each argument is found.

Answers

Driverless cars: The writer argues that driving is enjoyable and most people wouldn't want to stop driving themselves. (paragraph 2)

Robot waiters: The writer argues that people would miss the human touch of a real waiter. (paragraph 3)

Watching live concerts on streaming media: The writer concludes that the urge to share an experience is more appealing. (paragraph 4)

**MIXED ABILITY**

Some Ss may need more time to do exercise 1C. While these Ss are doing the task, ask stronger Ss to write two or three false statements about the article. Then they exchange statements with a partner and correct them.

D **THINK CRITICALLY** Read the questions aloud. Check Ss' understanding of *exaggerate* and *go too far*.

- Ss discuss their answers in groups.
- Ss share their group's opinions with the class.

VOCABULARY SUPPORT

exaggerate: to make something seem larger, better, worse, etc., than it really is

go too far: to behave in a way that upsets or annoys other people

2 WRITING

- **Introduce the task** Discuss opinion pieces and responding to them. Ask: *Do you read opinion pieces? Where? Do you ever respond to them? Would you be more likely to respond to an opinion piece if you agreed with it or if you disagreed with it?*

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

- Ss read the comment silently.
- Answer any questions about unfamiliar vocabulary, especially *get back to basics*, *run red lights*, and *impatient*.
- Discuss the questions as a class.

Answer

The comment writer disagrees with the post writer.

VOCABULARY SUPPORT

get back to basics: if you get back to basics, you start to give your attention to the simplest and most important matters after ignoring them for a while
run a red light: to illegally drive through a red light
impatient: easily annoyed by someone's mistakes or because you have to wait

B **PAIR WORK** **WRITING SKILL** Read the instructions aloud.

- Ss read the comment again and do the task in pairs.
- Discuss the questions as a class.

Answers

to begin an argument: *First of all, ... Where I strongly disagree with the article is ...*

to add a new argument: *more importantly, ... It's also important to remember that ... , Additionally,*

to conclude: *And finally, ...*

C **PAIR WORK** Read the instructions. Encourage Ss to make a T-chart to list their arguments for and against.

- Ss discuss the question with their partner.



WRITE IT

D Read the instructions aloud.

- Remind Ss to try to use the phrases from exercise 2B in their writing.
- Ss do the task individually.

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

- Ss work in groups and read each other's comments.
- Ss choose the strongest arguments and pick out specific elements from the comments to justify their response.
- Collect and read out some of the comments to the class.



HOMEWORK IDEAS

Assign the writing of the comments for homework and let Ss share them with the class the next day.

- **Workbook Unit 11.4**

- present a proposal to solve a problem



- **Introduce the task** **Aim:** Introduce the topic of mediation.
- Write *mediation* on the board and ask Ss to explain its meaning. If necessary, Ss can look it up in a dictionary or on their phones. (mediation = to try to find a solution between two or more people who disagree about something.)
- Ask Ss if they have ever had to mediate a disagreement, or if they have ever had someone help mediate a disagreement of their own. Discuss as a class.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A Aim: Ss think of potential problems the tree could cause.

- Direct Ss' attention to the picture.
- Discuss the questions as a class.

B PREPARE Aim: Ss think about both sides of the disagreement and how to mediate it.

- Read the instructions and descriptions of each group aloud.
- **GROUP WORK** Assign Ss to one of the three groups. If the class is small, you may need to assign each group's role as a class in turn.
- Give each group time to discuss their role. Encourage Ss to take notes on the arguments they will make.

C DISCUSS Aim: Ss discuss and mediate their disagreement.

- Read the instructions aloud.
- **GROUP WORK** Assign Ss to new groups. Make sure each group has at least one member from groups A, B, and C from activity B.
- Ss role play discussing the disagreement and make notes on the solution they arrive at.
- **Preparation for speaking*** Encourage Ss to rehearse what they are going to say in their heads.

D PRESENT Aim: Ss present their solutions to the class.

- Tell Ss to take notes during each presentation to help them decide which solution to vote for.
- **WHOLE CLASS** Groups take turns presenting their discussions and solutions.
- Have the class vote on the best solution.
- **Feedback for speaking activities*** Give positive feedback when Ss produce 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 156 to check their progress.
- Go to page T-153 for Progress check activity suggestions.



TEACHER DEVELOPMENT REFLECTION

You can either answer these questions in a reflection journal or discuss them with your peers.

- 1 Development Activity 1 is a traditional fill-in-the-blank activity but in audio format. What did you find to be the advantages of this activity, compared with a normal fill-in-the-blank? Were there any disadvantages or technical problems?
- 2 What word or sound did you use to indicate the missing answer in each sentence? What other words or sounds would you feel comfortable using? (Options include *blank*, *banana*, humming, whistling, coughing, clearing the throat, using a buzzer.)
- 3 Development Activity 2 challenges students to transcribe rapid natural speech but gives them multiple opportunities to hear the text. Which words did they seem to find most / least difficult to hear? Why might this be?
- 4 How did different students react to the activity? What strategies did you observe them using in order to do the task? Did students use their knowledge of the grammar or did they rely solely on their listening skills?

LOOKING BACK

12



TEACHER DEVELOPMENT INTRODUCTION

Strategy 3: Building students' spoken fluency – Speaking out of class

Developments in Information technology mean it's now possible to give speaking homework to students. They can record themselves on a computer or mobile device, and then email the recording to the teacher. Apart from grammar, vocabulary, and pronunciation, there are many features of spoken language that you can give feedback on. To get an idea, read the following pages of the *Common European Framework of References for Languages (CEFR)* by the Council of Europe. On pages 58–61, there's a description of oral production in general, and on pages 73–82, there's a description of spoken interaction. Remember that these are descriptions of speaking and not assessment criteria. However, they are a useful guideline for your feedback. Please go to www.cambridge.org/evolve to download this material.

Recording a monologue (Activity 1): Ss record themselves speaking for homework.

Recording a conversation (Activity 2): Pairs of Ss record themselves having a conversation and get feedback from their classmates.

INTRODUCE THE THEME OF THE UNIT

Write the title of the unit, *Looking back*, on the board. Ask Ss what they think the expression means and what type of situation it is used in (look back: to think back to a past event or experience). Ask Ss if they spend much time looking back on previous stages of their lives and why or why not?

UNIT OBJECTIVES

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

START SPEAKING

- A PAIR WORK** Ss look at the picture for 15 seconds and then close their books.
- In pairs, Ss write down all the details they can remember from the picture.
- B** Discuss Ss' responses from activity A as a class and write the details they remember on the board. Do Ss agree on all the details on the board? Discuss the questions as a class.
- C** Read the instructions and give Ss time to discuss the questions in pairs.
- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss how their memory compares to Andres's.

REAL STUDENT

I'm Andres. And I have a very good memory. I always know how to return from some unknown place. I try to remember all the road step by step to never get lost. That's why when I go to the forest with my family they always want me to guide them.

- describe a special photo and the story behind it

1 LANGUAGE IN CONTEXT

- **Introduce the task** Write: *A picture is worth a thousand words.* on the board. Ask Ss if they are familiar with this saying. What do they think it means? Do they agree with it?

A **Do the task** Direct Ss' attention to the photos. Ask volunteers to describe what is happening in the photos in their own words.

- Ss read the stories silently and do the task.
- Check answers as a class.

Answers

Picture A: Sonia (her relationship with her grandmother)
 Picture B: Gary (memories of summer days as a child)
 Picture C: Alex (listening to music with his grandfather)

B **PAIR WORK** Read the instructions aloud. Check Ss' understanding of the five senses.

- Ss re-read the stories in pairs and look for sense descriptions.
- Discuss answers as a class.

Possible answers:

Gary mentions the smell of fresh grass and the feel of the dog's fur.
 Sonia talks about the smell of spices in the air.
 Alex talks about the smell of the record cabinet, his grandfather's rough hands, and the sound of his grandfather's voice.

2 VOCABULARY: Talking about the senses

A **2.46** Read the instructions aloud.

- Give Ss time to look back through the stories and find the words. Encourage Ss to establish meaning through context.
- **OPTIONAL ACTIVITY** Allow Ss to use a dictionary or their phones to look up the meaning of any words they cannot establish through context.
- Play the audio and check answers.

Answers

Smell: fresh, stinky, musty, scented
 Sound: deep, melodic, high-pitched
 Touch: smooth, damp, rough
 Taste: tasty, flavorful
 Sight: bright, colorful
 positive: bright, colorful, flavorful, fresh, melodic, scented, smooth, tasty
 negative: stinky, damp, musty
 neither: rough, deep, high-pitched

EXTRA ACTIVITY

In pairs, Ss choose three adjectives from exercise 2A. Ss think of three or four nouns that can be described by that adjective. Ss share the nouns, but not the adjective, with the class. The class tries to guess the adjectives.

B Direct Ss to page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

C **PAIR WORK** Read the instructions aloud. Encourage Ss to use the words from exercise 2A in their responses.

- Ask a volunteer to read the sample answer aloud.
- Allow Ss time to make notes about their answers before they share them with their partner. Ss complete the task in pairs.

3 GRAMMAR: Adding emphasis

- **Introduce the task** Check Ss' understanding of *emphasis*. Ask Ss: *When would you want to add emphasis to a story?* Elicit responses from the Ss. Explain that in this lesson Ss will learn how to add emphasis to a story.

A Do the task Read the instructions aloud. Ask a volunteer to read the sentences in the grammar box aloud.

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

Answers

- 1 beginning
- 2 end
- 3 *be*

The thing I love about this photo is that it brings back all those bright summer days. (Gary)

What I love about this photo is that it reminds me of our special relationship. (Sonia)

B Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

EXTRA ACTIVITY

Ss write three or four more sentences about childhood memories and add emphasis to them.

C PAIR WORK Ask a volunteer to read the instructions and sentences aloud. Check understanding of vocabulary, for example, *sunroof* and *mangoes*.

- Ask a volunteer to read the sample answer aloud.
- Ss complete the task in pairs.
- Check answers as a class.

Answers

- 2 The thing I loved most/more than anything as a child was mangoes!
- 3 What I miss most of all is cooking with my grandma.
- 4 What I remember most clearly from my childhood is riding on trains.
- 5 The thing I really loved as a teenager was skateboarding.

D PAIR WORK Give Ss time to revise their sentences individually.

- Ask a volunteer to read the sample answer aloud.
- Ss share their sentences with their partner.

4 SPEAKING

A PAIR WORK Read the instructions aloud and ask a volunteer to read the sample answer aloud.

- Allow Ss time to find a photo to describe. Encourage Ss to take notes on the descriptive adjectives they will use to describe it.
- Ss share their photo and describe their story to their partner.

HOMEWORK IDEAS

Assign exercise 4A as homework. Ss may either bring in a photo on their phones or a printed photograph. Complete exercise 4B in the next class.

B GROUP WORK Ask a volunteer to share their photo and story as a model.

- Ask Ss to share their ideas in their groups. Circulate and monitor. Listen for and note good examples of language usage you can share with Ss at the end of the activity.
- Ask confident Ss to share their ideas with the class.
- Give any language feedback based on the notes you took.



TEACHER DEVELOPMENT ACTIVITY 1

Recording a monologue

This activity provides you with an opportunity to give personalized feedback on a student's speaking.

- Ss do exercises 4A and 4B in class.
- Tell Ss their homework is to find a different photo.
- They should record themselves speaking about the new photo. Suggest they speak for between 30 seconds and one minute.
- Ask them to email the audio file to you or upload it to an LMS.
- Decide on just two or three features of spoken language that you will give feedback on, e.g., using a good range of adjectives and the ability to keep speaking and develop ideas.
- When all (or most) of the homework has been sent in, give feedback to the class as whole, e.g., *Most people used adjectives really well.*
- Follow this up with brief written feedback to each individual – as you would do with written work. You could email this to Ss.

- **Workbook Unit 12.1**
- **Worksheets: Grammar 12.1; Vocabulary 12.1**

1 LANGUAGE IN CONTEXT

- **Introduce the task** Ask Ss: *What is your first memory from childhood? How clearly do you remember it? Do your mother and father remember the event in the same way?*

- A  **2.47 Do the task** Read the instructions aloud.
Discuss the title of the podcast and what Ss think it will be about.

- Play the audio as Ss read and listen.
- Discuss Ss' predictions. Were any of them correct?
- Drill the phrases in bold and check for meaning and pronunciation.

Answers

The podcast is about memory and why old memories can sometimes be inaccurate.

- B  **2.47 Read the instructions and the sentences aloud.**
Can Ss complete any of the sentences from memory?

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

Answers

- 1 lost contact
- 2 differently
- 3 making copies of copies

- C **PAIR WORK** Read the instructions. Ss discuss the questions in pairs.

2 VOCABULARY: Describing memories

- A  **2.48 Read the instructions aloud.**
- Play the audio. Ask the class to listen, read, and say the words in the word box. Correct for pronunciation.
 - Read the **Notice** box. Ask Ss to make their own sentences using *remember* and *remind of* to check understanding.
 - Give Ss time to find the words in the audio script and complete the task.
 - Check answers as a class.

Answers

Adjectives: clear, childhood (noun used as adjective in the text: childhood memories), distant, early, long-term, recent, short-term, vague, vivid
Verbs: bring back, look back on, recall, recognize, remind of
Opposites:
vivid / clear – vague
early / distant – recent
long-term – short-term
All the verbs are synonyms of *remember*

- B Direct Ss to page 152 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-141.

3 GRAMMAR: Substitution and referencing

- **Introduce the task** Write the following on the board:
That reminds me of a summer vacation when I was six. It was a really memorable summer vacation because it was the first time I went to the beach. It was probably the best summer vacation I ever had.
- Ask Ss what is wrong with this paragraph (it contains unnecessary repetition). Explain that in this lesson Ss will learn how to avoid repetition in their speaking and writing.

A Read the instructions and the headings in the grammar box aloud.

- Ask volunteers to read the sentences in the grammar box aloud.
- Ss work in pairs to complete the task.
- Check answers as a class.

Answers

- 1 a count
- 2 do
- 3 so
- 4 specific things, whole ideas

- Ask Ss to explain the strategies of substitution and referencing in their own words.

B Direct Ss to page 140 to complete the grammar exercise. Teacher tips for grammar exercises are on page T-129.

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

- Ss complete the task in pairs.
- Ask a volunteer to read the **Accuracy check** box aloud. Ss check their accuracy with their partner.
- Check answers as a class.

Answers

- 1 so
- 2 it
- 3 don't
- 4 that
- 5 do
- 6 them

EXTRA ACTIVITY

In pairs, Ss role play the conversation. Then Ss work in pairs to change the details so that they are true for them. Ss role play the conversation twice more.

4 SPEAKING

A Direct Ss' attention to the pictures. What does each show?

- Ss discuss the questions as a class.
- **OPTIONAL ACTIVITY** If Ss do not recognize any of the pictures, allow them to use their phones to search for pictures that bring back childhood memories and discuss those.

B **PAIR WORK** Ask volunteers to read the questions.

- Give Ss time to think about the questions and make notes on what they will say.
- Ss discuss in pairs.
- **Workbook Unit 12.2**
- **Worksheets: Grammar 12.2; Vocabulary 12.2; Speaking 12**

- recall and share past experiences

1 FUNCTIONAL LANGUAGE

- **Introduce the task** Write *rings a bell* on the board. Ask Ss if they recognize the expression. If not, write the following conversation on the board:

Dave, do you remember when Julie broke her leg?

Hmmm. Maybe. It rings a bell.

- Ask Ss to try to explain the expression based on how it is used in the conversation.

- A  **2.49** Read the instructions and the question aloud. Check Ss' understanding of *frustrated*.

- Play the audio as Ss read and listen.
- Check answers as a class.
- Ask volunteers to read the words in bold. Check for meaning and pronunciation.

Answer

Peter doesn't remember the events in Rebecca's story.

- B Read the instructions and the chart headings aloud. Check Ss' understanding of *prompt*.

- Ss complete the chart individually before checking their answers with a partner.
- Elicit answers as full sentences to check pronunciation.

Answers

- 1 time
- 2 tell
- 3 recall
- 4 vague
- 5 rings
- 6 coming

- C  **2.50** Ss fill in the blanks individually. Elicit the first answer. Play the audio and check. Elicit another answer and then play the corresponding audio.

Answers

- 1 Do you remember
- 2 Don't tell me
- 3 rings/is ringing a bell
- 4 all coming back

- Ask Ss to role play the conversations with a partner by reading through the script in exercise 1B. As they read, monitor and listen for pronunciation. Have Ss switch roles and practice the conversation again.

EXTRA ACTIVITY

Ss change the details of the conversation to make up new stories and practice them with a partner.

2 REAL-WORLD STRATEGY

- A  **2.51** **Introduce the task** Audio script p. T-176
Play the audio. Ss listen and discuss the questions as a class.

Answers

The first memory shared is of a deer running in front of a car on the highway.
Other people remember similar things happening with a fox and a kangaroo.

- B  **2.51** **Do the task** Ask a volunteer to read the information in the Real-world strategy box.
- Read the instructions aloud.
 - Play the audio as Ss listen.
 - Ss share their answers with a partner. Check answers with the class.

Answers

*Has that ever happened to you? I had a similar experience once.
That's like the time ...*

- C **PAIR WORK** Read the instructions aloud.
- Give Ss time to think of a memory and take notes on what they will say.
 - Ss do the task in pairs.

3 PRONUNCIATION FOCUS: Saying consonant clusters

- A  **2.52** Give Ss time to read the instructions.
- Play the audio for number 1. Students listen for and write down the missing letters. Replay the audio if necessary.
 - Play the audio for numbers 2 through 5. Ss complete the task. Ss check answers in pairs, and then check answers with the class.

Answers

- 1 blocked
- 2 hundreds
- 3 flashlight
- 4 campground
- 5 experience
- 6 panicked

- B  **2.52** **PAIR WORK** Put Ss into pairs. Play the audio again. Ss take turns both speaking and listening. Monitor and check.

4 SPEAKING

- A **PAIR WORK** **Review the task** Read the instructions. Model the sample conversation with a confident S.
- Monitor as Ss role play. Listen for good and bad examples of English usage you can share when the task is over.
 - **OPTIONAL** Ask Ss to record their conversations using their smartphones. They can listen back and comment on their vocabulary and pronunciation.
 - Ask confident Ss to perform one of their conversations for the class.



TEACHER DEVELOPMENT ACTIVITY 2

Recording a conversation

This activity encourages peer feedback on a recorded speaking activity.

- After Ss have completed exercise 4A, tell them to repeat the activity for homework, either in the same pairs or with a new partner.
- Explain the homework task: they record the role play and email their recording to another pair of Ss. The two sets of pairs give feedback to each other. Check they have each other's email addresses.
- Ss can give feedback on correct use of the remembering language, good interaction, and fluent speaking, but also on anything else they notice.
- Tell Ss to say two positive things and make one suggestion for improvement when they give feedback.
- Explain to Ss that this activity shows how they can help themselves and each other become better, more fluent speakers.
- Give Ss a week to do this and get their feedback – ask if listening carefully to other Ss made them think about their own speaking.

- **Workbook Unit 12.3**

- write a pros and cons analysis about keeping pets

1 LISTENING

- **Introduce the task** Direct Ss' attention to the title of the unit. Ask Ss: *Who is man's best friend?* Discuss the expression with the class. Do Ss agree? Are dogs man's best friend?

A **PAIR WORK** Ss look at the picture and answer the questions in pairs. Elicit ideas as a class.

- Write *service animal* on the board. Ask Ss to guess its meaning (an animal that is trained to help people in some way). Ask: *Which of the pictures show service animals?* Ask Ss to think of other examples of service animals.

B **2.53** **Do the task** *Audio script p. T-176* Read the instructions aloud. Ask Ss if they have ever taken part in a debate. What do they expect to hear?

- Ask Ss to write *Kenan* and *Lucia* on a piece of paper. Encourage Ss to take notes on what each person says as they listen.
- Play the audio as Ss complete the task.

Answers

Kenan mentions dogs like those in Pictures C and D. His opinion is negative.
Lucia mentions dogs like those in Pictures A and B. Her opinion is positive.

C **2.54** **PAIR WORK** **LISTEN FOR EXAMPLES** *Audio script p. T-176* Read the instructions aloud.

- Ask Ss to summarize Kenan and Lucia's basic arguments. (Kenan doesn't think dogs should be kept as pets because they lead unnatural lives as pets. Lucia thinks dogs should be kept as pets because they are helpful in many ways.)
- Play the audio as Ss complete the task.
- Check answers as a class.

Answers

- 2 for many reasons
- 3 First, ... Second, ... Another reason is ...
- 4 for example, ...
- 5 three important ways. One: ... Two: ... Three: ...
- 6 like

D **PAIR WORK** **THINK CRITICALLY** Read the instructions aloud and check for understanding.

- Ask a volunteer to read the sample answer aloud.
- Ask Ss to discuss the questions in small groups. Circulate and monitor as they talk.
- Ask the questions one by one with the class. Elicit Ss' ideas.

E In pairs, Ss discuss the questions.

- **OPTIONAL ACTIVITY** Ss use their phones to access the video and then discuss if they agree with Alessandra about dogs.

REAL STUDENT

In the future of my country, we really treat well the animals, at least the dogs. The dogs that treat like childrens that people really love them.

MIXED ABILITY

Some Ss may need to listen to the audio again to find the examples. Play the audio in parts, stopping immediately after each phrase that is used to introduce an example. While you do this, stronger Ss could listen and write three or four additional examples about Kenan and Lucia's arguments.

2 PRONUNCIATION: Listening for transitions

- A  **2.55** Read the instructions aloud. Play the audio for number 1. Ask Ss to focus on the words in bold. How does the speaker say these words differently? What role do the words in bold play? (The bold words mark a transition and the speaker says them with more stress and higher intonation.).
- Play the audio for numbers 2 and 3.
- B Read the instructions aloud. Ask Ss to look back at the sentences in exercise 2A to complete the statement. (Speakers often use more stress and higher intonation to mark the transition to a summary.)

3 WRITING

- A Read the instructions aloud.
- Give Ss time to read the summary and answer the question.
 - Discuss Ss' answers as a class. Ask Ss to point to specific points in the summary that show the writer disagrees with Lucia.

Answers

The writer disagrees with Lucia's argument. (*it's not a good argument ... there are lots of other ways to teach children ...*)

- B **WRITING SKILL** Read the instructions aloud and give Ss time to circle words or phrases in the summary.
- Check Ss' answers.
 - Ss work in pairs to use the phrases they circled to join the sentences.
 - Check answers as a class.

Answers

Words used to link contrasting ideas: *While ... , despite the fact that ... , However, ... , Although that is true, ...*

Possible answers:

- 1 While dogs are cute, they should not be kept as pets. / Although dogs are cute, they should not be kept as pets.
- 2 Despite the fact that some dogs are predictable and friendly, some are unpredictable and dangerous. / Some dogs are predictable and friendly. However, some are unpredictable and dangerous.



WRITE IT

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

- Replay the debate from track 2.53. Make sure Ss take detailed notes on Kenan's points. Replay several times if necessary.
- In pairs, Ss discuss whether they agree or disagree with the points Kenan makes. Allow time for them to write a summary of Kenan's argument and their response to it. Circulate and monitor, offer any help or spellings Ss may need.
- If possible, correct Ss' summaries before they share them with another pair.

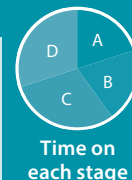


MIXED ABILITY

Photocopy the audio script for track 2.53 from page T-176 and distribute to weaker Ss. Help Ss pinpoint Kenan's arguments in the audioscript and check their understanding of each.

- D **PAIR WORK** Ss exchange summaries with another pair. Ss make notes on the summary and in particular on where they agree or disagree.
- Ask a volunteer to read the sample answer aloud.
 - Discuss the summaries as a class.
 - **Workbook Unit 12.4**

- recall and discuss a national moment



- **Introduce the task** Aim: Ss discuss widely known moments in history.
- Write the following one the board:
Neil Armstrong lands on the moon.
The Berlin Wall is torn down.
A huge earthquake hit Indonesia in 2002.
- Ask Ss if they remember any of these events. How well do they remember them? Do they remember where they were when they happened? Explain that Ss will discuss similar events in this lesson.
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind them that they can use the phrases at the relevant stages of the lesson.

A Aim: Introduce Ss to the concept of a national moment.

- Ask a volunteer to read the blog post. Discuss the questions as a class.
- **PAIR WORK** Ask Ss to work in pairs to write a definition of a "national moment." Ss share their definitions with the class.
- Discuss the event in the blog post. Do Ss remember it? Does it qualify as a national moment for them?



B **PREPARE** Aim: Ss think of a national moment from their own history.

- Read the instructions aloud. As a class, brainstorm important events from their nation's recent history. Write Ss' responses on the board.
- **OPTIONAL ACTIVITY** Instead of brainstorming as a class, allow Ss to work in pairs and to use their phones to research important events.

C **DECIDE** Aim: Ss choose a national moment to share with the class.

- **GROUP WORK** Put Ss into groups. Ss share their ideas from activity B with their group.
- Ss choose an event they all remember and discuss the questions. Encourage Ss to take notes.
- **Preparation for speaking*** Give groups time to practice what they are going to say to the class.

D **PRESENT** Aim: Ss discuss their national moments with the class.

- Read the instructions aloud. Emphasize that Ss should describe their event, but not name it.
- **WHOLE CLASS** Ss take turns describing their events and the class guesses what they are.
- Discuss each event in turn. Does the class remember it in the way it was described? Why or why not?

- **Feedback for speaking activities*** Monitor and make note of the strong points of each group, for example, 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.

*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 In Development Activity 1, was giving feedback on the students' monologue easier or more difficult than giving feedback in class? Why?
- 2 In what ways was it different from marking written homework?
- 3 What aspects of students' speaking did the recordings show? How did this help you make decisions about their current speaking needs?
- 4 How receptive were students to giving feedback on each other's speaking as suggested in Development Activity 2? Why do you think this was the case?
- 5 Do you think that getting students to listen to each other made them more aware of their own speaking? Why/why not?
- 6 One of the learning aims of the peer feedback activity is to promote learner independence. In what way does this activity do that? Why is learner independence a good thing?

REVIEW 4 (UNITS 10–12)

- **Introduce the review** Before beginning the review, write *Grammar*, *Vocabulary*, and *Functional language* on the board.
- Set a time limit of two minutes. Ss close their books and work in small groups to remember as much as they can about the grammar, vocabulary, and functional language of Units 10–12. Groups write words, phrases, and example sentences in each category.
- Check answers as a class.

1 VOCABULARY

- A **PAIR WORK** Ss complete the task individually then check with a partner.

- Check answers as a class.

Answers

- 1 Discoveries: breakthrough, phenomenon, insight, knowledge, research
- 2 Mistakes: epic fail, fault, misunderstanding, error, confusion
- 3 College: dorm, degree, freshman, major, undergraduate
- 4 Senses: stinky, bright, tasty, melodic, smooth
- 5 Memory: bring back, recall, recognize, remind of, look back on

- B Ss think of two more words or phrases for each category.

- Ss share their words with a partner. Are they the same?
- Refer to the language summaries for Units 10–12 on pages T-170–172 for ideas.

2 GRAMMAR

- A **PAIR WORK** Ss complete the conversations individually then check with a partner.

- Check answers as a class.

Answers

- 1 have bought
- 2 to think
- 3 bought
- 4 have waited
- 5 hadn't bought
- 6 wouldn't have spent
- 7 wouldn't have had to

- B **PAIR WORK** Ss discuss the question in pairs.

- Ss share their stories with the class.

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

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

Answers

- 1 feel
- 2 was
- 3 spending
- 4 ones

3 SPEAKING

- A **PAIR WORK** Ss read the questions and make notes individually.

- Ask a volunteer to read the sample answer aloud.
- Ss ask and answer the questions in pairs. They should make notes about their partners' answers.

- B Ss share what they learned about their partner in exercise 3A with the class.

4 FUNCTIONAL LANGUAGE

A Ss complete the conversation individually.

- To check answers, pairs read the conversations together.

Answers

- 1 won't believe
- 2 Don't tell me
- 3 ready for this
- 4 amazing
- 5 ever happened
- 6 that time
- 7 I've always had luck
- 8 Another option / A good alternative
- 9 another option / a good alternative
- 10 could work

5 SPEAKING

A **PAIR WORK** Ss choose one of the three situations and prepare a conversation. They should make notes, but not write the full conversation. For extra support, refer Ss to the functional language lessons from Units 10–12.

- Pairs practice their conversations.

B Pairs change roles and repeat their conversations.

- Choose a pair to perform their conversation for the class. If possible, choose a pair for each of the three conversations.

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 want to meet a person who _____.
Team A: _____
Team B: _____
 - Ss discuss ideas in their groups. Set a time limit.
 - One S from each group writes the group's answer on the board.
 - Once both groups have written an answer, discuss them as a class. If the teams have different answers, discuss whose answer is correct and encourage self-correction. Give a point for each correct sentence.
 - Write a new sentence with a blank and have a new S from each group write the group's answer.
 - Continue as time allows. The team with the most points wins.

GRAMMAR REFERENCE AND PRACTICE

1.1 TENSE REVIEW (SIMPLE AND CONTINUOUS) (PAGE 3)

SIMPLE TENSES			
Simple present			
I get up at 8.	I don't get up at 8.	Do you get up at 8?	Yes, I do. / No, I don't.
He gets up at 8.	He doesn't get up at 8.	Does he get up at 8?	Yes, he does. / No, he doesn't.
Simple past			
I went to work 8.	I didn't go to work.	Did you go to work?	Yes, I did. / No, I didn't.
Present perfect			
I've done this before.	I haven't done this before.	Have you ever done this before?	Yes, I have. / No, I haven't.
He's done this before.	He hasn't done this before.	Has he ever done this before?	Yes, he has. / No, he hasn't.
CONTINUOUS TENSES			
Present continuous			
I'm reading.	I'm not reading.		
You're reading	You aren't reading.	Are you reading?	Yes, I am. / No, I'm not.
She's reading.	She isn't reading.	Is she reading?	Yes, she is. / No, she isn't.
Past continuous			
I was eating.	I wasn't eating.		
You were eating.	You weren't eating.	Were you eating?	Yes, I was. / No, I wasn't.
It was eating.	It wasn't eating.	Was it eating?	Yes, it was. / No, it wasn't.
Present perfect continuous			
I've been waiting.	I haven't been waiting.	Have you been waiting?	Yes, I have. / No, I haven't.
He's been waiting.	He hasn't been waiting.	Has he been waiting?	Yes, he has. / No, he hasn't.

A Choose the correct form of the verb.

- Every day I'm getting up / I get up at 7 a.m.
- Yesterday I wasn't going / didn't go to work.
- I'm painting / I paint my bedroom at the moment.
- I've been standing / I've stood here for half an hour waiting for the bus!
- I was just sitting down to eat dinner when the phone was ringing / rang.
- Have you ever visited / been visiting New York in the winter?

1.2 DYNAMIC AND STATIVE VERBS (PAGE 5)

Stative and dynamic verbs

Dynamic verbs describe actions (*go, sleep, talk*). They can be used in the continuous form to describe:

- an action in progress: I'm **working** on a community art project.
- a plan: I'm **interviewing** three candidates tomorrow.

Stative verbs are generally not used with continuous forms. They describe:

- personal qualities (*be*): They're responsible. She's polite.
- preferences (*like, love, hate, want, need*): We **need** someone who's polite. She **wants** to be successful.
- opinions (*believe, think*): I **think** we have the right person.

Most verbs can be dynamic or stative, depending on the context.

Dynamic

She's **being** very careful.

I'm **thinking** of looking for a new job.

I'm **having** lunch with her tomorrow.

Stative

She's very responsible.

I **think** curiosity is a good quality.

I **have** too much to do.

Stative verbs that describe mental activity (*know, understand, want, need*) are always stative.

A Check (✓) the sentences that use dynamic and stative verbs correctly. Correct the incorrect ones.

Why are they incorrect?

- | | |
|---|--|
| ☐ 1 I'm being very scared of snakes. <i>I'm very scared (personal quality)</i> | ☒ 4 I'm seeing Jon on Saturday. |
| ☒ 2 He's being very responsible about his studies. | ☒ 5 I'm loving every minute of this holiday. |
| ☐ 3 I'm not really seeing what you mean. <i>I don't really see (see = "understand," mental activity)</i> | ☐ 6 I'm liking to take it easy on the weekend. <i>I like (preference)</i> |

2.1 REAL CONDITIONALS (PAGE 13)

Real conditional sentences

Conditional sentences are made up of two parts: the condition (*if* clause) and the result. The clauses can go in either order. When the condition comes first, use a comma to separate it from the result.

If + present, present

Use *if* + present, present to talk about a possible situation and to describe general truths, facts, and habits.

Condition	Result
Even if a vegetable doesn't look good,	Chef Barber makes it taste great.

If + present, imperative

Use *if* + present, imperative to tell someone what to do.

Condition	Result
If it tastes good,	eat it!

If + present, will / be going to / might

Use *if* + present, *will* / *be going to* / *might* to talk about possible future results.

Condition	Result
If you prefer flavor to good looks,	you'll love his food.
If you like good food,	you're going to love Chef Barber's restaurant.
If Chef Barber serves it,	I might try it.

A Check (✓) the sentences that are correct. Correct the ones with errors.

- ☐ 1 If you like trendy restaurants, ~~you~~ go to Maxine's Bistro.
- ☒ 2 If enough people start eating quinoa, it is going to be the next big thing.
- ☐ 3 If a restaurant is "zero waste," ~~it~~ doesn't throw away food.
- ☐ 4 If more people ~~will~~ eat at zero waste restaurants, it will help solve world hunger.
- ☒ 5 People lose interest if a restaurant will not try something new.
- ☒ 6 If something is all the rage, it is fashionable.

2.2 CLAUSES WITH AFTER, UNTIL, WHEN (PAGE 15)

A Correct the mistakes in the **bold** verbs.

- 1 Of course, before you'll **make** the recipe you'll need to go shopping. *make*
- 2 When the guests **will arrive** at 8, we'll need to have everything ready, so get organized now. *arrive*
- 3 The flight takes about three hours, so when we land, it **is** 6:30. *will be*
- 4 When the fog **will clear**, we'll be able to leave. *clears*
- 5 Once you'll **get** used to the job, it'll be a lot easier. *get*
- 6 Until you're **going to have** all the papers, you won't be allowed to apply for the position. *have*

3.1 TOO AND ENOUGH (PAGE 23)

<i>too and enough</i>		
	<i>too</i>	<i>enough</i>
with nouns	My commute took too much time .	We don't have enough time .
with adjectives	I was too busy .	The suburban lifestyle wasn't exciting enough .
with adverbs	I have to work too hard .	He doesn't work hard enough .
with verbs	My apartment costs too much .	I don't earn enough .

A Add *too* or *enough* to the sentences below.

- 1 I'm sorry, I can't go out tonight – I have ^{*too*} much work to do.
- 2 Oh no, I don't have ^{*enough*} money! Can you buy the ticket for me?
- 3 I'm sorry, we can't serve you. It's ^{*too*} late. The kitchen is already closed.
- 4 Is he old ^{*enough*} to drive? He looks very young.
- 5 You work ^{*too*} hard! You need to take a break.
- 6 There aren't ^{*enough*} hours in the day to do everything!
- 7 There are ^{*too*} many people waiting in line. I'm going to come back later.
- 8 Is that hot ^{*enough*} for you or would you like me to heat it up in the microwave?

3.2 MODIFYING COMPARISONS (PAGE 25)

Modifying comparative adjectives.		
It's	a whole lot way a bit a little	easier (than something else).
Modifying comparative structures		
It's	just nearly almost nowhere near	as expensive as (the other one).
Modifying superlative adjectives.		
It's	by far	the (best coffee).

A Add one word to modify the comparisons in the sentences. Sometimes more than one answer is possible.

- 1 Ian is just/nearly/almost as tall as his older brother James!
- 2 That was by far the hardest test I've ever taken!
- 3 It's really difficult to choose between them. I guess this one is a little / bit cheaper.
- 4 I'm sorry, but this movie is nowhere near as good as the last one she made.
- 5 I prefer this one. I think it's a lot / little / bit nicer.

4.1 MODALS OF SPECULATION (PAGE 35)

Modals expressing certainty	
This must be an authentic jersey.	This must not be an authentic jersey. This can't be an authentic jersey.
Modal expressing uncertainty	
This may be an authentic jersey. This might be an authentic jersey. This could be an authentic jersey.	This may not be an authentic jersey. This might not be an authentic jersey.

A Rewrite the sentences with modal verbs so that they have the same meaning.

- 1 It's easy to imagine that American football becomes more popular in Europe.
American football could easily become more popular in Europe.
- 2 I'm sure that Chelsea won't win the league this year.
Chelsea can't win the league this year.
- 3 It's possible that more NBA teams will put sponsors on their shirts.
More NBA teams might put sponsors on their shirts.
- 4 I'm sure that Real Madrid has the most fans of any team in Spain.
Real Madrid must have the most fans of any team in Spain.
- 5 I'm sure that soccer is the world's most popular sport.
Soccer must be the world's most popular sport.
- 6 I'm sure that tennis is not as popular as soccer.
Tennis can't be as popular as soccer.

4.2 SUBJECT AND OBJECT RELATIVE CLAUSES (PAGE 37)

Subject relative clauses

In subject relative clauses, the *relative pronoun* is the subject of the relative clause and is always followed by a verb.

Small stories **that / which grow into something bigger** are found all over the internet.

The young boy **who / that made his own Messi jersey** captured the world's attention.

Object relative clauses

In object relative clauses, the *relative pronoun* is the object of the relative clause and is always followed by a noun or pronoun.

He met the man (**who / that**) **he admired more than anyone else**.

Viral stories can be big stories (**that / which**) **we share with the world**.

He got to travel to Qatar **where his dreams came true**.

In object relative clauses the relative pronouns *that*, *which*, and *who* can be omitted.

A Read the sentences and circle the relative pronouns. Cross them out where they can be omitted.

- 1 She's a filmmaker who I really like. She made a film about robots who control our lives.
- 2 That's the guitar that I bought in Spain. The little music shop where I bought it was so cool!
- 3 I have a friend who designs amazing clothes. She's someone that I met in college.
- 4 LeBron James is an example of an athlete who has become an icon.
- 5 Comedians are the celebrities that I find most interesting.

5.1 PAST PERFECT (PAGE 45)

Past perfect

To form the past perfect use *had* and a past participle.

She **hadn't shown** her stories to anybody.

Use the past perfect to talk about things that happened before another event in the past.

The previous owners **had died** mysteriously before we moved in.

(The first owners died, then we moved in sometime later.)

When there are two completed events in the past, use the simple past for the more recent event.

I'd never written a novel. I had no idea where to start.

Questions and short answers

Had he ever **written** a novel? Yes, he **had**. / No, he **hadn't**.

A Complete the conversations with the verbs in parentheses () in the past perfect or the simple past.

- | | |
|--|---|
| 1 A How ¹ <u>was</u> (be) your vacation? | 2 A ⁵ <u>Did you have</u> (you/ |
| B Great! We went skiing. | have) a good meeting? |
| I ² <u>had never been skiing</u> (never | B Not really. When I ⁶ <u>arrived</u> |
| ski) before! | (arrive) at the office, the meeting |
| A ³ <u>Had you ever visited</u> (you/ever | ⁷ <u>had already begun</u> (already |
| visit) that area before? | begin). |
| B No, it ⁴ <u>was</u> (be) | A Was the boss there? |
| my first time. | B Yes. He ⁸ <u>arrived / had arrived</u> |
| | (arrive) long before anyone else. |

5.2 WAS/WERE GOING TO; WAS/WERE SUPPOSED TO (PAGE 47)

was/were going to; was/were supposed to

These forms describe an action that was planned in the past. They are often used to say that a plan didn't happen.

We **were going to** get together, but she texted to say she couldn't come.

We **were supposed to** get together, but she texted to say that she couldn't come.

They are often followed by *but* + an explanation of why the plan didn't happen.

Affirmative	Negative	Question
We were going to see a movie (but we didn't).	We weren't going to see a movie (but we did).	Were you going to see a movie?
I was supposed to work last weekend (but I didn't).	You weren't supposed to work last weekend (but you did).	Was he supposed to work last weekend?

A Complete the sentences with the words in parentheses ().

- My parents were supposed to move (supposed/move) into their new house last week. They were going to leave (going/leave) their old place on Friday, but there was a problem.
- Some friends and I were going to visit (going/visit) some other friends in Florida. We were supposed to drive (suppose/drive) down on Sunday night, but there was a terrible storm and we couldn't leave until Tuesday morning.
- I wasn't supposed to work (not supposed/work) this weekend. I was going to stay (going/stay) home and relax, but there was an emergency at the hospital, so I had to go in.
- A Were(n't) you supposed to have (you/supposed/have) a big test this week?
B Yes, we were going to take (going/take) it tomorrow, but they canceled it.

6.1 PRESENT AND PAST PASSIVE (PAGE 55)

Present and past passive

Use passive verb forms to focus on an action, rather than on who or what performs the action.

We use *by* to say who or what does the action in a passive sentence.

The cafés are used by lots of people in the community.

Sometimes we use the passive if the person who does the action is not known or is not important.

These dogs and cats were abandoned in our neighborhood.

The object of the active sentence is the subject of the passive sentence.

Lots of people use these cafés. → These cafés are used by lots of people.

A Change the sentences from active to passive.

- People usually donate a lot of money to charities that help animals.
A lot of money is usually donated to charities that help animals.
- They founded the organization in 1976.
The organization was founded in 1976.
- Licensed professionals train volunteers to help elderly people in the community.
Volunteers are trained (by licensed professionals) to help elderly people (by licensed professionals).
- At first, the charity devoted most of its funds to conserving wildlife.
At first, most of the charity's funds were devoted to conserving wildlife.

6.2 PASSIVES WITH MODALS (PAGE 57)

A Change the sentences to passive. Use an appropriate modal.

- 1 It's possible that soon the government will introduce new laws about climate change.
New laws about climate change may/might be introduced soon (by the government).
- 2 Climate change will alter our behavior.
Our behavior will/must be altered by climate change.
- 3 It's possible to make positive changes if we all work together.
Positive changes can be made if we all work together.
- 4 They are going to give him an award for all his charity work, it's certain.
He will be given an award for all his charity work.
- 5 It's probable that people will view this decision in a negative way.
The decision may/might be viewed in a negative way.

7.1 REPORTED STATEMENTS (PAGE 67)

Reported statements

To report and summarize what someone said, we use a past reporting verb. We often report the words in a past tense, too.

"I **feel** much closer to my family." → He **explained** that he **felt** much closer to his family.

"Their use **has multiplied** in recent years." → They **reported** that their use **had multiplied** in recent years.

To report instructions we use a reporting verb + person + (not) to + verb. We can also use other types of verbs like *persuade* or *convince*.

"Buy a cell phone!" → They **told / persuaded us to buy** a cell phone.

A Change the sentences from direct speech to reported speech.

- 1 "I prefer speaking face to face over texting or sending messages."
He said that *he preferred speaking face to face over texting or sending messages.*
- 2 "Get a new computer!"
She told *me to get a new computer.*
- 3 "That's why you should buy a new smartphone, not a tablet."
He convinced *me to buy a new smartphone, not a tablet.*
- 4 "We won first prize in the competition."
They explained *that they had won first prize in the competition.*
- 5 "I will text you when I leave work."
She said *(that) she would text me when she left work.*

7.2 REPORTED QUESTIONS (PAGE 69)

A Change the questions from direct speech to reported speech.

- Why did you buy a new smartphone?
He asked (me) why I had bought a new smartphone.
- Do you prefer to speak on the phone or by text messages?
She asked (me) if I preferred to speak on the phone or by text messages.
- Will you get a new tablet for your birthday?
We asked her if she would get a new tablet for her birthday.
- Can you help me with this computer problem?
I asked them if they could help me with this/my computer problem.
- How many friends did you meet on Facebook?
She asked him how many friends he had met on Facebook.

8.1 PRESENT UNREAL CONDITIONALS (PAGE 77)

Present unreal conditionals

Present unreal conditionals refer to imagined present or future situations. They have two parts:

The if clause introduces or describes an **imagined situation**

The verb is in the simple past, but it does NOT refer to a past time.

Statement
If I **didn't have** a family,
If I **was/were** single,
Even if you **paid** me a million dollars

Question
If you **saw** this job ad,

Short answers
Yes, I **would / might**.

The main clause asks about or discusses an **imagined reaction**

Use the modal verb *would* or *might* + verb for statements, questions, and short answers.

I'd **do** it.
I **might do** it.
I **wouldn't do** it.

would you click on the link?

No, I **wouldn't**.

When the *if* clause comes first, it ends with a comma:

If you wanted a new job, would you look online?

When the main clause comes first, no comma is necessary:

Would you look online if you wanted a new job?

In the *if* clause, you can use either *was* or *were* with *I*, *he*, *she*, *it*:

If he **were/was** single, he'd do it.

If it **were/was** a full-time job, I'd take it.

I'd accept the job if I **was/were** you.

A Choose the correct words to complete the sentences.

- If I had / I'd more time, I ~~did~~ / I'd take piano lessons.
- If I lived / I'd live in a smaller town, I ~~can~~ / I'd be able to get to work faster.
- If my job ~~had paid~~ / paid better, I ~~felt~~ / I'd feel happier about it.
- If I could / I'd be able to live anywhere in the world, I ~~chose~~ / I'd choose to live in the Rockies.
- Would / Had you move to a new place for a job if you ~~didn't know~~ / hadn't known anyone there?
- I don't think I would agree / ~~agreed~~ to live alone for a long time, even if the place were / ~~had been~~ beautiful.

8.2 / WISH (PAGE 79)

I wish

We use *I wish* to express a desire for something to be different, or feelings of sadness or regret.

Talking about the present: use the simple past.

I **don't have** any free time → I wish I **had** more free time.

Talking about the future: use the simple past, the past continuous, or modal verbs *would* and *could*.

I **work** every weekend. → I wish I **didn't work** every weekend.

I'm **working** this weekend → I wish I **wasn't working** next weekend.

I **can't take** time off. → I wish I **could take** time off.

Talking about the past: use the past perfect.

I **didn't study** for the exam. → I wish I **had studied** for the exam.

A Change the statements to wishes.

I'm leaving tomorrow. → I wish I **wasn't leaving tomorrow**.

- | | |
|--|---|
| 1 I can't speak Japanese. | I wish I could speak Japanese . |
| 2 I didn't finish my report last night. | I wish I had finished my report last night . |
| 3 I don't have any free time this weekend. | I wish I had some free time this weekend . |
| 4 I can't go on vacation this summer. | I wish I could go on vacation this summer . |
| 5 I have an assignment to finish tonight. | I wish I didn't have an assignment to finish tonight . |
| 6 I spent all my money on a new computer. | I wish I hadn't spent all my money on a new computer . |

9.1 PROHIBITION, PERMISSION, OBLIGATION (PRESENT) (PAGE 87)

Prohibition, permission, obligation (present)

We can use a range of expressions to talk about permission, prohibition, and obligation in the present.

Prohibition	You may not / aren't allowed to / aren't supposed to wear a hoodie. note: <i>may not</i> and <i>be (not) to</i> are stronger than <i>be (not) supposed to</i>
Permission	You are allowed to / may bring your guide dog inside.
Obligation	You are supposed to / are required to wear a seatbelt. note: <i>be required to</i> is stronger than <i>be supposed to</i>

A Replace the **bold** words with expressions from the box. Use the negative form where necessary.

be allowed to be required to be supposed to can may

- | | |
|--|---|
| 1 You can't eat or drink in the laboratory. | aren't allowed to, may not, aren't supposed to |
| 2 You should leave your dog outside. | are supposed to |
| 3 You shouldn't wear outdoor shoes on the squash courts. | aren't supposed to, can't |
| 4 You can park your car here for up to half an hour. | are allowed to, may |
| 5 You must show your ID when entering and leaving the building. | are required to |
| 6 You must not skateboard inside the building. | aren't allowed to, can't |

9.2 PROHIBITION, PERMISSION, OBLIGATION (PAST) (PAGE 89)

Prohibition, permission, obligation (past)	
We can use a range of expressions to talk about permission, prohibition, and obligation in the past.	
Permission	<i>could, were allowed to</i>
Prohibition	<i>couldn't, were not allowed to</i>
Obligation	<i>had to, were required to, were supposed to</i> note: <i>were required to</i> is stronger than <i>were supposed to</i>

A Complete the sentences using an appropriate expression from the grammar chart.

- When we were kids, we weren't allowed to / couldn't stay up after 10 o'clock. If we did, we got in trouble.
- At school, we were required to / had to wear a uniform at all times. They were very strict about it.
- When I was in high school, I couldn't / wasn't allowed to play video games on school nights before I did my homework.
- When I was a teenager, I was supposed to come home by nine o'clock on weekends, but sometimes I stayed out later.

10.1 PAST UNREAL CONDITIONALS (PAGE 99)

Past unreal conditionals		
Past unreal conditionals refer to imagined past situations. They have two parts:		
The <u>if clause</u> introduces or describes an imagined situation .		The <u>main clause</u> asks about or discusses an imagined result .
The verb is in the past perfect, but it refers to a hypothetical time, NOT a past time.		Use the modal verb <i>would</i> + <i>have</i> + past participle for statements, questions, and short answers.
Statement	If I had studied more in college, If they hadn't dug a well,	I would have gotten better grades. they wouldn't have found the terracotta army.
Question	If you had studied more,	would you have gotten better grades?
Short answers	Yes, I would / might have .	No, I wouldn't / might not have .
When the <i>if</i> clause comes first, it ends with a comma: If you had gone with us, you would have seen it for yourself. When the main clause comes first, no comma is necessary: You would have seen it for yourself if you had gone with us. Use <i>might</i> instead of <i>would</i> when you're not sure about the result: You might have learned something if you had gone with us.		

A Complete the sentences using the correct form of the verbs in parentheses ().

- If he hadn't had (not have) an accident on the way to the meeting, he wouldn't have arrived (not arrive) late.
- If she had stayed (stay) in school and gotten (get) her degree, they would have hired (hire) her.
- If they hadn't discovered (not discover) the cause of the infection, many more people would have died (die).
- If I hadn't gone (not go) on vacation to Florida, I would never have met / never would have met / would have never met (never meet) my wife!

10.2 MODALS OF PAST PROBABILITY (PAGE 101)

Modals of past probability

We use *should have* to evaluate or criticize past actions.

I **should have bought** that apartment. = It was a mistake not to buy that apartment.

I **shouldn't have made** that mistake.

We use *could / might have* to talk about something that was possible but didn't happen. You can use *couldn't have* to talk about something that wasn't possible.

I **could have worked** harder, but I didn't bother.

I **couldn't have caught** that plane. I woke up too late.

We often contract *have* when using past modals in speech but not in writing.

"You **should've told** me you were busy."

"I **shouldn't've gone** out last night."

A Rewrite the sentences using past modals.

I chose not to study medicine in college. → I *could have studied medicine in college*.

1 It wasn't a good idea to go out the night before the exam. → I *shouldn't ... have gone out the night before the exam*.

2 I'm sorry that I didn't call you last night. → I ... *should have called you last night*.

3 I didn't check the weather forecast and I brought all the wrong clothes. → I ... *should have checked the forecast*.

4 There was a chance of getting that job if I'd really tried. → I ... *could have gotten that job if I'd really tried*.

5 It's not possible for him to come to the U.S. because he doesn't have a visa. → He ... *should have gotten a visa, then he could have come to the U.S.*

11.1 GERUND AND INFINITIVE AFTER FORGET, REMEMBER, STOP (PAGE 109)

A Choose the correct form of the verb to complete the sentences.

1 Everyone stopped *talking* / *to talk* and turned to look at the man who had just walked in.

2 I was feeling hungry, so I stopped *getting* / *to get* something to eat.

3 I remember *seeing* / *to see* him for the first time. It was like meeting my twin!

4 I remembered *buying* / *to buy* a birthday present for my brother this year! He's going to be so happy!

5 Did you forget *locking* / *to lock* the door? Look, it's wide open!

6 I'll never forget *playing* / *to play* in the snow at my uncle's farmhouse.

11.2 CAUSATIVE VERBS: HELP, LET, MAKE (page 111)

A Complete the sentences with *help*, *let*, *make* and the correct personal pronoun.

1 My dad's great with engines. He can help you fix your car.

2 My parents were pretty strict. They never let me/us stay out late with my friends.

3 He's so good with computers. He helped me build my own website in, like, an hour!

4 They really love that dog. They even let it/him/her ride in the front seat of the car.

5 My big brother used to be a real bully. He used to make me do all his homework for him!

6 We're moving into a new apartment this weekend. Could you help us carry some boxes and stuff?

12.1 ADDING EMPHASIS (PAGE 119)

Adding emphasis

To add emphasis, you can start a statement with a phrase that alerts the listener to the special information about to come. The emphasis phrase usually takes one of two forms:

What I + verb (+ about) OR *The thing I + verb (+ about)*

The verb *be* (in the appropriate form) connects the emphasis phrase with the thing you want to emphasize or point you want to make.

emphasis phrase	be	point/thing you want to emphasize
What I love about Spanish food	is	all the different kinds of tapas.
The thing I enjoy about running	is	getting outside in the fresh air.
What I didn't know	was	the door was locked!
The thing I liked most about living in California	was	the weather.

A Rewrite sentences using the expression in parentheses (). Make any changes needed to the sentences.

- I really liked the smell in that shop. (*What I ...*) *What I really liked was the smell in that shop.*
- The food was the best thing about the trip. (*The thing I ...*) *The thing I liked most about the trip was the food.*
- I remember there was a beautiful beach in that area. (*What I ...*) *What I remember about that place was the beautiful beach.*
- It was a good band, but we especially liked the singer's voice. (*The thing we ...*) *The thing we especially liked was the singer's voice.*
- I really miss my grandma's cooking. (*What I ...*) *What I really miss is my grandma's cooking.*
- From childhood I remember my first bicycle. (*The thing I ...*) *The thing I remember from my childhood is my first bicycle.*

12.2 SUBSTITUTION AND REFERENCING (PAGE 121)

A Read the paragraph and underline unnecessary repetition. Then rewrite the paragraph using referencing and substitution to avoid the repetition.

Your podcast on false memories was very interesting. But it really made me question the reliability of my own memories. If my own memories aren't reliable, then how can I learn from my past? I've tried to learn lessons from my mistakes. But what if I can't remember my mistakes correctly? If I can't remember my mistakes correctly, are the lessons that I learn really lessons? Maybe some lessons are based on accurate memories and other lessons are based on false memories. How could I tell the accurate lesson from the false lessons? Just thinking about whether my memories are accurate or whether my memories are inaccurate has gotten me really confused.

Your podcast on false memories was very interesting. But it really made me question the reliability of my own memories. If they aren't reliable, then how can I learn from my mistakes? I've tried to do that. But what if I can't remember them correctly? If I can't remember them correctly, are the lessons that I learn really lessons? Maybe some lessons are based on accurate memories and others are based on false ones. How could I tell the accurate lesson from the false ones? Just thinking about this has gotten me really confused.

VOCABULARY PRACTICE: TEACHER TIPS

The vocabulary practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new vocabulary with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new vocabulary in an engaging way.

- 1 • Quickly come up with simple gestures for each of the vocabulary items.
 - Tell Ss to cover the vocabulary pictures and/or words. Do one of the gestures and ask a volunteer to say the word.
 - Alternatively, let a S do one of the gestures and then point to another S to say the word and do a different gesture, and so on.
- 2 • Provide Ss with index cards and let them make flashcards for each of the vocabulary words. On one side they should write the word, and on the other side they can write the definition or draw a picture of the word.
 - Encourage Ss to include more information on the card, for example, a synonym, an antonym, and a sample sentence.
 - Ss can use the cards to review new vocabulary in pairs. S1 can use 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.
- 3 • Divide the class into teams and play “Hangman.”
 - Team A chooses a word, and one S from Team A (S1) writes on the board.
 - One S from Team B (S2) guesses a letter. If 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.
- 4 • 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.
- 5 • Write the vocabulary words on the board.
 - Challenge Ss to write one sentence using as many of the vocabulary words in that sentence as they can.
 - Ss read their sentences to the class. Ss can vote on the best sentence.
 - Alternatively, Ss can write a short paragraph of no more than five sentences using all of the vocabulary words in the paragraph.
- 6 • Write the vocabulary words on index cards. Make enough copies for Ss to play in small groups.
 - Put the cards face down on a table in front of each team.
 - One S (S1) chooses a card but does not look at it. Instead, S1 holds the card on 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 DESCRIBING ACCOMPLISHMENTS (PAGE 2)

A Match the stories to phrases from the box. Some may have more than one correct answer.

break a record	face your fear	get a lot of likes
have a sense of humor	run a business	set a goal for yourself
take pride in something	tell a joke	win a medal

- 1 I posted a funny picture of myself on Instagram and all my friends liked it.
get a lot of likes, have a sense of humor
- 2 I hate speaking in front of people. It really scares me. But last week I gave a short presentation to a room of 70 people, and it went well.
face your fear, take pride in something
- 3 I'm going to learn to speak German by the end of this year.
set a goal for yourself
- 4 He ran the race in the fastest time ever.
break a record, win a medal
- 5 Matt's new girlfriend is so much fun. She makes me laugh all the time!
tell a joke, have a sense of humor
- 6 My brother has a small art supplies store in town. He's so proud of it!
run a business, take pride in something

B Complete the sentences with the phrases in the box. Change them as needed to fit the sentence.

rise to a challenge	run a marathon	run a business
set a goal for yourself	win a medal	work with your hands

- 1 Your new job sounds difficult, but I'm sure you will rise to the challenge.
- 2 My sister is an artist. She makes sculptures. She really likes to work with her hands.
- 3 My brother loves running. Last year, he ran a marathon for charity.
- 4 My grandfather was an Olympic athlete. He once won a medal for swimming.
- 5 I have always wanted to run a/my own business. It must be great to be your own boss!
- 6 I have set myself the goal of learning a new language. I think I'll try Japanese!

1.2 DESCRIBING KEY QUALITIES (PAGE 4)

A Choose the correct word.

- 1 Tom is so curious / curiosity about everything. He never stops asking questions!
- 2 Her uncle is a very successful / success lawyer. He has worked on some very important cases.
- 3 He isn't very ambition / ambitious. I mean, he doesn't want a promotion or a better job or anything.
- 4 She's an experienced / experience actor. She's been working in theater for more than 30 years.
- 5 I think truthful / truthfulness is such an important quality in a person. I hate it when people lie!
- 6 They're always so positive about everything. I love their enthusiastic / enthusiasm.

B Complete the sentences with the correct form of the words in the box.

confident creativity independence polite qualified responsible

- 1 Dog owners must be ready to take responsibility for their pets and always clean up after them.
- 2 I think it's so important to teach children the basic rules of politeness, like saying "please" and "thank you."
- 3 I was really independent as a child. I always wanted to do everything for myself.
- 4 It takes a lot of confidence to start your own business. You really have to believe in yourself.
- 5 She came up with a really creative solution to the problem. It was so original – and it worked!
- 6 For this job, we need someone with a college degree, a special certificate, and experience! How will we ever find someone with all the right qualifications?

2.1 DESCRIBING TRENDS (PAGE 12)

A Complete the sentences with the correct expression. The first word is given to help you. Which sentences do you disagree with? Change them to make them true for you.

- 1 The raw diet, where you only eat raw foods, seems to be on the way out, but maybe it will come back in style in a few years.
- 2 Food trucks are really gaining popularity. They might be the next big thing!
- 3 Nearly everyone loves pizza. It will never go out of style.
- 4 Have you been to Chef Cesar's new restaurant? It's all the rage.
- 5 Many diets are just a fad. They are popular for a while, but then people lose interest.

B Choose the correct words to complete the paragraph.

What is healthy anymore?

Japanese food is suddenly all the rage / going out of style. It seems that every restaurant in my town offers a sushi or sashimi now. It's gaining / losing popularity because a lot of its ingredients are raw, and they say uncooked food is good for you. Meanwhile, people are gaining / losing interest in Argentinian restaurants because cooked meat is supposed to be bad for your heart. But what is healthy anymore? The experts change their minds all the time. You never know what the old-fashioned / next big thing will be.

2.2 PREPARING FOOD (PAGE 14)

A Choose the correct word to complete the sentences.

- 1 Garlic / Mint has a strong taste – don't kiss anyone after eating it.
- 2 Pineapple / Eggplant makes a really nice dessert.
- 3 You can add mint / shrimp to tea for a refreshing drink.
- 4 Before you eat any vegetables, you should really stir / rinse them.
- 5 It's not a good idea to fry / boil all your food, it's very fatty.
- 6 You can barbecue / chop meat or seafood outside on the grill – it's delicious.

- B Complete the paragraph with words from the box. More than one option is sometimes possible. There are two extra words.**

boil	chop	eggplant	fry	garlic
ginger	shrimp	stir	zucchini	

Not sure what to make for dinner tonight? Curry might just be the answer. This Indian dish is both delicious and easy to make. All you need are a few vegetables, a few spices, and maybe meat, fish, or beans for protein. My favorite curries are very spicy and use a lot of ¹ garlic/ginger. For vegetables, I usually use potatoes and carrots. But you can use ² eggplant or ³ zucchini – just be sure to ⁴ rinse your vegetables in cold water before you ⁵ fry them. Most of my curries are vegetarian, but I'll occasionally add some seafood – usually ⁶ shrimp. The actual cooking part is easy – just add everything to a hot pan and ⁷ stir it all together!

3.1 TALKING ABOUT TIME AND MONEY (PAGE 22)

- A Complete the paragraph with the words in the box.**

balance	cost of living	lifestyle	salary cut	trade	value	worth
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The ¹ cost of living is generally much lower in smaller towns – big cities are much more expensive! It's also much easier to find a healthy work/life ² balance, although you will probably have to take a ³ salary cut if you decide to move out of the city. You will also need to ⁴ trade the fast-paced city ⁵ lifestyle for a quieter life. If you ⁶ value peace and quiet, clean air, and living closer to nature, you'll probably find that it's ⁷ worth it.

- B Do you agree with the ideas in the paragraph in exercise A? Complete these sentences about the town where you live. Give examples.**

- 1 The cost of living is generally ... *Answers will vary.*
- 2 The standard of living is generally ... *Answers will vary.*
- 3 It's easy/difficult to find a good work/life balance because ... *Answers will vary.*
- 4 It's easy/difficult to boost your career chances because ... *Answers will vary.*
- 5 I really value the ... in my town. *Answers will vary.*
- 6 I can/can't afford to ... because ... *Answers will vary.*

3.2 TALKING ABOUT PRICES AND VALUE (PAGE 24)

- A Choose the correct verb.**

- 1 I know I can take advantage of / rely on them to give me great service.
- 2 I've just come up with / made the most of a great idea for a new business!
- 3 I'm going to invest in / treat myself to a trip to a spa next weekend.
- 4 How much do they usually charge for / pay a fair price for a meal for two?
- 5 I might go with you. It depends on / has an effect on how much money I can save by then.

- B Complete each question with the correct preposition. Then write answers to the questions.**

- 1 What has the biggest effect on your quality of life, your job or your social life?
- 2 Do you think it's better to invest in property or education?
- 3 Do you think your quality of life depends more on time or money?
- 4 Do you make the most of your free time, or do you waste it?
- 5 Do you ever treat yourself to an expensive meal?

4.1 TALKING ABOUT ADVERTISING (PAGE 35)

A Choose the best option to complete the sentences.

- 1 The Apple *sponsor* / logo is one of the most recognizable in the world.
- 2 "Finger lickin' good" is the *product* / slogan of a famous fast food chain.
- 3 Many smaller companies can't afford to advertise / *sponsor* their products on TV.
- 4 I only buy one *product* / brand of jeans. They're my absolute favorite.
- 5 Mike wears the most usual outfits. He says he wants to make a fashion statement / *commercial*.

B Complete the quotes with the words in the box.

advertisement brand fashion statement logo
merchandise products slogan

Nike is my favorite ¹ brand of shoe. I like their swoosh
² logo and their ³ slogan, "Just do it!" I love wearing their
⁴ merchandise. I think it makes a real ⁵ fashion statement.

Really? Personally, I don't like to wear ⁶ products with the company's
logo on it. It's like being a walking ⁷ advertisement for the company.

4.2 TALKING ABOUT PEOPLE IN THE MEDIA (PAGE 37)

A Complete the sentences with the correct form of the words in the box. Some sentences may have more than one correct answer.

audience celebrity comedian designer DJ entertainer
filmmaker hero icon model performer producer

- 1 I would never want to be a celebrity. There's too much attention from the media.
- 2 Guillermo del Toro is probably my favorite filmmaker. He was the director and the producer of *The Shape of Water*.
- 3 We didn't have a band for our wedding. We just hired a DJ.
- 4 Being a professional entertainer, like a musician, would be hard because they have to travel so much.
- 5 One of my favorite events in New York is Fashion Week. I love to see all the _____ wearing the latest designs.
- 6 Ralph Lauren is a famous designer. He founded the clothing brand Polo.
- 7 My sister really likes that comedian, but I don't. His jokes can be a little mean.
- 8 Steph Curry is more than just an athlete. He's an icon.
- 9 In most of his films, he plays a hero. But in my favorite film, he's the bad guy.
- 10 I'd never want to be a performer on stage. What if the audience didn't like my act?

5.1 DESCRIBING STORIES (PAGE 44)

- A** Read the news headlines and decide which story types they probably are. More than one type is possible.

coming-of-age story	family saga	feel-good story	hard-luck story
horror story	human interest story	love story	mystery
personal tragedy	success story	tall tale	tearjerker

- 1 Teenager discovers possible cure for cancer success story, human interest story
- 2 New York couple celebrates 86 years of marriage love story, feel-good story
- 3 Dog finds family after 3-day adventure feel-good story, family saga, human interest story, mystery
- 4 Family loses home in forest fire hard-luck story, personal tragedy, tearjerker
- 5 Panda gives birth to twins in Toronto zoo human interest story, feel-good story

- B** Read the sentences from different stories. What kinds of stories do you think they are?

- 1 He became the first man to climb to the top of Mt. Everest solo! success story
- 2 One wrong decision and he had lost everything. hard luck story, love story, coming-of-age story, tearjerker
- 3 As she walked forward to receive her diploma, she looked out at the three generations that had carried her to this moment. feel-good story, family saga, coming-of-age story, success story
- 4 Then, out of nowhere, an enormous bird flew down and grabbed the fish right out of my hands! So I can't show you, but it was the biggest fish anyone ever caught in that lake! Really! tall tale

5.2 MAKING AND BREAKING PLANS (PAGE 46)

- A** Choose the correct verb to complete the sentences.

- 1 His parents had *gone ahead* / *cheered up* / *split up* the year before, so he lived with his grandmother for a while.
- 2 It had been a long, hard week, and I was *ending up* / *looking forward to* / *making up* the weekend.
- 3 We were *held up* / *let down* / *messed up* in traffic, and we didn't get there in time.
- 4 He made a terrible mistake, but I wasn't ready to *give up on* / *look forward to* / *hang out with* him yet. I'd give him one more chance.

- B** Choose the best phrasal verb for each situation. More than one option may be correct. Write a sentence based on the situation and use at least one of the phrasal verbs you chose.

be held up	cheer up	end up
get together	give up on	go ahead
hang out with	let someone down	look forward to
make up	mess up	split up

*let someone down,
mess up, look forward
to, get together*

- 1 He called me and said he couldn't play tennis with me this weekend. I was very disappointed.
- 2 She told me she had an exam next week, but I knew it wasn't true. *make up, let someone down, mess up*
- 3 The lead singer left, and the band stopped playing together. *split up, end up*
- 4 I am so mad at him! He said he wasn't feeling well, but I know he just wanted the day off. *make up, give up on*
- 5 I was in a hurry, but as I was leaving the office, the phone rang and I had to decide to answer it or not.
- 6 My friends and I try to see each other at least once a month if we can.

*get together,
look forward to,
hang out with*

*be held up, go
ahead, end up*

6.1 DISCUSSING GOOD WORKS (PAGE 54)

A Complete the sentences with the verbs and verb phrases in the box.

bring together help out	connect with join	donate take part in	get involved with volunteer
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- 1 Every year, I donate some money to a particular charity.
- 2 It's good to join a club because it gets you out of the house.
- 3 I don't like belonging to clubs because I don't easily connect with other people.
- 4 I like to take part in many different activities.
- 5 I don't belong to the organization, but I help out when I have time.
- 6 I'd like to volunteer for things more often, but I don't have time.
- 7 The best way to get involved with groups is through the Internet.
- 8 This English class brings together lots of different people with a common goal.

B Choose the correct words to complete the text about community action.

In Whitman County, we estimate that there are 14,000 people living in poverty. There are many ways you can help take care of / take part in these people. First, with the food banks, you can ²connect / volunteer either to pick up food donations or make deliveries. Then there's emergency housing. In this case, it's important to ³bring together / get to know the needs of local people to identify and design an action plan. After some time, you can ⁴pass on / get involved in your knowledge to new volunteers. If you're not able to give your time, you can ⁵donate / join blankets, clothing, and appliances. Whatever you do, you are ⁶passing on / getting to know the people in your community and making a difference.

6.2 DESCRIBING GOOD DEEDS (PAGE 56)

A Choose the best adjective to complete the sentences.

- 1 Helping people in need can be a very grateful / rewarding experience.
- 2 Most people are very appreciative / thoughtful when you do a good deed for them.
- 3 It's easy to lend someone a kind / helping hand.
- 4 If you want to seem ungrateful / appreciative thank a person for what they have done for you.
- 5 Going to visit someone in the hospital is a very helping / kind thing to do.
- 6 Sending flowers when someone dies is a very rewarding / thoughtful gesture.

B Use words and phrases from the box to complete the conversations. One will not be used.

appreciate	help	helpful	thoughtful
lend a helping hand		show some gratitude	

- 1 A If you need some help don't hesitate to call me!"
B OK, I will! Thanks a lot!
- 2 A Mike never said "Thank you" after you helped him?
B No! I mean he could at least show some gratitude.
- 3 A It's just a small present, nothing big.
B Still, it's very thoughtful. Thank you.
- 4 A This map is in French!
B Well, that's not very helpful. We'd better ask someone for directions.
- 5 A I just wanted to tell you how much I appreciate all your help this week.
B Hey, what are friends for, right?

7.1 DESCRIBING COMMUNICATION (PAGE 66)

A Choose the correct preposition in each sentence.

- 1 He never replied with / to my email.
- 2 I was informed by / of the problem too late.
- 3 We had a nice time at the family reunion. It was great to catch up in / with all my cousins.

B Complete the opinions with a reporting verb from the box in the correct form. What other reporting verbs might be possible in each context?

catch up with	comment	congratulate	contact	criticize
explain	gossip	inform of	keep in touch with	mention
persuade	reply to	report	respond to	

- 1 "A good thing about social media is that you can read a post and then comment on it. Other people might then reply to your comments. You get to know a lot of people that way!"
- 2 "I use social media to congratulate people on their birthdays and to catch up with my friends, to find out what's happening with them."
- 3 "I never gossip about people's private lives or criticize people on social media. That's not nice, and it also isn't fair."
- 4 "It's hard to persuade somebody to use social media if they don't like the idea. You can explain why you like it, but they probably won't care!"

7.2 COMMUNICATING ONLINE (PAGE 68)

A Match words from the box with their definitions.

clickbait	geo-tag	hashtag	lifecaster	lurker
meme	newsfeed	podcaster	profile	status update
tag	timeline	trending topic		

- 1 part of a website that updates often to show the latest news newsfeed
- 2 a person who produces audio stories to download or stream online podcaster
- 3 the newest information that you post online status update
- 4 someone who puts everything about themselves on social media lifecaster
- 5 internet content that encourages people to click on particular links clickbait
- 6 a story or news item that has become popular on social media trending topic
- 7 biographical information that you post on social media profile
- 8 add someone's name to your post or photo on social media tag

B Use the other words in the box to complete the post about online communication.

Distractions! They're everywhere online. It could be a friend asking for donations to support them in a charity fun run, but then again, it could be a new ¹ hashtag that everyone is now using in their messages! It might be a really funny ² meme that has gone viral overnight. There could be a review that you posted online and now have to ³ geo tag to show a location for it. In fact it could be anything – a text, an image, a video that you just have to put on your ⁴ timeline right now!

This is hard for all of us. Sometimes it's good to disconnect from social media for a while. Or, if that's too hard, just don't post for a while. Be a ⁵ lurker and enjoy a view of the digital world from a distance!

8.1 DESCRIBING JOBS (PAGE 76)

A Find words in the box to match the definitions.

challenging	desk job	dream job	freelance	full-time
government job	high-paying	main job	part-time	permanent
second job	stressful	temporary	tiring	tough

- 1 It only lasts a few months. temporary
- 2 This means there are often a lot of problems to deal with. challenging
- 3 You get a good salary. high-paying
- 4 You only work a few hours. part-time
- 5 This is what you've always wanted to do. dream job
- 6 This means you work in an office. desk job
- 7 You usually have one of these to get some extra money. second job
- 8 You don't have a contract with one company, but instead you work for different companies. freelance

B Choose the best word to complete the description. Can you guess the job?

The first few years in the job were really ¹part-time / tough. I had to work very long hours and it was physically ²tiring / freelance. It's the total opposite of a ³desk job / temporary job. But I loved it! It wasn't very ⁴permanent / high-paying to start with, but as I progressed through my career my salary grew very quickly. When I got married and had kids I decided to reduce my hours and work ⁵a second job / part-time. I'm so grateful to the hospital for letting me do that.

8.2 TALKING ABOUT WORK/LIFE BALANCE (PAGE 78)

A Complete the sentences with the words and phrases in the box.

9-to-5	always connected	assignments	busy schedule
family life	seminar	office hours	social life

- 1 I have such a busy schedule at the moment. I don't have time for anything but work!
- 2 I've been traveling a lot for work recently, and it's really affecting my family life. I hardly ever see my kids these days!
- 3 Don't call too early. Our office hours are 10 a.m. to 6 p.m.
- 4 My new job is great, and it's having a really positive effect on my social life. I go out with my coworkers all the time!
- 5 I can't believe it. Our professor just gave us three assignments to do over the weekend!
- 6 I really envy you with your 9-to-5 job. I have to work nights and weekends.
- 7 I love teaching online, but it means I'm always connected. It's really difficult for me to get away from my computer.
- 8 This is going to be a tough semester. I have five regular classes, but I'm also taking a seminar on business ethics Tuesday nights.

B Match the words and phrases with their definitions.

downtime time off commitments seminar chill out shift

- | | |
|---|--------------------|
| 1 things that you have agreed or arranged to do | <u>commitments</u> |
| 2 the period of time a person is scheduled to work | <u>shift</u> |
| 3 a time when you can relax | <u>downtime</u> |
| 4 a meeting of a group of people with a teacher | <u>seminar</u> |
| 5 a period of time when you do not work due to illness or vacations | <u>time off</u> |
| 6 rest, relax, or be calm | <u>chill out</u> |

9.1 TALKING ABOUT PLACES (PAGE 86)

A Match the places in the box with their descriptions.

arts center	boardwalk	city hall	construction site	consulate
courthouse	highway rest stop	laboratory	playground	public space
residential area	toll plaza			

- | | |
|---|-------------------------|
| 1 a park or square or other outdoor place | <u>public space</u> |
| 2 a place where children love to go | <u>playground</u> |
| 3 where scientists do experiments | <u>laboratory</u> |
| 4 where people live | <u>residential area</u> |
| 5 where you stop to pay so that you can use the highway | <u>toll plaza</u> |
| 6 where you can take painting classes or see a play | <u>arts center</u> |

B Read the quotes. Use the other places in the box to say where each person is.

- | | |
|---|--------------------------|
| 1 "We've been driving a long time and need a break." | <u>highway rest stop</u> |
| 2 "I'm sorry, but you have to wear a hard hat. It can be dangerous." | <u>construction site</u> |
| 3 "I've come to get a visa for my trip to Egypt." | <u>consulate</u> |
| 4 "We'll go swimming later. Let's get some ice cream and walk for a while." | <u>boardwalk</u> |
| 5 "Could you tell me if this is the right place to apply for a parking permit?" | <u>city hall</u> |
| 6 "My mom works here. She's a judge." | <u>courthouse</u> |

9.2 TALKING ABOUT RULES (PAGE 89)

A Choose the correct word to complete the sentences.

- Speed limit signs are used to control / *prohibit* traffic within the downtown area.
- You cannot park your car here unless you have *obligation* / permission from the central office.
- All guests are required to *limit* / register at reception on arrival.
- There is a ban / *requirement* on all ball sports in all residential areas.

B Complete the sentences with the correct form of the word in parentheses ().

- Swimming in the lake is strictly prohibited (prohibit) at all times.
- You must consider all the legal requirement (require) when starting a business.
- Click here to start your registration (register) process.
- The bus is limited (limit) to 50 passengers!

10.1 TALKING ABOUT DISCOVERIES (PAGE 98)

A Complete the sentences with the nouns in the box.

breakthrough	challenge	connection	discovery	insight
knowledge	phenomenon	research	solution	

- 1 They have made a great breakthrough in AIDS research, but there is still no cure.
- 2 It's a very difficult task, but now I'm ready to take on the challenge.
- 3 Politicians have discussed it, but they have not provided a solution to the problem yet.
- 4 The documentary was fascinating. It provides real insight into this complex issue.
- 5 If you get the scholarship, you'll have to carry out your own research.
- 6 The crime rate is rising, and experts are investigating this phenomenon at the moment.
- 7 Detectives have noticed the connection between the crime rate and high unemployment.
- 8 The internet provided me with the knowledge that I needed to complete our report.
- 9 Like so many others in the past, they made the discovery accidentally.

B Choose the correct words to complete the sentences.

- 1 We faced / *noticed* a terrible challenge, but we achieved our goal in the end.
- 2 People are making / *finding* new discoveries in the natural sciences all the time.
- 3 If you provide / *gain* us with the knowledge we need, we'll accomplish the task.
- 4 Scientists are still *noticing* / making breakthroughs in the world of medicine.
- 5 Investigators noticed / *faced* this phenomenon, but they didn't know how best to react to it.
- 6 The program helped me gain / *carry out* vital insights into this problem.
- 7 A lot of researchers don't realize they've made / *investigated* a breakthrough until much later.
- 8 They carried out / *provided* the academic research, but they haven't studied the results yet.
- 9 We'll need to find / *make* a solution soon, or this problem could get out of hand.

10.2 DISCUSSING RIGHT AND WRONG (PAGE 100)

A Choose the correct words to complete the sentences.

- 1 "I'm sorry, it was a complete *confusion* / misunderstanding on my part. I hadn't read the report properly."
- 2 "I deserve all the *mistake* / blame. I'm the one who broke the vase."
- 3 "I managed to correct that *fault* / error and now I feel much better."
- 4 "Rob was reading the wrong page of the instructions, which caused a lot of *blunder* / confusion."
- 5 "If you can fail / *fix* that little mistake, you'll pass the exam easily."

B Use the words in the box to replace the underlined words in each sentence.

blunder	an epic fail	fault	make this right	mixed up
---------	--------------	-------	-----------------	----------

- 1 "I can't believe they made such a stupid mistake."
 blunder
- 2 "I feel terrible. I have to find a way to correct the situation."
 make this right
- 3 "Sorry I missed our meeting. I got the dates switched."
 mixed up
- 4 "My attempt to cook a fancy dinner for my girlfriend was a complete disaster."
 an epic fail
- 5 "I didn't complete the report on time. It's my responsibility."
 fault

11.1 TALKING ABOUT COLLEGE EDUCATION (PAGE 108)

A Match the words in the box with their definitions. There is one extra.

dorm faculty freshman grade
major semester society

- 1 the teachers in a college department faculty
- 2 a first-year college student freshman
- 3 a club that is organized by students society
- 4 a building where many students live dorm
- 5 the main focus of your studies in college major
- 6 a letter or number that shows how good your work is grade

B Complete the sentences with the words in the box.

associations campus degree
facilities professors undergraduate

- 1 We have some amazing sports facilities on campus.
- 2 Our professors are awesome! They're so helpful and supportive.
- 3 I'm an undergraduate. After I get my degree in biology, I'm going to go to medical school.
- 4 There are so many different student associations. It's really difficult to choose just one!

11.2 TALKING ABOUT SCIENCE (PAGE 110)

A Match words from the chart to their definitions.

abstract noun	verb	person	adjective	compound adjective
science		scientist	scientific	scientifically proven
research	research	researcher		research-based
proof	prove		proven	scientifically proven
base/basis	base		based (on facts)	science-based
medicine			medical	medically approved

- 1 a person who works in a laboratory conducting experiments scientist / researcher
- 2 the set of facts that show something is true proof
- 3 the study of the human body and how to repair it medicine
- 4 the study of natural things science
- 5 a person who studies natural things scientist / researcher
- 6 when doctors say that something is good for their patients medically approved

B Complete the sentences with the correct form of the word in parentheses ().

- 1 The researchers were not able to prove (proof) that cheese gives you nightmares.
- 2 It is a scientific (science) fact that carrots can improve your night vision.
- 3 Medical (medicine) studies suggest that mosquitoes prefer certain blood types.
- 4 The fact that honey calms a cough has been scientifically (science) proven.
- 5 Studies based (base) on a small number of patients are never totally reliable.

12.1 TALKING ABOUT THE SENSES (PAGE 118)

A Match the adjectives to the nouns. More than one answer may be possible.

- | | | |
|----------------|----------------|-----------|
| 1 stinky | <u>a, b, d</u> | a trash |
| 2 colorful | <u>b, d</u> | b towel |
| 3 damp | <u>b, d</u> | c voices |
| 4 musty | <u>b</u> | d clothes |
| 5 melodic | <u>c</u> | e cookies |
| 6 bright | <u>d</u> | |
| 7 tasty | <u>e</u> | |
| 8 high-pitched | <u>c</u> | |
| 9 deep | <u>c</u> | |
| 10 flavorful | <u>e</u> | |

B Choose the correct words to complete the sentences.

- I play the bass guitar because I like its rich, deep / damp sound.
- I woke up to the *melodic* / high-pitched scream of the fire alarm.
- After shaving, my skin feels so smooth / rough.
- The boxes from the basement are so *deep* / musty. Open a window!
- The omelets at that restaurant are more *bright* / flavorful than you can believe!

12.2 DESCRIBING MEMORIES (PAGE 120)

A Complete the sentences with the correct form of a word or phrase from the box. More than one answer may be possible.

bring back	childhood	clear	distant
early	long-term	look back on	recall
recent	recognize	remind	short-term
vague	vivid		

- We met at Sam's party? Really? I was so tired that night. I only have a vague / distant memory of the party, but no memory at all of the people there.
- I don't like to look back on / recall unhappy times from my childhood. Best just to move on and forget about it.
- After all these years, I didn't recognize / recall her face, but I remembered her voice!
- I have a really clear / vivid memory of the first time we met. I can even remember exactly what you were wearing.
- That song always reminds me of the summer of 2005.

B Choose the correct words to complete the sentences.

- It was 20 years ago that I lived there, so it's just a distant / early memory now.
- My grandma is losing her short-term / long-term memory, but she remembers her childhood very well, so her *short-term* / long-term memory is still great.
- What's the first thing you can *bring back* / recall about your early years?
- I have a very early / vague memory, but it might be false. I was four, and I was at the zoo with my mother. We were looking at the lions and eating popcorn. I can see it so clearly in my mind. The strange thing is, she doesn't *recognize* / recall this at all.
- Of all the senses, smell brings back / looks back on the most *vague* / vivid memories.

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 ...

- ☐ use expressions to talk about personal achievements.
- ☐ use a variety of simple and continuous verb forms.
- ☐ use nouns and adjectives to talk about key qualities employers look for.
- ☐ use dynamic and stative verbs to talk about actions, habits, and states.
- ☐ make and respond to introductions.
- ☐ write a comment in response to an article.

Prove it

Write five verb + noun combinations to describe someone's achievements.

Write five sentences about yourself using five different verb forms.

Write three pairs of words to describe yourself in ways that would appeal to a possible employer.

Complete the sentences: *I love* _____.
I'm loving _____.

Respond to the introduction in three different ways: *Hey, have you met Simone?*

Look at your comment from lesson 1.4. Can you make it better? Find three ways.

UNIT
1

Now I can ...

- ☐ use expressions to describe trends.
- ☐ use real conditionals.
- ☐ use the correct words to describe food preparation.
- ☐ refer to the future with time clauses using *after*, *until*, and *when*.
- ☐ make, accept, and refuse offers in social situations.
- ☐ write the results of a survey that you conducted.

Prove it

Write four different ways to refer to something that is currently popular and four more for something unpopular.

Write four sentences using *if* clauses: two to refer to a fact that is generally true and two for a future possibility.

Describe a dish you can make in six simple steps.

Complete the sentences so that they are true for you: *When I finish class today, _____ . I won't get home until _____ . I'm going to _____ after I leave class today.*

Make an offer of food and/or drink, and practice different ways of accepting and refusing it.

Look at your survey results summary from lesson 2.4. Can you make it better? Find three ways.

UNIT
2

Now I can ...

- ☐ use expressions to talk about time and money.
- ☐ use *(not) too* and *(not) enough* to talk about quantity.
- ☐ use verb phrases to talk about prices and value.
- ☐ use modifiers in comparisons.
- ☐ apologize for damaging or losing someone's property and respond to an apology.
- ☐ write a product review.

Prove it

Write five phrases about time and money.

Write five sentences about yourself using different structures with *too* and *enough*.

Write three verb phrases, with the correct prepositions, about prices and value.

Make these comparisons stronger: *It's the best movie I've ever seen. Theirs is bigger than ours.*

Apologize for losing something that you borrowed. Respond to the apology.

Look at your product review from lesson 3.4. Can you make it better? Find three ways.

UNIT
3

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 4

Now I can ...

- ☐ use specific words to talk about ads and advertising.
- ☐ make different types of speculations using modals.
- ☐ talk about different people in the media.
- ☐ use pronouns in subject and object relative clauses.
- ☐ exchange and discuss opinions.
- ☐ write a response to a post about businesses in your community.

Prove it

Choose a product and discuss its brand and the different ways it is advertised.

Write five sentences about something uncertain using different modal verbs for degrees of possibility.

Talk about some recent viral news or a celebrity of current interest.

Talk about a few celebrities and describe who they are and what they do using relative clauses.

Give your opinion about a current movie and then emphatically disagree with it.

Look at your response from lesson 4.4. Can you make it better? Find three ways.

UNIT 5

Now I can ...

- ☐ use specific terms to describe different types of stories.
- ☐ order events in the past using past perfect tense.
- ☐ use expressions to talk about making and breaking plans.
- ☐ use *was/were going to* and *was/were supposed to* for canceled plans.
- ☐ react appropriately to problems and disappointing news.
- ☐ write a formal apology from a company.

Prove it

Name five movies or books and explain what story type(s) each of them is.

Write six things that happened yesterday. Connect events using the past perfect tense.

Write four excuses for canceling plans at the last minute.

Complete the sentence: *I _____ make dinner for us, but the electricity is out in my building!*

Present a situation that involves a problem and react to it. Then resolve it or accept the situation politely.

Look at your apology from lesson 5.4. Can you make it better? Find three ways.

UNIT 6

Now I can ...

- ☐ use verbs and verb phrases to describe good works.
- ☐ use the passive voice in the simple present and simple past.
- ☐ use expressions and different forms of words to talk about good deeds.
- ☐ use the passive voice with the modals *can*, *might*, *must*, and *will*.
- ☐ offer, refuse, and accept help.
- ☐ write a report about a community project.

Prove it

Describe one type of volunteer work using different verbs and verb phrases.

Write at least five sentences in passive voice to describe a charity or community group.

Write six sentences about the value of doing good deeds: three about giving help and three about receiving help.

Complete the instruction: *Requests for shift changes _____ (approve) by the manager.*

Ask for help with something. Respond to the help that is or is not given.

Look at your report from lesson 6.4. Can you make it better? Find three ways.

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

Now I can ...

- ☐ use verbs and verb phrases to describe communication.
- ☐ report statements that were made in different tenses.
- ☐ use terms for different types of online communication.
- ☐ report questions that were asked in different tenses.
- ☐ recount conversations, news, and stories.
- ☐ write an email in both a formal and informal register.

Prove it

Write at least five sentences about how and why you communicate with people who are far away.

Listen to a conversation and make notes. Report what each person said using reporting verbs.

Write six sentences about different aspects of your own online communication habits.

Complete the reported question: "Do you prefer one big test or six small ones?" *Their teacher asked _____ one big test or six small ones.*

Recount something you experienced in story form using appropriate expressions to indicate different speakers.

Look at your emails from lesson 7.4. Can you make them better? Find three ways.

UNIT
7

Now I can ...

- ☐ use terms to describe jobs and work situations.
- ☐ use present unreal conditionals.
- ☐ discuss work/life balance.
- ☐ express dissatisfaction with *I wish*.
- ☐ talk through options to reach a decision.
- ☐ write a response to comments on a podcast.

Prove it

Describe the jobs or work situations of three people you know using the terms from the lesson.

Write three questions about what someone might or might not do today.

Write six sentences about your work/life balance.

Complete the wishes: I waste so much time playing video games. → *I wish I _____ so much time playing video games.* It's so cold outside. → *I wish it _____ warmer outside.*

Present and discuss three possible ways to address a situation, and encourage or discourage each of them.

Look at your response from lesson 8.4. Can you make it better? Find three ways.

UNIT
8

Now I can ...

- ☐ use nouns and compound nouns to name different places.
- ☐ express present prohibition, permission, and obligation.
- ☐ use different word forms to discuss rules.
- ☐ express prohibition, permission, and obligation in the past.
- ☐ use phrases to make generalizations.
- ☐ write a message registering a complaint.

Prove it

List five places that have rules and regulations about behavior.

Write one rule for each place on your list (see previous line) using different structures.

Write one sentence for each word (in any form): limit, ban, control, permit, require.

Write six sentences about rules and freedoms in your childhood using different structures.

Generalize about your culture or region. Contrast the information with another culture if you can.

Look at your message from lesson 9.4. Can you make it better? Find three ways.

UNIT
9

PROGRESS CHECK

Can you do these things? Check (✓) what you can do. Then write your answers in your notebook.

UNIT 10

Now I can ...

- ☐ use verb + noun phrases to describe investigation and discovery.
- ☐ use past unreal conditionals to discuss present outcomes.
- ☐ use words for different kinds of mistakes and for corrections.
- ☐ use modals of past probability to suggest unreal alternatives.
- ☐ keep a listener engaged by using phrases to hold their attention.
- ☐ write a comment about things you can and can't live without.

Prove it

Describe the discovery of microwaves or the terracotta army in your own words but using phrases from the lesson.

Write three sentences about how something in your life today would be different if past events had happened differently.

Use a variety of words to tell the story of a big mistake you or someone you know made and how it turned out in the end.

Think of three alternative historical outcomes. For example: *If the U.S. hadn't bought Alaska in 1867, it might have joined Canada.*

Tell a story and use phrases to keep your listener engaged. Show interest in someone else's story.

Look at your comment from lesson 10.4. Can you make it better? Find three ways.

UNIT 11

Now I can ...

- ☐ use terms to describe the college experience.
- ☐ change the meaning of *forget*, *remember*, and *stop*.
- ☐ use different word forms to discuss science and medicine.
- ☐ use *help*, *let*, and *make* to indicate cause and effects.
- ☐ discuss alternatives and give recommendations.
- ☐ write a comment presenting an argument.

Prove it

Use your imagination to describe a day in the life of a college student using at least eight vocabulary words.

Write two logical sentences with *forget*, *remember*, and *stop* followed by a gerund in one sentence and an infinitive in the other.

Write five sentences using five different vocabulary words, one each for abstract noun, verb, person, adjective, and compound adjective.

Use *help*, *let*, and *make* once each to give advice. For example: *If you show your ID card, the guard lets you cut through the building.*

Suggest three alternative routes and present the advantages and disadvantages of each. End with a personal recommendation.

Look at your comment from lesson 11.4. Can you make it better? Find three ways.

UNIT 12

Now I can ...

- ☐ use sense adjectives for descriptions.
- ☐ emphasize something using the structure *What I remember most is ...* or *The thing I liked was ...*
- ☐ use words to describe and share memories.
- ☐ use substitution and referencing to avoid repetition.
- ☐ prompt and recall shared memories.
- ☐ write a summary and response paragraph.

Prove it

Write six sentences using sense adjectives to describe someone else's home, now or in the past.

Write three sentences emphasizing particular things about the home you described (see previous line).

Write five sentences about an event that you remember differently from someone else. Write from your perspective only.

Use substitution and referencing to explain how the other person remembers the event differently (see previous line).

Write three ways to prompt someone else's memory about a shared experience. Write two ways to share a similar experience.

Look at your summary and response paragraph from lesson 12.4. Can you make it better? Find three ways.

UNIT 1 LANGUAGE SUMMARY

Verb phrases

Accomplishments

break a record
face your/a fear(s)
get a lot of likes
have a sense of humor
rise to a challenge
run a business
run a marathon
set a goal for yourself
take pride in something
tell a joke
win a medal
work with your hands

Talking about goals and accomplishments

Every year I set myself a goal of learning a new skill.
I'm saving money to open a small studio.
I faced my fear, went in there, and caught that spider.
I was working at a summer camp when it happened.
I've done a lot of different things.
This year I've been learning computer animation.

Discussing job applicant qualifications

She's working on a community art project now.
He's thinking of looking for a new job.
She said she's being really careful with social media.
She wants to be successful in her job.
I think he'd be good with customers.
She's a responsible person.

Adjectives and nouns

Key qualities

ambitious / ambition
confident / confidence
creative / creativity
curious / curiosity
enthusiastic / enthusiasm
experienced / experience
independent / independence
polite / politeness
qualified / qualification(s)
responsible / responsibility
successful / success
truthful / truthfulness

Meeting someone for the first time

I don't think we've met before.
You're new here, right?
Is this your first day?

Introducing someone to a coworker

Do you know anyone here?
Let me introduce you to some people.
Have you met ... ?
Do you two know each other?

Responding to an introduction

Yes, we met this morning. Nice to see you again.
Yeah, we go way back. How's it going?
I'm not sure, but hi, I'm ...
No, I haven't / don't. Hi, I'm ...

Insider English

I'm loving it!

Writing a comment on an article

Thank you for the really useful information.
The advice you give in this article is completely right.
I'm sorry, but I think you're being a bit unrealistic.

Useful phrases

A college degree probably isn't necessary, but ...
A tour guide needs to be friendly, organized, ...
Previous experience would be ...
Why do you want to be a ... ?
Do you have any previous experience?
In the past, I have ...
I think ... is the best candidate.
She studied history, ...
... would be a good employer because ...
I wouldn't want to work for ... because ...

UNIT 2 LANGUAGE SUMMARY

Verb phrases

Trends

be a fad
be a thing of the past
be all the rage
be fashionable
be old-fashioned
be on the way out
be the latest thing
be the next big thing
be trendy
come back in style
gain interest / popularity
go out of style
lose interest / popularity

Talking about ways to not waste food

Restaurants offer a doggy bag if you want to take food home.
If you prefer good flavor to good looks, you'll love his food.
I might agree to try something if that chef serves it.
If it tastes good, eat it!
If you have old fruit, make a smoothie!

Talking about preparing food

After you hear the recipe, you'll want to try it.
Your guests will be so impressed when they try it.
You'll have to wait about five days until the kimchi is ready to eat.

Nouns

Food

cabbage
eggplant
garlic
ginger
mint
pineapple
shrimp
tuna
zucchini

Verbs

Preparing food

barbecue
boil
chop
fry
rinse
stir

Making offers of food and drink

Can I get / offer you ... ?
Would you like / care for a ... ?
Here / There you go.
Anyone else want ... ?
Help yourself!

Accepting offers

Thanks, that's great.
Awesome, I'll check it out.
That'd be wonderful.

Refusing offers

No, I'm good.
No, but thanks anyway.
I better not.

Acknowledge an acceptance

You got it!
Coming right up!
One sec.
I'll be right back with that.
Sure thing.

Insider English

be trending

Glossary

doggy bag
dumpster

Writing up survey results

Our survey shows that ...
A little over half of those we surveyed ...
About 31% of people interviewed said ...
In this region, 10% fewer people reported ...

Useful phrases

To me, the biggest problem is ...
They could solve this by ...
If they only serve ... , more people will ...
To improve ... , they could ...
If they ... , customers will ...
They could try ...
We suggest three main changes: ...
If this restaurant wants to stay open, it'll have to ...
After they redecorate, they'll need to ...

UNIT 3 LANGUAGE SUMMARY

Nouns and noun phrases

Time and money

balance
cost of living
lifestyle
quality of life
standard of living
time well spent

Verbs and verb phrases

Time and money

be worth it
boost
can't afford
take a salary cut
trade
value

Talking about acceptable and unacceptable conditions

Most people don't have enough time.
I was spending too much time on a bus.
My commute is just long enough to help me relax.
I'm not too tired to play with the kids when I get home.

Talking about relative value

It was by far the best coffee I've ever had.
It was nowhere near as expensive as my usual coffee shop.
It's a little busier than other places.
The price can be much cheaper or a whole lot more expensive.
A gourmet burger may be a whole lot more expensive, but it is by far the most delicious.

Verbs phrases

Prices and value

charge for
come up with
depend on
have an effect on
invest in
make the most of
pay a fair price for
play an important role in
rely on
suggest a price for
take advantage of
treat yourself to

Apologizing

I'm really sorry.
I am so sorry.
I can't tell you how sorry I am.

Explaining what happened

You'll never guess what I did.
I just did the dumbest thing.
I can't believe I ...

Responding to an apology

It's not the end of the world.
It's really no big deal.
Don't beat yourself up about it.

Insider English

Oh no, don't tell me ...
You get what you pay for.

Writing a product review

I was really pleased with this product.
I like the fact that they ...
Great value for your money!
I highly recommend them.
I was very disappointed with this product.
It's a complete waste of money!
By far my worst purchase ever!

Useful phrases

I had to put together a bookcase once, and it was ...
I think the cruise ship passenger feels ...
The parent didn't give more than ... stars.
First, I think we should apologize to the passenger because ...
We could offer a replacement for the bike, but ...
We've decided to send them an email and apologize for ...
Maybe call them instead of emailing.
It's more personal.

UNIT 4 LANGUAGE SUMMARY

Nouns

Advertising

ad / advertisement
brand
commercial
fashion statement
logo
merchandise
merchandising
products
slogan
sponsor
status symbol

Verbs

Advertising

advertise
sponsor

Speculating about sports business

You might think that the money comes from ticket sales.
If it's three times the price, then it must be real.
If teams don't have sponsors, they can't be taken seriously.
It can't be an actual game.
It must be during practice.
He might be teaching him to play soccer.

Talking about viral stories

The internet is full of stories that we see and share.
Murtaza was an Afghani boy who made a copy of his hero's jersey.
He got to travel to Qatar, where his dreams came true.
Tell me about a performer who you really admire.

Nouns

People in the media

audience
celebrity
comedian
designer
DJ
entertainer
filmmaker
hero
icon
model
(movie) producer
performer

Exchanging opinions

As I see it, ...
I find it/that (really boring).
I really think (you'd enjoy it).
It's not so much that ... , it's just that

Discussing opinions

Now, just a second. ...
That's a good point, but ...
But the thing is, ...
That's true, but ...

Making opinions more emphatic

That's not true at all.
I couldn't disagree more.
You have it all wrong.

Insider English

flip-flops

Writing a response citing reasons and consequences

Due to their work schedule, the all-night store is their only option for grocery shopping.
Thanks to the fact that they're part of a chain, they can offer lower prices.
This is a shame, as we're losing more than stores.
Consequently, a lot of independent stores are closing.
As a result, the little shops that sell fruit and vegetables have closed.

Useful phrases

The ad for ... uses ...
The people in the ad look like they ...
Ads for ... make me feel ...
How about a food product?
Let's use the ... technique.
We could use images of ... to advertise it.
The central idea of our product is ...
The advertising technique we plan to use is ...

UNIT 5 LANGUAGE SUMMARY

Nouns

Story types

coming-of-age story
family saga
feel-good story
hard-luck story
horror story
human interest story
love story
mystery
personal tragedy
success story
tall tale
tearjerker

Talking about stories

It's about a man and a woman who had secretly loved each other for years, but they'd never even spoken.

A woman had written stories for years but hadn't had the courage to submit them.

She had been married to an Englishman, but she left him to fight with Simon Bolivar.

Talking about changes to plans

We were going to get together last night, but she was held up at work.

An hour before we were supposed to meet, she texted me to cancel.

I was going to visit my cousin in Miami, but I realized I had forgotten my passport.

Verb phrases

Plans

be held up
cheer up
end up
get together
give up on
go ahead
hang out with
let someone down
look forward to
make up
mess up
split up

Reacting to a problem

I don't understand.

Would you mind taking another look?

Can you check again, please?

There must be some kind of mistake.

Asking for a solution

There must be something you can do.

I'd like to speak to the manager, please.

Is there someone else I could speak to about this, please?

Accepting a solution

That'll work.

I'm glad it's / that's settled.

Accepting bad news

That's not what I was hoping to hear, but what can you do?

Well, it is what it is.

Well, that's life.

That's too bad, but hey, ...

Insider English

whodunit

What's up with ... ? / Something's up.

Glossary

strive

deliver

launch

fall short

Writing a formal apology

Avoiding repetition

We fell short of this commitment.

We apologize for our mistake.

We are deeply sorry for failing to keep our promise to you.

Useful phrases

They are going to ...

I think they're planning to ...

I think they're probably going to ...

And then they might ...

They definitely won't ...

So this is what I know: ...

She/He was supposed to ...

But instead she/he ...

From the woman's point of view, ...

UNIT 6 LANGUAGE SUMMARY

Verbs and verb phrases

Doing good works

bring (people) together
connect with
donate
get involved with
get to know
help out
join
pass on
take care of
take part in
volunteer

Talking about good works

The Center is designed to bring elderly people together.
Supplies are always needed at the shelter.
Second chances aren't given out all the time.
The café was set up to help people learn a skill.
My life was changed by this place.
Friends of the Earth was founded in 1969.

Talking about doing good deeds

An act of kindness must be met with gratitude.
Your gesture might not always be accepted with a smile.
Efforts to help can be interpreted as unwanted attention.
A kind act will not be carried out if it is too difficult.
Money should be given to organizations, not individuals.
Our taxes should be spent on helping people.

Word families

Good deeds

help / help / helpful / lend a helping hand
– / gratitude / grateful / show some gratitude
– / kindness / kind / act of kindness
think / thought / thoughtful / thoughtful gesture
appreciate / appreciation / appreciative / show your appreciation
– / reward / rewarding / ... is its own reward

Offers of help

Making offers

Would you like to sit?
Let me (share my umbrella with you).
Let me give you a hand with that.
Can I help you with anything else?

Refusing offers

I'm OK. Thanks anyway.
You don't have to do that.
I can manage.
Nope, it's all good.

Accepting offers

OK then, thanks.
That very nice / kind of you.
Thanks, I really appreciate it.

Imposing on someone

I'm sorry to have to ask, but is it OK if ... ?
I don't mean to be rude, but would you mind ... ?

Insider English

I insist.
jump / cut the line

Glossary

shelter (n)
stray (adj)
overpass

Writing a report citing opinions

A spokesman promises that pollution will be reduced: "We live in a very gray city, but ..."
When asked for comment, one driver said, "I drive to work every day ..."
However, a pedestrian disagreed: "A road is a road. They can ..."

Useful language

We're going to focus on ...
We're going to create ...
The project will help the area because ...
Our group decided to ...
Your project could be improved by ...
Have you thought about ... ?
Our project is called ...
We decided / thought that ...
We chose to ... because ...

UNIT 7 LANGUAGE SUMMARY

Verbs

Communication

catch up with
comment
congratulate
contact
criticize
explain
gossip
inform of
keep in touch with
mention
persuade
reply to
report
respond to

Talking about messaging apps

One new arrival explained that the app allowed him to contact his family.

Some immigrants commented that WhatsApp had eased their sense of isolation.

Greenpeace recently reported that use of their stations had increased greatly. Their families persuaded them to buy a smartphone.

Bernard said that he used WhatsApp for everything, for work and pleasure.

Celia stated that she only uses it for meeting friends.

Talking about preferred ways to communicate

We asked them if they preferred to communicate by text or face to face.

We asked them who they thought it was appropriate to text.

We asked them how often they posted to social media.

Maria asked me if I preferred to contact coworkers by email, text, or phone.

I said that I liked to call people. It's much quicker.

Nouns

Online communication

clickbait
geo-tag
hashtag
lifecaster
lurker
meme
newsfeed
podcaster
profile
status update
tag
timeline
trending topic

Recounting a conversation or story

I heard that (David missed the wedding).

Apparently, ...

Someone told me that ...

He was like, "Of course!"

Well, turns out, ...

You'll never believe / guess what happened!

What happened was, ...

The funny / strange thing was, ...

In the end, ...

Getting back on track

As I was saying, ...

Where was I? Oh yeah, ...

What was I saying?

I lost my train of thought!

Glossary

lifeline

Writing emails in formal / informal register

Informal

Very boring meeting!

OK with you???

Speak soon!

Formal

I have a meeting all morning.

Does that time suit you?

Looking forward to speaking with you,

Useful phrases

To me, these images mean ...

I think they represent ...

I think we should ask about ...

So, which social media sites ... ?

My favorite news source is ...

because ...

The results of this survey clearly show ...

From this survey, we can conclude ...

The results don't give us enough information on ...

UNIT 8 LANGUAGE SUMMARY

Nouns

Describing jobs

desk job
dream job
government job
main job
second job

Adjectives

Describing jobs

challenging
freelance
full-time
high-paying
part-time
permanent
stressful
temporary
tiring
tough

Considering jobs

If you saw this ad on your timeline, would you click to find out more?
If you were free to do it, would you apply for this job?
If I was single and didn't have kids and wanted to write a book or something, I might do it.
If I was the resort caretaker, I'd have a lot of free time to do all kinds of snow sports.
If a drone pilot was a high-paying job, I'd pick that one.

Talking about work/life balance

I wish I didn't have to work such long hours.
I wish I had more free time.
I wish I could take some time off next week.
I wish I hadn't promised to work this weekend.
I wish I had gone to a different college.
I wish I could travel / play a musical instrument.
I wish I had studied harder in high school.
I wish I was younger / older.
I wish I could get a different job.

Nouns

Work/Life balance

assignments
busy schedule
chilling out
commitments
downtime
family life
lectures
me time
office hours
seminars
shift
social life
time off

Adjectives

Work/Life balance

always connected
9-to-5

Talking through options

Is there any way you can (get out of it)?
Have you tried (talking to him)?
If I were in your shoes, I'd ...
You might want to ...
Maybe you could ...

Encouraging actions

It can't hurt.
I'd try that if I were you.
It wouldn't hurt to ask.
You've got nothing to lose.

Offering a warning

You don't want to do that!
I wouldn't do that if I were you.
You might not want to do that.
I'd avoid that if I were you.

Insider English

I guess I could. / I guess it wouldn't hurt.
Not for a million dollars!

Referencing others in a comment

Good for you, Tim!
There was one thing in particular that interested me in your conversation.
As Kayla said, it is important to keep up with what's going on in the world.
That's a really interesting question.
You point out that social media makes it easier to keep in contact with friends.
Personally, I think face-to-face contact with people is always better.
I wonder what other people have to say about that!

Useful phrases

If I had to ... , I think I'd ...
I'd really miss ...
If we held it at ... , then people might ...
I think we should / could ...
Why don't we ... ?
What about ... ?
We decided / thought that ...
We chose to ...
We want to / We'd like to ...

UNIT 9 LANGUAGE SUMMARY

Nouns

Places

arts center
boardwalk
city hall
construction site
consulate
courthouse
highway rest stop
laboratory
playground
public space
residential area
toll plaza

Talking about rules in different places

You may not skateboard here.
You aren't allowed to wear a hoodie.
You aren't supposed to bring your pets inside.
You are allowed to bring in your guide dog.
You may request an interpreter.
The cameras should be able to see you.
You're required to wear a hard hat.
You're supposed to ring the bell for service.
No one is allowed to chew gum in the study area.

Talking about rules in the past

Carriages were allowed to circulate freely before 1903.
Eno's rules said that drivers had to drive on the right.
They were not allowed to stop in the middle of the street.
Pedestrians were required to cross at the crosswalk.
You couldn't drink soda on Sundays.
All men were required to grow beards.
School teachers weren't allowed to get married.

Word families

Rules

ban / ban
control / control
limit / limit
oblige / obligation
permit / permission
prohibit / prohibition
register / registration
require / requirement

Making generalizations

Generally speaking, ...
People (don't) tend to ...
We generally ...
On average, ...
On the whole, ...

Contrasting information

We don't (tip) nearly as much as that.
Really? We don't do that where I come from.
We don't do it that way in my country.
We do things differently back home.
We handle (tipping) differently where I come from.
That's not how we do / say it in (Portuguese).

Insider English

I (don't) get it.

Glossary

license plate

Writing a message on a company's website

Fortunately / Luckily, your website ...
Disappointingly / Sadly / Unfortunately / Unluckily, there was no ...
Embarrassingly / Surprisingly, I had to ...
Happily / Amazingly, from then on, everything was wonderful.

Useful phrases

They might have problems ...
They may not be able to ...
They might not be allowed to ...
Local businesses could ...
Local authorities should ...
It'd be a good idea to ...
If there were enough space, they could ...
We discussed ...
We decided that ...
We suggest that ...

UNIT 10 LANGUAGE SUMMARY

Verb phrases

Discovery & Invention

carry out research
face a challenge
gain knowledge
make a breakthrough
make a connection
make a discovery
notice a phenomenon
provide insight
provide a solution

Talking about alternative outcomes

If the candy hadn't melted, he wouldn't have made the connection.
If farmers hadn't needed to dig a well, they wouldn't have found the statues.
If my friend hadn't moved to Berlin, I might not have ever gone to Germany.
If you had gone to Australia, what cities would you have visited?

Speculating about past events

He could have fixed the problem.
The referee shouldn't have allowed the goal.
England might have won the World Cup.
I shouldn't have posted that photo.
That might not have helped.
The dog could have jumped up on the table.

Verbs and verb phrases

Mistakes

blame
correct a mistake
fix a problem
get something right / wrong
make something right

Nouns

Mistakes

blunder
epic fail
error
fault
mistake
misunderstanding
mix-up

Keeping your listener engaged

But that's not all!
Wouldn't you know it?
You won't believe this, but ...
Well, you can imagine.
You know what?
Are you ready for this?
Isn't that amazing?

Showing interest in a story

Don't tell me you ... !
Let me guess – you ... !
That's so funny / strange / great / crazy / sweet!
You must be joking.
You can't be serious.

Insider English

Anyway

Writing about contrasts and similarities

Both your guests ...
He seemed interested, whereas she seemed bored.
I prefer the first one, even if it's not as nice as the second one.
Similarly, ...
Good inventions, by contrast, are ones that ...
Sure, they may ..., but they also ...

Useful phrases

The invention of ... was a turning point because ...
... changed history by ...
I think the most important invention was ...
If ... hadn't been discovered, we would(n't) ...
I think their invention was the most important because ...
... was a more important discovery than ... because ...

UNIT 11 LANGUAGE SUMMARY

Nouns

College life

association
campus
degree
dorm
facilities
faculty
freshman
grades
major
professor
semester
society
undergraduate

Talking about college life

I'll never forget getting my acceptance letter.
Sometimes I even forget to eat!
I remember seeing the labs for the first time.
I have to remember to study, too!
I stopped socializing so much.
If you stop to think about it, that's an education all by itself.

Talking about folk remedies

Carrots help you see better at night.
Honey calms a cough and lets you sleep.
Cheese doesn't make people have nightmares.
Does eating bread crusts make your hair curl?
The full moon makes people go a little crazy.

Word families

Science

science / – / scientist / scientific / scientifically proven
research / research / researcher / – / research-based
proof / prove / – / proven / medically approved
base (or basis) / base / – / based (on facts) / science-based
medicine / – / – / medical / medically approved

Discussing alternatives and making suggestions

Asking for options

Do you have anything else?
Can you suggest an alternative?
I'm looking for something different.

Suggesting alternatives

You could also try ...
Another option would be ...
It's / They're a good alternative.

Discussing disadvantages

It might not be the best option.
I don't think they're a great choice for ...

Responding to suggestions

I like that option.
That looks like a good alternative.
That could work.

Giving a personal recommendation

This one's always worked well for me.
If I were you, I'd choose / pick / go with ...
I've always had luck with ...

Insider English

Snake oil

Glossary

extracurricular
embrace
automate
banter
buzz

Writing a comment and supporting your opinion

First of all, ...
Where I strongly disagree with the article is on the point of ...
More importantly, it could ...
It's also important to remember that ...
Additionally, ...
And finally, ...

Useful phrases

One argument for keeping it is ...
Another good argument might be ...
As an alternative, we could ...
We think it's really important to ...
We need to consider ...
Would you consider ... ?
The main arguments for/against it were ...
In the end, we agreed to ...
We couldn't come to an agreement because ...

UNIT 12 LANGUAGE SUMMARY

Adjectives

Senses

bright
colorful
damp
deep
flavorful
fresh
high-pitched
melodic
musty
rough
scented
smooth
stinky
tasty

Verbs

Memories

bring back
look back on
recall
recognize
remind of

Adjectives

Memories

childhood
clear
distant
early
long-term
recent
short-term
vague
vivid

Talking about special moments

What I remember most about my childhood is my pet dog, Milo.
The thing I like most was licking the tasty icing off my fingers.
The thing I really liked about my family's old car was the sunroof.
What I remember about that moment was the salty smell of the sea.

Talking about false memories

That reminds me of winter breaks, especially the one with Nolan.
Most people feel sure about the accuracy of their memories. I know I do.
Do you have a false memory? If so, send us an email.
When you recall a memory often, it becomes distorted.
That's why this only happens with distant memories.

Recalling and sharing past experiences

Prompting a response

Do you remember that time we ... ?
Don't tell me you don't remember that.

Recalling a memory

I don't recall (getting lost).
That time's a bit vague anyway.
Yeah, that rings a bell.
It's all coming back to me now.

Sharing experiences

That reminds me of a story. ...
I had a similar experience once. ...
That's like the time (that) ...
Has that ever happened to you?

Writing a summary and response

While this may be true, it doesn't mean that ...
Despite the fact that ... , it's not a good argument for why we should ...
... ; however, there are other ways to ...
Although this point is true, it's off the topic.

Useful phrases

What about when ... ?
Do you remember when ... ?
An event I'll never forget was ...
What I remember most about ... was ...
Really? I remember it as ...
The things we remember most about this event were ...
Oh! I know. It was when ...
But I remember it differently. The way I remember it, ...

STUDENT'S BOOK AUDIO SCRIPTS

Track 1.08

Lesson 1.3, Page 7, Exercises 2A and 2B

1

A Do you two know each other?

B Sure do!

C Yeah, we go way back.

A Really? I had no idea!

2

A Have you met Chris?

B No, I haven't. Hi, I'm Toni.

C Hi, Toni. Good to meet you!

Track 1.17

Lesson 2.3, Page 17, Exercise 2A

Mark Anybody else want a hot dog before I, um, burn them?

Yuri Me, please! Yum! Thanks!

Mark Coming right up! There's also dessert in the kitchen, you know, when you're ready for it. It's buffet style, so help yourself.

Yuri Awesome, I'll check it out later. Great barbecue!

Mark Thanks. Oh, Grace, would you care for a refill?

Grace No, I'm good. Thanks anyway!

Mark Can I offer you another hot dog then?

Grace Mm! That'd be wonderful.

Mark You got it.

Track 1.22

Lesson 2.4, Page 18, Exercises 1A and 1B

Anna Ricardo, what do you want to drink? Do you want me to get you a coconut water?

Ricardo (*sarcastically*) A coconut water? at \$4.50 a bottle? No, thanks, I'll pass. I'd prefer tap water or an apple juice or something – at least it's cheaper.

Anna I know it's a lot, but it's worth it.

Ricardo You think so?

Anna Well, yes, for the health benefits, you know ...

Ricardo What health benefits?

Anna Well, food experts say that coconut water is just about the best thing you can drink. It is a rich source of potassium and it hydrates you better than normal tap water.

Ricardo And you believe that?

Anna Sure, I trust the experts and I know when I drink it, it's refreshing and it feels really good for me, for my digestion. Half of fruit juice is just made from concentrate.

Ricardo Hmm ... you sound like a commercial. I mean, that's what they say to get you to buy it, but it's only part of the story. Did you know that coconut water is also fattening?

Anna Fattening? Are you sure about that?

Ricardo Yeah. I mean, it isn't as bad as coconut milk or oil, but it still has a lot more calories than a simple glass of water from the tap. And anyway, it's not really about the health benefits, it's about sales, don't you think? Marketing departments try to sell everything as super foods and are responsible for so many food fads.

Anna Like what?

Ricardo You know how now the latest thing is eating "gluten-free." I mean, sure, for some people gluten allergies are a genuine health issue, but now it's even popular with people who don't have a problem with gluten, it's just become another food fad! Even products that have never contained gluten have gluten-free on the label. I saw organic apple juice with a gluten-free label the other day!

Anna I guess you've got a point there.

Ricardo It's the same with coconut water – they're just trying to get you to buy it!

Anna Well, it works for me! I like it and that's what I'm getting. So, do you want me to get anything for you? A glass of water from the tap maybe?

Track 1.29

Lesson 3.3, Page 27 Exercises 2A and B

1

A Oh man, you are not going to believe this.

B What?

A I forgot to bring you that cable you wanted. I'm so sorry!

B It's really no big deal. I don't need it till next week.

A Phew, that's a relief!

2

A I'm really sorry, but I just did the dumbest thing. You know that white shirt with the pearl buttons?

B Yeah.

A Well, I just did laundry and ...

B Oh no, don't tell me you washed it with your new red sweater.

A Yes! I didn't see it in there. I'm so sorry!

B Oh, it's OK. It's not the end of the world. It's just a shirt.

A But you really love that shirt, and it's all pink now.

B Well, pink's a nice color, too.

Track 1.38

Lesson 4.3, Page 39, Exercises 2A and 2B

A Hey do you want to go see that new superhero movie with me?

B (*sarcastically*) A comic book movie? Uh, I'll pass. They're all so dumb.

A What? I couldn't disagree more. The special effects are great, and they're really funny.

B Funny? Come on. They're written for 12-year-olds.

A That's not true at all. Take *Deadpool*, for instance. That movie's very funny, and the jokes are definitely written for adults.

B If you say so. Personally, I'd much rather see a spy movie, like James Bond. They're exciting, but realistic.

A You've got to be kidding. Evil villains and spy gadgets? Now, *that's* silly.

B No, no. You have it all wrong. That's the old ones. The new ones are really good.

Track 1.42

Lesson 4.4, Page 40, Exercises 1B and 1C

Havaianas, the Brazilian brand of beach footwear, has become a household name around the world. The company started in 1962 making sandals that were inspired by the flip-flops worn by Japanese immigrants. They were used originally by plantation workers in Brazil, but in the 1990s that all changed.

Havaianas decided to transform their brand. Leading designers invented new looks and color combinations, and soon almost every Brazilian in the country owned at least one pair. Next came international expansion.

The first step in the company's plan was product innovation and brand awareness. The company started to create accessories, such as bags, as well as updating its classic sandals with bright colors, which represented the country's fresh positive image. Like the beach, Havaianas became a symbol of Brazil, and one of its biggest exports. The sandals symbolized carefree summer fun to the whole world.

Second, the company positioned this everyday footwear as a luxury item in international markets. This meant that they could charge higher prices. In some countries a pair of Havaianas sell for three times the price in Brazil.

There were even limited edition deals with fashion labels such as Lacoste and Missoni – and so the flip-flops that were the footwear of workers turned into a status symbol worn by celebrities.

Today, Havaianas have hundreds of stores around the world, and they sell into 80 countries. The success of this simple yet innovative product is all thanks to the flexibility and creativity of its marketing teams.

Track 1.50

Lesson 5.3, Page 49, Exercise 2A

1

A I'm really sorry, ma'am, but there are no more tickets for tonight's show.

B Are you sure? What about tomorrow?

A I'm afraid there are no tickets left for tomorrow either.

B Oh, no. Well, that's life. Thanks anyway.

2

A Can I pick up my laptop later today?

B No, I'm sorry, sir. It won't be ready until tomorrow.

A That's too bad, but hey, I still have my phone!

Track 1.57

Lesson 6.3, Page 59, Exercises 2A and 2B

1

A I'm really sorry to have to ask, but may I have your seat? I sprained my ankle last week and standing on a moving train is difficult.

B Of course! Here, let me help you.

A That's much better. Thank you.

B No problem. I'm getting off at the next stop anyway.

A Well, I appreciate it.

2

A I don't mean to be rude, but would you mind if I cut the line?

B What? Yes, I do mind.

Track 1.60

Lesson 6.4, Page 60 Exercises 1A and 1B

Host Hello, everybody, and welcome to our weekly podcast on urban art projects. Today, we're going to Portland, Oregon, to hear about the Intersection Repair Project. It's a really interesting project that's gotten a strong community reaction.

First, let me give you a quick explanation of the project. So, intersection repair is a community art project where community members select an intersection and paint a mural on it. The main goal of the project is to, uh, bring people from a neighborhood together and give them an opportunity to build relationships by working on a project together. Some people think that the murals also help make streets safer by encouraging drivers to slow down, but that's not really main purpose of the project, community building is.

But does it work? We have some callers on the line from Portland to share their thoughts. First up, we have Eric from the Nob Hill area of Portland. Hi, Eric, and thanks for calling in. Now I understand that you actually worked on the project?

Eric Hi, yes, that's correct.

Host And how was the experience?

Eric In a word, *amazing*! The project brought together all types of people from the community – kids, the unemployed, the elderly – and everyone just did whatever they could to help out. It was kind of like one big family. It was probably the best thing I've ever done.

Host Well, that's great to hear. Thanks for calling in, Eric. OK, let's take another call. Hello? You're on the air.

Isabel Hi, this is Isabel from Belmont.

Host Hi, Isabel. Thanks for calling in. Were you part of the project, too?

Isabel Unfortunately, no. I only found out about it after they finished, which is a shame because I think it's such a fantastic idea. It's just a really great way to slow life down a little, you know? We're always running around and thinking about ourselves. This project is about slowing down, looking around you a little more, and being aware of others.

Host Great. Thanks, Isabel. Well, so far I'd say the community reaction seems to be really positive. OK, I think we have time for one more call. Let's go to Jeannette from Hawthorne.

Jeannette Am I on the air?

Host Hi, Jeannette, you sure are. Are you another fan of the project?

Jeannette Ehh, not so much. Look, community building is great and all, and sure, the intersections look pretty, at first. But these are public streets. They get a lot of traffic, and it doesn't take long before there are tire marks and stuff all over the murals. They don't look so pretty then. They need to be repainted every year or two. And in my neighborhood at least that hasn't happened.

Tracks 2.03 and 2.04

Lesson 7.2, Page 68, Exercises 1A and 1B

Host On today's podcast, we look at some research on digital technology and how it is affecting how we communicate. We have here Professor Dorothy Zárraga from Brown University. Dr. Zárraga, tell us about your research.

Dr. Zárraga Well, we interviewed people from different age groups to see if different generations communicate differently.

Host And what types of questions did you ask?

Dr. Zárraga We asked some questions about how they preferred to communicate. For example, we asked if they preferred to text or speak face to face. And we also asked them why they had that preference. We asked who they thought it was appropriate to text. Oh, and we also asked them when they thought it was *inappropriate* to text. Finally, we asked if they had social media accounts and how often they posted to them.

Host Well, it all sounds very interesting. Let's talk about your findings.

Dr. Zárraga Yes, well we found that people from different generations communicate very differently. Millennials tended to communicate digitally and had fewer face-to-face interactions – even in a work context.

Host Really?

Dr. Zárraga Yes, they said that text messaging was quicker and more natural. Remember that a lot of these young people use social media at work as well as in their private lives. They might even be podcasters or lifecasters having to communicate every bit of their lives. But even the lurkers – people who look at social media but don't post – are always online. It was the opposite for older people – no surprise there. They said they preferred to talk. Text messages weren't professional enough. They checked newsfeeds or made status updates only in their free time and only for non-work purposes. A few didn't have online profiles at all. Interestingly, all ages admitted texting members of their family even when they were in the same house! When we asked them why they did that, they said their kids, wives, husbands, were more likely to pay attention to a text message. One mom said that her kids were so lost in their own screens, following the latest trending topics or just wasting time looking at clickbait, sometimes she'd call them to dinner with a Tweet!

Host Well, I hope they actually talk when they're having dinner!

Dr. Zárraga Most families reported that they did still like to talk to each other during dinner.

Track 2.08

Lesson 7.3, Page 71, Exercise 2A

- A** Did you hear about Justin Marx? He won a scholarship to State College!
- B** Really? That's wonderful!
- A** Apparently, he had the highest test scores in his high school's history. His mother told me he couldn't believe it!
- B** Oh, his mother! How is Grace these days?
- A** I don't really know. I just saw her at the grocery store and she told me about Justin.
- B** It's just, well, she didn't look very good when I saw her the other day. I really need to call her.
- A** Great, yeah, you should do that. So, as I was saying, Justin's test scores were so high that he's getting a full scholarship!

Track 2.16

Lesson 8.3, Page 81, Exercises 2A and 2B

1

- A** I'm not going to be able to finish this assignment by Friday. I'm just not going to hand it in. I'll say I left it at home by accident.
- B** You really don't want to do that. Professors can tell you're lying, and that could affect your grade in the class. Why don't you ask for an extension? I asked my professor for one last month and she was fine with it. She gave me an extra week.
- A** Really? That would be perfect! I'll email my professor now.

2

- C** Oh, no! It's Dad's birthday! I completely forgot!... Ugh. I'll call him tomorrow and apologize.
- B** I wouldn't do that if I were you. You know how Mom is about birthdays. She will never let it go if you don't call him on his birthday.
- C** You already called, didn't you?
- B** Yep, and sent him a present. If I were you, I'd call right now and tell him that you'll get tickets to any ball game he wants.
- C** Yeah, that's good! I couldn't buy them before because I didn't know when he could go! Brilliant!
- B** Yes. Yes, I am.

Track 2.20

Lesson 8.4, Page 82, Exercises 1B and 1C

- Tim** Welcome to this week's episode from *The Tech Team*, where we'll be discussing digital detox. So, Kayla, have you ever done a digital detox?
- Kayla** A digital detox, me? Are you kidding? No way, I love my phone **way** too much!
- Tim** That's what I figured ... Just to clarify for our listeners, a digital detox is when you separate yourself from all digital devices for a period of time. And since Kayla is so against it, I signed up for a digital detox just last week in preparation for today's podcast.
- Kayla** I'm glad you stepped up, Tim, because I would never do that, not for a million dollars!
- Tim** Hey, you know, it wasn't that bad. We did it in this cabin out in the forest, and it was **really** quiet and relaxing. It was pretty easy most of the time, but there *were* times when I really wished I had my *camera*. It was so pretty and I really wanted to share some photos, but you know that's the whole idea -- you try and appreciate the moment while it's happening. You don't always have to share everything ...
- Kayla** What's wrong with sharing? That's one of the best things about smartphones.
- Tim** Yeah, but you know, sometimes we're so lost in our screens, we don't really see what's going on around us, and we can even forget to pay attention to the people who are there with us. ... I know I do sometimes.
- Kayla** Yes, I guess we all do, but that's just modern life, isn't it? I mean, I don't think technology is bad. It is what it is.

- Tim** It's not so much that technology is bad, it's just that it's with us all the time. And I wanted to appreciate it again, to really *feel* how *big* it is in our lives. And I don't think you can do that without giving it up.
- Kayla** I appreciate it. I LOVE it! I don't have to give it up to know that. Did you ever miss it, besides the camera, I mean?
- Tim** Well, like, first thing in the morning was difficult. I really missed reading the news, finding out what was going on in the world, and catching up with family and friends, too. That was kind of strange, not knowing what was happening. I even felt a little panicky sometimes!
- Kayla** Oh, I really couldn't do that. It's so important that we know what's going on in the world, and with our families ...
- Tim** Well, it *was* only four days, and people *knew* where we were. But being disconnected made me think about how much time I really do waste on my phone when I could be doing something better, like maybe talking to my family instead of just reading their posts. I think you should try it sometime, Kayla.
- Kayla** No way! I am very happy with my 24/7, always connected life, thank you very much!

Track 2.26

Lesson 9.3, Page 91, Exercises 2A and 2B

1

- A** You know, it took me some time to get used to people saying "uh-huh." You say it a lot!
- B** Uh-huh. I mean, yeah, we do.
- A** Right, but it doesn't only mean "yes." You also say it ... just to show interest when someone's talking to you.
- B** OK, yeah, I guess we do.
- A** But you also say it sometimes to mean "you're welcome," like after someone says "thank you." That's not how we do it in Portuguese.
- B** No?
- A** No. To me it sounds like "Thank you!" -- "Yes." I expect "Thank you!" -- "You're welcome." Not "Thank you!" -- "Yes!"
- B** Ha! I see what you mean. OK, well, I promise not to do that in our conversations.
- A** Thank you.
- B** You're welcome!

2

- A** You know, there's another thing that still confuses me.
- B** What's that?
- A** When you want to buy something, you look at the price tag and see the price. But here, when you go to the checkout, the price is always a little higher.
- B** Right, but that's because of the tax. They add the tax at the register.
- A** I know, but why? Why doesn't the price on the price tag include the tax? Where I come from, you always know exactly how much you need to pay.
- B** Umm, I don't know. I've never really thought about it. I just look at the price tag and add a little more to it in my head for tax.
- A** We don't do it that way back home. In Brazil, the price includes the tax.
- B** Huh. You know, I think I prefer your way!
- A** Me, too!

Track 2.34

Lesson 10.3, Page 103, Exercises 2A and 2B

1

- A** I did something really dumb the other day. I was talking to my mom on the phone at the station and wasn't really paying attention, I guess, and ...
- B** Let me guess -- you got on the wrong train.
- A** No, it was the right train, ... but in the wrong direction. I didn't realize what I had done until we got to the end of the line.
- B** You can't be serious! How could you not know?
- A** I fell asleep!

2

A My wife is really mad at me.

B Don't tell me you forgot her birthday again.

A Worse. I forgot our son's birthday!

B That's awful! Why don't you put things like that in your phone's calendar? You could set a reminder for the day before, so you'd have time to buy gifts and everything.

A That's a good idea! I'm going to do that. In fact, I'm going to put in everybody's birthday right now! ... Uh, what's yours again?

Track 2.37

Lesson 10.4, Page 104, Exercise 1B

Host Hello, listeners, and welcome to *Miracle or Mistake*, the show where we examine the biggest inventions through history and decide if they turned out to be good or bad for people and the planet. Everybody agrees that some inventions have been just terrible – the plastic bag, cigarettes, some pesticides. But other inventions cause more differences of opinion. With me today are Renato and Paula, and they represent different opinions on many things. Take, for example, the invention of the automobile – the car. Now, Paula, you're a fan ...

Paula Absolutely, the car is one of the greatest inventions of all time. I mean, when cars were first invented, could anybody have imagined how much we would depend on them one day? Just think for a moment what life would be like without them. I use my car every day – it's part of my life.

Renato Well, good for you, but not all of us feel that way. I mean, compare riding a bicycle and driving a car. In a car, you don't get any exercise, you spend hours a day stuck in traffic, and your car pollutes the planet. Cars are a nightmare. Life would be better without them.

Paula Yes, OK, no one is saying cars are all good, but even with traffic a car is faster than a bus. And have you ever driven down a long, beautiful country road, felt that sense of freedom? It's amazing.

Host Well, I think you two are going to have to agree to disagree on this one. But I have some other inventions for you to argue about. OK, the microwave oven.

Renato I'm OK with microwaves.

Paula You can't be serious! That's no way to cook food!

Renato It's good for heating things though, and I eat a lot of frozen food.

Paula Yuck! If you cooked *real* food, you wouldn't need a microwave.

Host What about the dishwasher?

Paula No way! You can easily wash dishes by hand. No one needs a machine for that. Besides, dishwashers are noisy and not at all green.

Renato Oh? Are you sure about that? I mean, I've always heard that dishwashers are actually better, that they use *less* water than washing dishes by hand. And I love my dishwasher. It's so convenient. And everything comes out super clean.

Host OK, here's a final one for you to fight about: the internet.

Renato I was wondering when you were going to get to that one. Now that is something we can't live without. I hate it sometimes, but I can't function without it. No one can!

Paula For once, Renato, I think we agree on something.

Host What's *your* opinion on the best and worst inventions? Send us your thoughts on things you wish didn't exist and things you couldn't live without.

Track 2.44

Lesson 11.3, Page 113, Exercise 2A

1

A I need to get a new charger for my phone. The cord is breaking on this one. What do you suggest?

B Well, let's see ... I'd say try this one. I've never tried it, but I've always had luck with this brand. Their stuff is really well made – you know, strong. I'd recommend this one.

A OK, I'll take it. Thanks!

2

C Laurie, what do you think? Which coat should I buy? I can't decide between the short, black one and the longer gray one.

D Hmm. If I were you, Mom, ... I'd go with the gray one. It's for work, right?

C Yes, and for nice evening events.

D Then definitely the gray – much more elegant.

C You think so? Yeah, I think you're right. I'll go for the gray. Thanks, sweetheart.

Track 2.51

Lesson 12.3, Page 123, Exercises 2A and 2B

A Well, I was just driving along in the mountains and suddenly this deer ran out onto the highway, right in front of me. I almost hit it! The whole thing happened so fast, and it was really scary. Has that ever happened to you?

B Oh, sure. I nearly ran over a fox once, just around the corner from our house! I didn't even know foxes lived around here.

C You know, I had a similar experience once, but it was a kangaroo!

A You're kidding!

C No, seriously. It happened when I was on vacation in Australia. I had no idea what it was at first. I just hit the brakes like crazy.

B Oh, my! That's like the time we saw that big shark. Remember? When we were scuba diving? Where were we?

A Umm, I don't recall that at all. When did we see a shark?!

Track 2.53

Lesson 12.4, Page 124, Exercise 1B

Teacher Morning everybody! We're going to continue our debate prep today with presentations from both sides. As you know, the topic is "Should people keep dogs as pets?" So, yesterday you formed two teams; team A argued that people shouldn't keep dogs as pets and Team B argued that they should. To finish the debate, we'll hear a summary of each group's position from one lucky volunteer. So, let's start with team A. Kenan, that's you, correct?

Kenan Yes, that's right.

Teacher Great. So, let's get started.

Kenan Well, first of all, we think there is a common misunderstanding about keeping dogs as pets. People say they are "rescuing" them and making their lives better. For instance, they let them live in the house, put coats on them when they go outside in cold weather, buy expensive factory-made food for them, take them to a dog groomer – like a hairdresser for dogs! But this isn't helping the dog. It's forcing an animal to live an unnatural life. Take living inside – this is a bad idea for many reasons. First, researchers have found that dogs get depressed when they have to stay inside all day. Second, indoor dogs are usually overweight. So it's bad for their mental health and their physical health. Another reason is that, all through history, dogs have been working animals. They like to work, to have a job and a purpose; for example, protecting sheep, guarding homes and businesses, hunting, and pulling sleds in the far north. And all those jobs help people AND they keep the dogs happy and active. So, in conclusion, we'd actually be helping dogs a lot more by keeping them as working animals and not as pets.

Teacher Thank you, Team A – you have some very convincing arguments there. So, now let's hear from the other side. You are going to oppose the statement. And Lucia, I understand that you are the spokesperson?

Lucia That's right.

Teacher OK, when you're ready ...

Lucia Well, we really disagree with the statement that people should not keep dogs as pets. Kenan mentioned that dogs have always helped people, and he's right. But they still help us, and we still want to take care of them. /Dogs make our lives better in three important ways. One: dogs are reliable and trustworthy. You can't predict how humans are going to behave, but if you train and treat a dog well, it will be a loyal and reliable helper its whole life. Two: dogs are good for children. They protect our children, but having a dog also teaches a child to be caring and responsible – skills we need our whole lives. Three: dogs play an important role in society. Think of service dogs and the help they give us, like finding people after an earthquake or helping blind people move through the world or working with the police to find criminals. So, in conclusion, there are so many ways that dogs and humans help each other, it would be ridiculous to say that dogs should not be kept as pets...!

Teacher Thanks very much, team B. You presented a very good counter argument. Now, let's vote to see who made a better case.

Track 2.54

Lesson 12.4, Page 124, Exercise 1C

- 1 Kenan** People say they are "rescuing" them and making their lives better. For instance, they let them live in the house, put coats on them when they go outside in cold weather, buy expensive factory-made food for them, take them to a dog groomer.
- 2 Kenan** But this isn't helping the dog. It's forcing an animal to live an unnatural life. Take living inside – this is a bad idea for many reasons.
- 3 Kenan** First, researchers have found that dogs get depressed when they have to stay inside all day. Second, indoor dogs are usually overweight, so it's bad for their mental health and their physical health. Another reason is that, all through history, dogs have been working animals.
- 4 Kenan** They like to work, to have a job and a purpose; for example, protecting sheep, guarding homes and businesses, hunting, and pulling sleds in the far north.
- 5 Lucia** Dogs make our lives better in three important ways. One: you know where you stand with a dog... Two: dogs are good for children... Three: dogs play an important role in society.
- 6 Lucia** Think of service dogs and the help they give us, like finding people after an earthquake or helping blind people move through the world or working with the police to find criminals.

PHOTOCOPIABLE ACTIVITIES

Grammar teacher's notes	T-179
Grammar activities	T-186
Vocabulary teacher's notes	T-210
Vocabulary activities	T-218
Speaking teacher's notes	T-242
Speaking activities	T-246

- 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 RIGHT OR WRONG?

page T-186

Tense review (simple and continuous)

35 minutes

- **Prepare** Make one copy of the worksheet for each group of three or four Ss. Cut out the cards.
- **Introduce** Write the following questions on the board (but not the answers) and ask Ss to correct and answer them in pairs.

I'm going to school every day. [wrong: I go]

I [have lived / lived] here for three years until I moved.

Are you from the U.S.? [Yes, I am. / No, I'm not.]

- Elicit answers from Ss. Can they explain the grammar rules?
- **Do the task** Put Ss into groups of three or four. Distribute a set of cut-up cards to each group. Ss place the cards in a pile face down and take turns picking one up.
- The S nearest the door takes a card and asks the question to the S on his/her left. That S must either guess if the sentence is right or wrong (and correct it if they can), choose the correct tense, or simply answer the question – in the right tense or with the right short answer.
- If the S on the left answers correctly, he/she keeps the card. If he/she answers incorrectly, he/she places the card at the bottom of the pile. Ss continue until there are no cards left. The S with the most cards is the winner.
- Circulate and answer any language questions.
- **Review** As a class, elicit the answers to cards that Ss found difficult. Elicit reasons for the answers.

1.2 ABOUT YOU

page T-187

Dynamic and stative verbs

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write *dynamic* and *stative* on the board.
- Ask Ss to make a sentence under each heading with the correct type of verb, e.g., *dynamic* – *I'm sitting in the classroom.* *stative* – *I love Chinese food.*
- Ask Ss to make more sentences in pairs before you elicit more examples and write them on the board.
- **Do the task** Ss read the questions alone. Check understanding.
- Ask Ss to then answer nine of the questions by writing their answers in the shapes at the bottom of the worksheet. They shouldn't write complete sentences. Allow Ss time to think and do this.

- Put Ss into pairs. They cut their worksheet in half and give their answers to their partner. Their partner should ask questions to try and guess what their answers mean, e.g., *You wrote "Jon." Is he someone you are seeing soon? Here you put "my house." Is that the place where you feel safe?*
- **Review** Ask Ss to share their answers with the rest of the class. Do Ss have the same answers to some of the questions?

2.1 FOOD AND RESTAURANTS MATCH-UP

page T-188

Real conditionals

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut out the boxes.
- **Introduce** Ask Ss if they know the game *Concentration*. If so, ask a volunteer to explain how it's played. Tell Ss that this game is similar to concentration.
- **Do the task** Put Ss in pairs and distribute one set of cards to each pair. They spread the cards on the table face down.
- Ss take turns turning over two cards to see if they make a sentence. If they do, the S keeps the cards. If they do not match, the S replaces them exactly where he/she found them.
- Ss play until all the cards are gone. The S with the most pairs of cards wins.
- **Variation 1:** Using the first column only, put the cards in a pile face down in the middle of the table. The first S takes a card and finishes the sentence by saying it aloud. They may finish the sentence any way they like as long as it's not the same as the answer from the previous game. If the other Ss agree that the sentence makes sense (they can check with the teacher if they need to), then the S keeps the card. The S with the most cards at the end is the winner.
- **Variation 2:** Play the same game as above but using only the second column. Ss have to produce the first part of the sentence.
- **Review** Ss spread all the cards out on the table and match them up. Elicit the answers as a class and write or display them on the board. Ask Ss to decide if they agree or disagree with the statements and answer the question in pairs. Elicit some of their ideas.

2.2 I'LL ... UNTIL ...

page T-189

Clauses with *after*, *until*, *when*

35 minutes

- **Prepare** Photocopy and cut out one set of cards per three Ss.

- **Introduce** Write the following sentences and ask Ss to finish them in pairs.

I feel worried when ...

I'm usually happy after ...

I'll learn English until ...

- Allow Ss time to write some answers together before you elicit ideas as a class.
- **Do the task** Distribute one set of cards per three Ss. Each S takes nine cards each.
- Ss take turns making a sentence with the cards they have. If they make a sentence, they keep these three cards as a set and take another three from the pile. If they can't make a sentence, they miss a turn and swap three cards with ones that are left.
- Ss continue until all the cards are gone or nobody can make any more sentences. The S with the most correct sentence sets wins.
- **Variation:** Play with just the first two columns. Ss create their own endings.
- **Review** Ask Ss to spread out all the cards facing up. In a group they arrange all the sentences together. Elicit answers as a class.

3.1 WHAT'S THE PROBLEM WITH YOUR ... ?

page T-190

Too and enough

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Ask Ss to work in pairs and write down three problems with their job or school. Encourage them to use expressions with *too* and *enough*. When Ss finish, elicit some answers by asking, *What's wrong with your job / school?* Write these on the board.
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet.
- Allow Ss time to read their text. Explain any words they don't understand. Tell Ss they should try to remember as much information as they can about their people.
- Ss fold over their worksheets so they can't see the text but they can see where they should make notes. Ss ask and answer questions about their people asking, *What's wrong with the job / food / breaks*, etc., and replying using *too* and *enough*. They make notes about the other people. Encourage Ss to follow up with the questions by asking *Why?*
- When Ss have finished, ask them to turn over their papers and check their answers with each other.
- **Review** Elicit questions and answers from the class. Write some of them on the board to check grammar.
- Ss can now fill in any ideas about their own lives in the *You?* section of the worksheet. Tell Ss that, if they don't want to mention their own problems, they can make up a character. Allow them time to do this. In pairs, they ask and answer similar questions about their lives, saying *What's wrong with your ... ?* and using *too* and *enough* in their answers.

3.2 A PLACE OF YOUR OWN

page T-191

Modifying comparisons

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Show Ss a picture, or write the name of two familiar places that are very different, e.g., a big city with tall buildings and a small town with small houses. Ask Ss to call out sentences to compare these two places. Encourage them to look at page 132 of their Student's Book and use the chart to help them make sentences with modifying comparisons.
- **Do the task** Put Ss into pairs and give them one copy of the worksheet each.
- Allow Ss time to look at the pictures and discuss the similarities and differences.
- Ss make sentences in pairs. They write the same sentences on their sheet.
- Put Ss into different pairs. They share their answers and make changes to their own sentences if necessary.
- Ss return to their original partners and share any changes that they made.
- **Review** Elicit sentences as a class and write them on the board to check grammar.
- Ask Ss to work in pairs to compare other things that they might know well. These could be cities, stores, restaurants, or clothes. Ss can write more sentences or just discuss their ideas.

4.1 WHAT HAPPENED?

page T-192

Modals of speculation

35 minutes

- **Prepare** Photocopy and cut up one set of cards for each pair of students. Cut into A and B parts.
- **Introduce** Write the following on the board.
David comes to work late every day and always looks really tired.
- Ask Ss to use *must*, *must not*, *may*, *might*, *can't*, or *could* to speculate on what might be happening to him, e.g., *He might have a new baby that cries all night. He must not sleep very well. Maybe he can't go to bed early.*
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Ss read the problems and write three sentences in the box next to each one using *must*, *must not*, *may*, *might*, *can't*, or *could*.
- Allow Ss time to look up any words as they write their speculative sentences in the box.
- When Ss finish, ask them to fold their worksheet so their answers aren't visible and then swap papers with their partner. They repeat the process.
- When Ss finish writing on both cards, they unfold their worksheets and see if their ideas were the same.
- **Review** Read each problem and elicit sentences from the whole class. Write good examples on the board and collect worksheets to correct the sentences.

4.2 IT'S ALL RELATIVE

page T-193

Subject and object relative clauses

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write: *A place _____ you would like to go on vacation.* Ask Ss to supply the correct relative pronoun, *where / that*. Elicit some ideas from Ss about places they would like to go to on vacation and why/the reason for their choices.
- **Do the task** Distribute one copy of the worksheet to each S.
- Ss read the questions alone and write in the correct relative pronoun before they check with a partner. Check understanding as a class and elicit the correct answers from individual Ss.
- Ask Ss to write their answers to ten of the items in the bubbles at the bottom of the worksheet. They shouldn't use complete sentences. Allow Ss time to think and write.
- Put Ss into pairs. They fold their worksheet in half and give their answers to their partner. Their partner should ask questions to try to guess what their answers mean, e.g., *Is Mexico City the place where you want to go on vacation? Is Juanita the person whose cooking you particularly enjoy?*
- **Review** Ask Ss to share their answers with the rest of the class. Do Ss have the same answers to some of the items?

Answers

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

5.1 IT'S ALL IN THE PAST

page T-194

Past perfect

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Write these sentences on the board and tell Ss three things you did yesterday.
I got dressed.
I ate breakfast.
I went to work.
- Ask Ss to tell you what happened using the past perfect, e.g., *You had gotten dressed before you ate breakfast. You had eaten breakfast before you went to work.*
- **Do the task** Put Ss into A and B pairs and give each an A or a B part of the worksheet.
- Ask Ss to read what they did on each day. Explain that they have to say what they did on the day in the first column so that their partner can put the sentences/events for that day (in the second column) in the correct order. Explain that, however, Ss have to tell the story using the past perfect, and cannot just read the sentences in the simple past.

- Ss take turns telling each other their stories. Stress that Ss should only use the past perfect and shouldn't look at their partner's worksheet. When Ss finish, they can check their answers with their partner.
- **Review** Ask Ss to do the same activity using their own ideas. They write things they did yesterday or on the weekend and then tell their partner what they did. Elicit some examples from the class when they finish.

5.2 SOMETHING CAME UP

page T-195

was/were supposed to; was/were going to

35 minutes

- **Prepare** Make one copy of the worksheet per group of three Ss. Cut out the cards. Keep problem cards and reason cards separate.
- **Introduce** Write on the board, *I was supposed to come to class at 10:00. I was going to come on time, but ...* Ask Ss to work in pairs and come up with some reasons. Elicit some reasons from Ss and give a few ideas yourself.
- **Do the task** Put Ss into groups of three and hand them a set of cards. They should place the problem cards and the reason cards in two piles in the middle of the table.
- One S takes a problem card and reads it to the group. He/She then takes a reason card and uses this to explain why he/she didn't do or carry out the task on the problem card. If the other Ss think the player has explained the reason well, he/she keeps the cards; if not, the player returns his/her cards to the bottom of each pile. Repeat. The S with the most cards at the end is the winner.
- Before you play, show Ss an example by displaying one of the problems and a reason card, for example, *arrive at the party at 9 o'clock* and *lose my wallet/purse*. The player who takes the card has to use *supposed to* to explain the problem and then use a card to give a reason why, e.g., *I was supposed to arrive at the party at 9 o'clock. I was going to come at 9 o'clock, but I lost my wallet, so I couldn't pay for the bus and had to walk.* Provide more examples.
- **Review** Read through each problem and ask Ss to share some of the most interesting reasons that their group gave.

6.1 PASSIVE DOMINOES

page T-196

Present and past passive

35 minutes

- **Prepare** Make one copy of the worksheet per group of three Ss. Cut up the squares into dominoes.
- **Introduce** Write the following sentences on the board and ask Ss to suggest passive verbs to go in the middle.
Soccer _____ in many different countries. (is played / is watched / is enjoyed)
The polio vaccine _____ in 1903. (was made / was developed / was used)

- **Do the task** Give each group a set of dominoes to divide equally among them.
- Ss take turns putting a domino next to another so that the start of the sentence at the bottom of one combines with the end of the sentence at the top of the next, and vice versa. The combination must make sense and be grammatical. If a S doesn't have a suitable card to continue the sentence, they may pass.
- The first player to use all of his/her cards is the winner.
- Circulate and make sure Ss are making meaningful and grammatical sentences.
- **Review** Tell Ss to take turns taking a domino and making a new start of the sentence for the top and a new end of the sentence for the bottom.

6.2 WHAT ARE THE RULES?

page T-197

Passive with modals

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Write two sentences and ask Ss to work in pairs to change them into the passive voice.
You must wear nice clothes. [Nice clothes must be worn.]
You can't make noise. [Noise can't be made.]
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet.
- Give Ss time to individually read their situation and its rules, and to add their own rules to the situation.
- Ss take turns explaining their rules to their partner. Ss should use passives with modals to do this.
- **Review** Ask Ss to think about how to behave in other situations, e.g., at a job interview, on a first date, meeting your boyfriend's or girlfriend's family for the first time, taking care of a newborn baby, or something else.

7.1 HE SAID/SHE SAID

page 198

Reported statements

35 minutes

- **Prepare** Photocopy one worksheet and cut it up so that every S has three sentences. Ss will also need some paper to carry around with them.
- **Introduce** Draw a picture of a face with a name underneath on the board and a speech bubble coming out of the mouth. Write something that your Ss will have an opinion about in the bubble, e.g., *Samsung is better than Apple*. Explain that this is direct speech. Ask Ss to turn this into reported speech: *[Name] said that Samsung was better than Apple*. Continue adding phrases and testing Ss' knowledge of reported speech. Use some simple present sentences, some past sentences, and some present perfect sentences.

- **Do the task** Pass out one card to each S. Explain that they are going to circulate around the classroom, asking and answering questions and making notes about what people said. Explain that if they see *persuade* in parentheses, they should try to persuade the other person. They should speak to three different people and write down their answers. Ask them to draw a chart like the one below on a piece of paper that they will carry around with them.

name	question 1	question 2	question 3
1			
2			
3			

- Allow time for Ss to circulate and share their answers to the questions on the cards.
- When they finish, put Ss in pairs. They have to use reported speech to explain the answers that they were given by other Ss.
- Monitor as Ss talk, listen for examples of reported speech that you can share as feedback at the end of the class.
- **Review** Ask Ss to report back to the rest of the class on any interesting things that they heard using reported speech.

7.2 WHAT DID SHE ASK?

page T-199

Reported questions

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Write some simple questions on the board for Ss to turn into reported speech:
Where do you live? She asked me where I lived.
Do you like soccer? He asked me if I liked soccer.
- Report to Ss the last thing that someone asked you, e.g., *My neighbor asked me to help him*. Working in pairs, Ss report the last question that someone asked them in real life. Allow Ss time to do this before you elicit answers.
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Ask Ss to read through their questions and make sure they understand them.
- Ss share their questions with their partner who then writes them down as reported questions. Allow time for Ss to do this. They will need to repeat the questions for their partner a few times. Encourage Ss to support each other.
- Monitor and support as Ss work, offering help with the formation of reported questions if needed.
- Ss then answer the questions their partner asked.
- **Review** Elicit answers as a class. Discuss any questions that Ss found interesting or any answers that were unusual.

8.1 WOULD YOU ... ?

page T-200

Present unreal conditionals

35 minutes

- **Prepare** Make one copy of the worksheet per group of three students. Cut into A, B, and C parts.
- **Introduce** Scramble this sentence and write it on the board.
If my friend stole something, I wouldn't say anything.
- Ask Ss to unscramble the sentence in pairs and then discuss if they agree with it or not. Elicit some of their ideas as a class.
- **Do the task** Put Ss into groups and give each an A, a B, or a C part of the worksheet. Allow Ss time to read their sheet. Check any words or concepts they don't understand.
- Ss check sentences they agree with and put an X with sentences they disagree with under the "You" column.
- Ss take turns asking the other Ss in their group their questions and filling in the information. Ss can either read the sentences and ask the other Ss if they agree or disagree, or they could turn the sentence into a question, e.g., *I would lie for my friend if they were in trouble – Would you lie for your friend if they were in trouble?*
- Give Ss time to share their answers with their group. They then decide if they think the other members of their group are honest, brave, or a good friend.
- **Review** Elicit which Ss are considered honest, brave, or good friends from the class.

8.2 WISH TIC-TAC-TOE

page T-201

I wish

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of students.
- **Introduce** Scramble these sentence together and write them on the board.
I wish I had learned English when I was a child.
I wish I could play the guitar.
- Ask Ss to unscramble them in pairs and then discuss if they agree with them or not. Elicit some of their ideas as a class. Discuss the grammar if necessary and refer Ss to page 137 in the Student's Book.
- **Do the task** Elicit the rules of the game tic-tac-toe by drawing a 3x3 grid on the board.
- Put Ss into pairs and give them a copy of the worksheet.
- The two Ss choose X or O and take turns choosing a square and completing an *I wish* statement for the prompt. For example: *Someone famous you would like to have met – I wish I had met Cristiano Ronaldo.*
- If the S completes it correctly, he/she writes 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 decide on an overall winner.
- **Review** Pairs work together to write three sentences with *I wish*. They present the sentences to the class.

9.1 WHAT'S THE RULE?

page T-202

Prohibition, permission, obligation (present)

35 minutes

- **Prepare** Make one copy of the worksheet for each group of students. Cut up into cards.
- **Introduce** Write *be allowed to, be required to, supposed to, may, and can* on the board. Tell Ss about some of the rules you have to follow, e.g., *I can have my lunch at one o'clock. I'm required to teach every day. I'm supposed to be at work at 8:30.* Ask Ss to write one sentence (either affirmative or negative) for each verb about their lives and the rules they follow at home, at school, or at work. Ss share their answers with a partner before you elicit some examples from the class.
- **Do the task** Put Ss into groups of three or four.
- Ss place the cards face down on the table. One S takes a card. He/She must make a sentence about that card using *be allowed to, be required to, supposed to, may, or can* in either an affirmative or a negative way. If the other Ss are satisfied that the sentence makes sense and is grammatically correct (they can check with the teacher if necessary), the S keeps the card. If it's wrong or doesn't make sense, the S must put the card back at the bottom of the pile. Repeat. The S with the most cards at the end is the winner.
- Monitor as Ss play. Listen for examples that you can share with Ss when the task is over.
- **Variation:** In pairs, Ss sort the signs into three categories – *prohibition, permission, and obligation*.
- **Review** Display or hold up some of the sign cards and elicit examples from the Ss. Elicit a range of answers using *be allowed to, be required to, supposed to, may, or can*. Share any interesting sentences you heard while Ss were playing.

9.2 CHILDHOOD RULES

page T-203

Prohibition, permission, obligation (past)

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss: *Were your parents strict or easygoing?* Elicit answers. Tell Ss some of the things you weren't allowed to do using the target verbs below. Use true examples if possible.
- Write on the board:
Permission: could, were allowed to
Prohibition: couldn't, were not allowed to
Obligation: had to, were required to, were supposed to
- Ask Ss to write one sentence using each verb about their own childhood. Remind Ss that the sentence doesn't have to be true! Allow Ss time to write before they share their answers with a partner.

- **Do the task** Put Ss into groups or pairs and pass out the worksheets.
- Ss read the worksheets. Check understanding of vocabulary and concepts.
- Give Ss time to answer the questions for themselves and to write four more question stems about childhood rules.
- Ss take turns asking each other questions about childhood rules using past modals of prohibition, permission, and obligation. For example: *Were you allowed to stay out after dark?*
- Ss write their partner's answers and discuss who had the strictest parents.
- **Review** Elicit answers from the class. Write some of the sentences on the board.

10.1 IF I HADN'T ...

page T- 204

Past unreal conditionals

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut up the cards and shuffle. Keep each story separate.
- **Introduce** Write the following situation on the board.
Why didn't you come to my party last night?
I would have come if ...
- Elicit some examples from the class.
- Write some more sentences: *Why didn't you pass your exam?* / *Why did you come to class early?* etc. Ss work in pairs to ask and elicit reasons. Monitor as Ss talk, then ask them to share some of their reasons with the class.
- **Do the task** Put Ss into teams of two and distribute the first cut up story. Explain that they are going to arrange the story as fast as they can together. The team that finishes first is the winner.
- Allow Ss time to do the activity until there is a winner. Elicit answers from the class. Repeat with the second and third stories.
- **Variation 1:** If your class isn't very competitive, you can do this as a simple pair activity with one S arranging one story and another arranging the second or third. Ss share their stories when they finish.
- **Variation 2:** Mix all the cards up and ask Ss to arrange them into three stories.
- **Review** Ask Ss to write their own unreal stories about something that happened in their life in the past. They should write between five and eight sentences using the third conditional. Allow Ss time to do this before you ask them to share their stories with a partner. Collect and give feedback on Ss' stories.

10.2 GUESS THE SENTENCES

page T-205

Modals of past probability

45 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss.
- **Introduce** Put Ss into pairs and distribute a copy of their worksheet. Explain that Ss must guess the words that complete their sentences and that their partner has the answers.
- Allow Ss time to read their sentences. They can use their smartphones to help if needed. Ss also think of words that could complete their sentences.
- Ss begin to guess the words that complete their sentences. Explain that there are many possibilities, but they need to get the same answer as their partner. Ss get as many guesses as they need. If a S guesses the exact phrase, they get a point. If they can't guess the phrase, they move on to the next sentence. The S with the most points wins.
- **Do the task** Read the sentences aloud and elicit the answers. Ask Ss to create their own fill-in-the-blank sentences using *should have*, *might have*, or *could have*. Their partner tries to guess the words that are missing.

11.1 SO I STOPPED TO ...

page T-206

Gerund and infinitive after *forget*, *remember*, *stop*

35 minutes

- **Prepare** Make one copy of the worksheet for each group of Ss. Cut out the cards.
- **Introduce** Write these sentences on the board.
1 *I stopped calling her.*
2 *I stopped to call her.*
- Ask Ss to explain the difference to a partner before eliciting the answer from class.
1 *I stopped calling her forever.*
2 *I stopped doing something to call her.*
- **Do the task** Put Ss into pairs or small groups. Explain that they have to arrange the sentences as quickly as they can.
- Circulate and monitor as Ss work but try not to help. Allow Ss to use their smartphones only if they get stuck. The team who finishes first is the winner.
- **Variation:** Remove the middle column and ask Ss to supply the verb in the correct form.
- **Review** Elicit the correct answers from Ss.

11.2 FOLK REMEDIES

page T-207

Causative verbs

35 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut out the cards.
- **Introduce** Tell Ss what you do when you have a cold. Use *let*, *make*, and *help* in your sentences, e.g., *I find that drinking lemon with honey helps me get better.*
- Ask Ss: *What do you do if you have a cold?*
- Write ... *let* ... , ... *make* ... , ... *help* ... on the board. Ask Ss to shout out some sentences using these verbs and a pronoun about things they do when they have a cold.
- **Do the task** Give each pair of Ss a set of cards. Give Ss a chance to look through the cards and ask questions about unfamiliar vocabulary.
- Ss place the cards face up. Ss work together to match cards and make as many statements about home remedies using causative verbs as they can. For example, *Counting sheep helps you sleep.*
- **Review** Ss share their home remedies with the class and discuss which they have heard of before and which they think work.

12.1 WHAT I REMEMBER MOST ...

page T-208

Adding emphasis

40 minutes

- **Prepare** Make one copy of the worksheet for each group of three or four Ss.
- **Introduce** Write a topic from one of the cards on the board.
- Write and explain *repetition* and *hesitation* on the board. Set a timer on the class computer or your smartphone for one minute and then talk for one minute about the subject. Ask Ss to see if they can spot any hesitation or repetition as you speak – if they can, they should stop you by saying *repetition* or *hesitation*.
- Write two other topics on the board and ask Ss to do the same in pairs. Monitor as they speak.
- **Do the task** Put Ss into groups of three or four and give each group a set of cards.
- Ask Ss to shuffle the cards and place them in the center of their table face down. The person nearest the door starts and turns move to the left. Each player must take a card and speak about that topic for one minute without hesitation or repetition. Other players on the team can use a smartphone to time them as they speak. If a player successfully speaks for a minute to the satisfaction of the rest of the players, he/she can keep the card. If not, he/she must replace the card at the bottom of the pack.

- Monitor as Ss play; listen for good examples of adding emphasis that you can share with Ss when the game is over. The winner is the S with the most cards.
- **Review** Elicit some ideas from Ss by reading a few of the sentences on the cards aloud. As a follow-up activity, ask Ss to write five to eight more cards using their own ideas and play the game again.

12.2 DÉJÀ VU

page T-209

Substitution and referencing

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Write the following sentences on the board. Put Ss in pairs and ask them to use substitution and referencing to make the sentences shorter and replace the underlined words with shorter variations.

I had a cup of coffee and the cup of coffee was delicious. (it)
Most people love soccer. I know I love soccer. (do)
Do you like cooking? If you like cooking, you'll love this new TV show. (you do / so)
Those candies look delicious. Can I have a candy? (one)
- **Do the task** Put Ss into pairs. Give each S a worksheet.
- Give Ss time to read the article on déjà vu. Answer any questions about vocabulary.
- Individually, Ss work to underline repeated words or phrases in the article. Ss check their work with their partner.
- In pairs, Ss work to rewrite the article using substitution and referencing to reduce the amount of repetition.
- **Review** Ss share their revised article with the class. Who has the best article?

1.1 GRAMMAR

RIGHT OR WRONG?

1 Right or wrong? Every year, I'm setting myself a new goal. Wrong: <i>I set</i>	2 Which tense is correct? <i>I speak / I'm speaking</i> English every day at work. Answer: <i>I speak</i>	3 Answer the question. Do you like football? Answer: Yes, I do. / No, I don't.
4 Right or wrong? On Saturday mornings, I go to the gym at eight o'clock. Right	5 Which tense is correct? <i>I'm learning / I learn</i> to play the guitar at the moment. Answer: <i>I'm learning</i>	6 Answer the question. What do you do on Sunday mornings? Answer: any answer in the simple present
7 Right or wrong? I didn't saw you yesterday. Where did you go? Wrong: <i>I didn't see</i>	8 Which tense is correct? <i>I went / have been</i> to Mexico City last August. Answer: <i>went</i>	9 Answer the question. Did you go on vacation last year? Answer: Yes, I did. / No, I didn't.
10 Right or wrong? Did you go to work yesterday? Right	11 Which tense is correct? <i>Did you / Have you</i> had a vacation yet this year? Answer: <i>Have you</i>	12 Answer the question. What did you do last weekend? Answer: any answer in the simple past
13 Right or wrong? I'm sorry I couldn't answer the phone last night – I was cooking dinner. Right	14 Which tense is correct? <i>I was crashing / crashed</i> my bicycle when I was riding to work. Answer: <i>crashed</i>	15 Answer the question. Were you at work late yesterday? Answer: Yes, I was. / No, I wasn't.
16 Right or wrong? I was staying home yesterday because I was sick. Wrong: <i>I stayed</i>	17 Which tense is correct? She met her husband when she <i>was working / had worked</i> in a restaurant. Answer: <i>was working</i>	18 Answer the question. What were you doing at 12 p.m. yesterday? Answer: any answer in the past continuous
19 Right or wrong? We haven't done this before. Right	20 Which tense is correct? <i>We didn't have / haven't had</i> a good time on vacation. I'll be happy when we go home. Answer: <i>haven't had</i>	21 Answer the question. Have you ever ridden a horse? Answer: Yes, I have. / No, I haven't.
22 Right or wrong? Have you finish the report yet? Wrong: <i>Have you finished</i>	23 Which tense is correct? Have you ever <i>been / been going</i> to London? Answer: <i>been</i>	24 Answer the question. Which places have you visited in your country? Answer: any answer in the present perfect
25 Right or wrong? I've been painting my bedroom all day. Right	26 Which tense is correct? <i>We waited / 've been waiting</i> for the plane for two hours, and we're still waiting. Answer: <i>'ve been waiting</i>	27 Answer the question. What have you been doing today? Answer: any answer in the present perfect continuous
28 Right or wrong? Have you ever been seeing the Eiffel Tower in Paris? Wrong: <i>Have you ever seen</i>	29 Which tense is correct? What <i>have you been working / did you work</i> on recently? Answer: <i>have you been</i>	30 Answer the question. Does your class start early in the morning? Answer: Yes, it does. / No, it doesn't.

1.2 GRAMMAR

ABOUT YOU

Read and answer the questions. Write your answers in any order in any of the shapes below.

What is something that you are thinking about doing in the future?

What is something that you think isn't true?

What is something you hate doing?

What is the name of something you love?

What is a TV show or book you are loving at the moment?

What is something you like doing every day?

Who is someone you are seeing soon?

What is the name of something that you don't understand?

Write *yes* if you are having a good week and *no* if you are having a bad week.

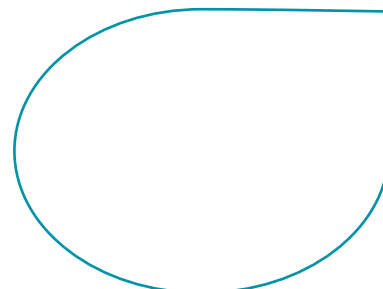
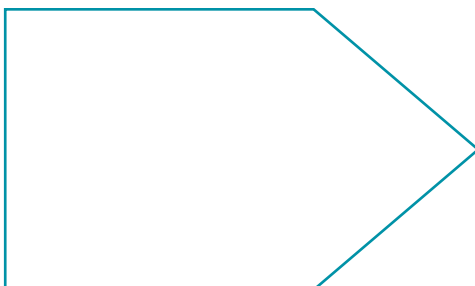
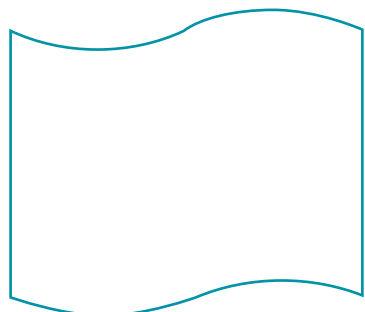
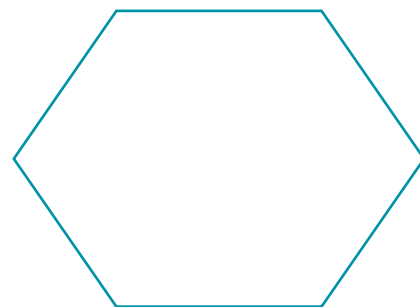
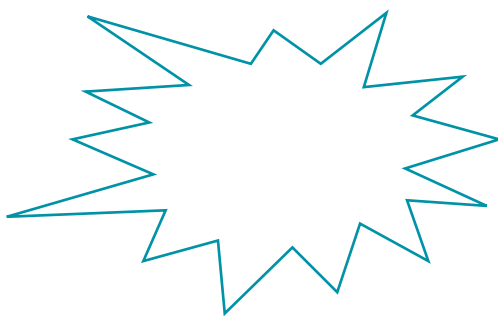
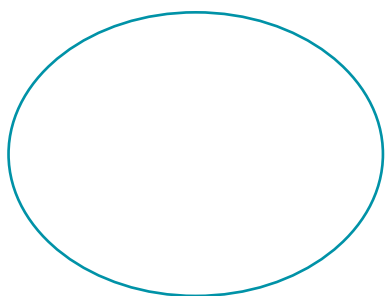
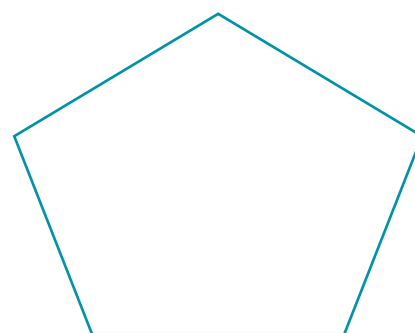
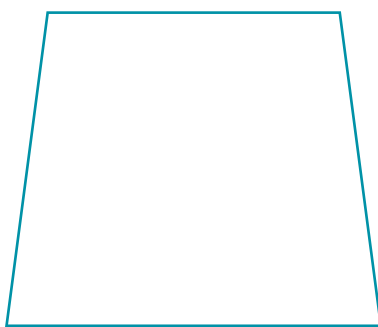
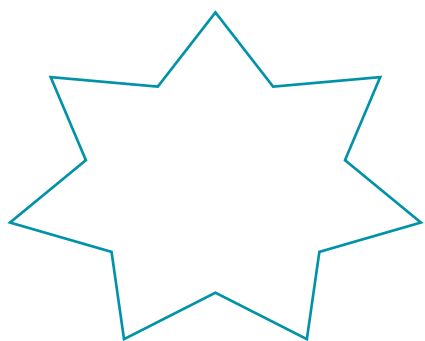
What is something you aren't feeling very happy about?

What is a place where you feel safe?

What is something you enjoy doing?

What is the name of something you need at the moment?

What are three adjectives that describe qualities you have?



2.1 GRAMMAR

FOOD AND RESTAURANTS MATCH-UP

If you like Chinese food,	you'll love the noodles at Taste of Guangdong!
If a restaurant is zero waste,	it won't throw any food away.
If you don't like meat,	you won't like The Chicken House restaurant.
I might go out with you tonight	if you pay for the food.
If you don't eat your food,	they'll give you a bag to take it home in.
If you have leftover vegetables,	you can make soup.
I won't make spaghetti	if you don't like Italian food.
You don't eat meat	if you're a vegetarian.
This restaurant always has fresh fish, so	if you like seafood, it might be a great choice.
Call the server	if you want to get the check.
Some restaurants offer takeout service	if you want to eat your food at home.

2.2 GRAMMAR

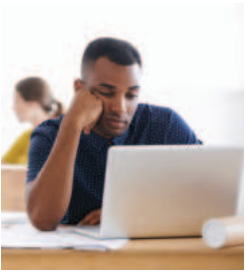
I'LL ... UNTIL ...

I feel full	after	eating that big lunch.
Wash your hands	before	you eat.
You'll love it	once	you try it.
I can't go home	until	I finish work.
We'll need to be ready	when	the guests arrive.
I'll let you know	as soon as	I finish.
We'll be late for work	unless	we take a taxi.
I'll pay the check	after	we finish dinner.
Write that down	before	you forget it.
She'll join us	once	her class is over.
I'll stay here	until	the class is dismissed.
I'll give you the recipe	when	I see you next week.
Your guests will be impressed	when	they try your food.
You'll be hungry	unless	you have breakfast.

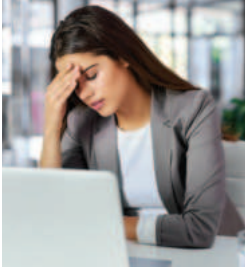
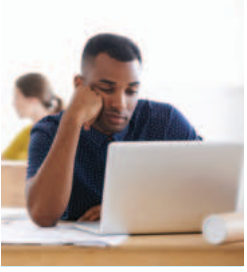
3.1 GRAMMAR

WHAT'S THE PROBLEM WITH YOUR ... ?

Student A

Job I work in the complaint department of an online store. My job has a good salary, but it's too stressful and busy. I would like to take a salary cut for more free time, but my boss says that there is too much work to do. Travel The commute to work isn't long enough. I'm a quiet person, and I love to read, but it only takes me ten minutes on the bus to get to the office. Everyday tasks When I get to my office, I have too much to do. Customers call and send emails to complain. There are only two of us in the office, so we can't deal with all the problems. Breaks Lunchtimes are too short. There isn't enough time to go out, and the café at work has really long lines, so sometimes I don't eat lunch. Home I don't get enough time to relax. I feel really stressed when I get home, and I'm too tired to cook dinner for my family!	Student B William  Job Travel Everyday tasks Breaks Home You? Job Travel to work Everyday tasks Breaks Home Anything else?
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Student B

Student A Sandra  Job Travel Everyday tasks Breaks Home You? Job Travel to work Everyday tasks Breaks Home Anything else?	Student B William  Job I'm a computer technician in a big office outside the city. My job doesn't pay very well and, to be honest, it isn't challenging enough for me. Travel It takes too long to get to work – over an hour on the train. It's also expensive and costs more than \$30 a day. Everyday tasks At work, the days are very boring. I spend a long time waiting for people to report problems with their computers. Usually I can fix them in ten minutes. Breaks The breaks are just too long and I have nothing to do. The cafeteria doesn't have enough interesting food. The office is also outside the city, so there aren't any good places to go. Home I value my free time, but I can't afford to do everything that I want to do. I'd love to trade my job for an exciting lifestyle.
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3.2 GRAMMAR

A PLACE OF YOUR OWN

Work with a partner. Write ten sentences comparing the houses below. Use modifying comparisons.



Old Kent Road

1 mile from downtown
2 bedrooms

\$200,000



South Street

1 mile from downtown
7 bedrooms

\$500,000



Wood Lane

15 miles from downtown
3 bedrooms

\$380,000

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

4.1 GRAMMAR

WHAT HAPPENED?



Student A

What do you think happened? Use *must*, *must not*, *may*, *might*, *can't*, or *could*. Then trade cards.

Speculation Student A	Problem	Speculation Student B
	You wake up in the middle of the night and hear a strange noise from somewhere in your house.	
	Your favorite soccer team hasn't won a game all season.	
	Diego has an expensive new car and some very fancy new clothes.	
	Your colleague is at her desk crying. She has her cell phone next to her.	
	A little boy gets a sports shirt from his mother but starts to cry when he sees it.	



Student B

What do you think happened? Use *must*, *must not*, *may*, *might*, *can't*, or *could*. Then trade cards.

Speculation Student B	Problem	Speculation Student A
	Your best friend arrives at your house with a big bunch of flowers.	
	You see lots of fire trucks and police cars driving down your street.	
	There is loud music coming from your neighbor's house. You can smell delicious food cooking.	
	You wake up in the morning and look in the mirror. You look terrible!	
	Your computer isn't working. The screen is flashing.	

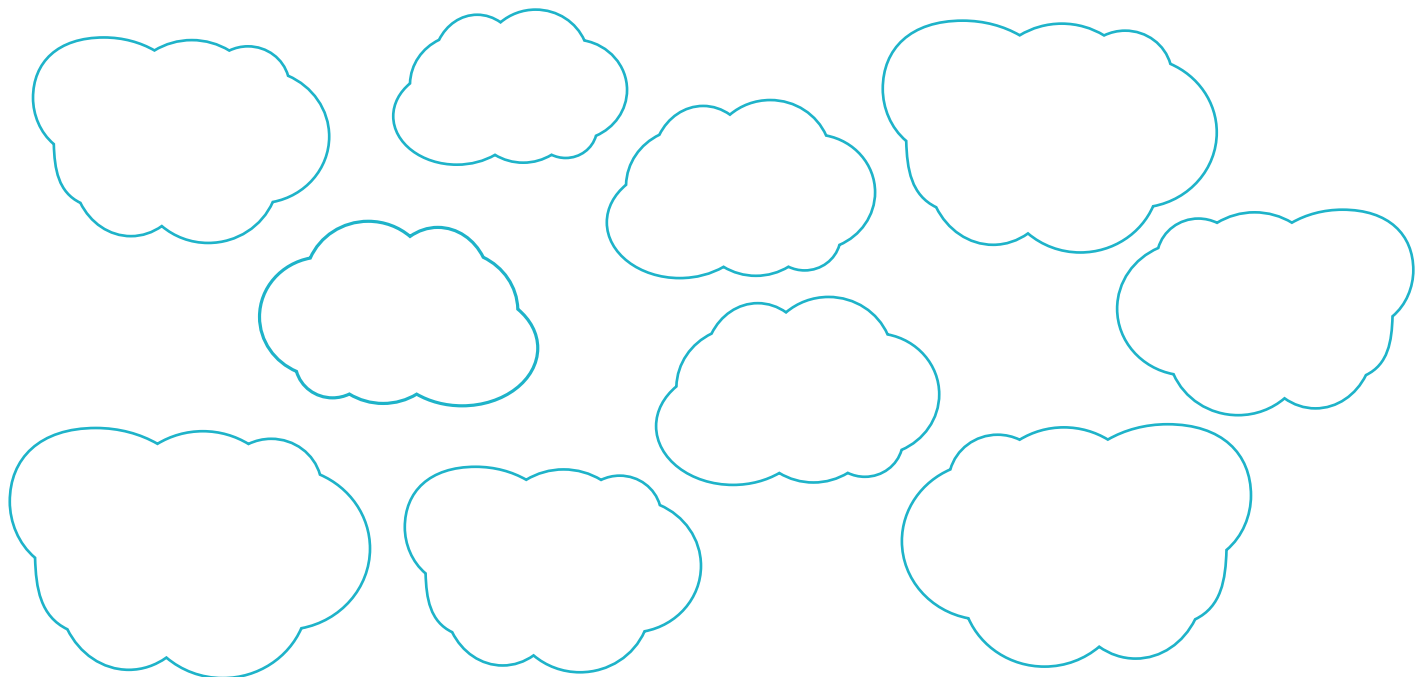
4.2 GRAMMAR

IT'S ALL RELATIVE

Complete the sentences. Then choose ten and answer them below.

Think of ...

- 1 the name of a person _____ you admire
- 2 a place _____ you were very happy
- 3 something _____ you'd really like but can't afford
- 4 a place _____ you would really like to visit
- 5 a sport _____ you particularly enjoy
- 6 a country _____ you'd really like to live in someday
- 7 someone _____ you haven't seen for many months
- 8 something _____ you wish you hadn't done
- 9 the month _____ you usually go on vacation
- 10 something _____ you never leave home without
- 11 a food _____ you can't stand
- 12 something _____ you wish you had done but didn't
- 13 a place _____ you always feel relaxed
- 14 a time _____ you celebrated something important
- 15 something _____ you often forget
- 16 a restaurant _____ you want to try the food
- 17 a movie _____ you'd really like to see
- 18 somewhere _____ you don't want to go
- 19 some clothes _____ you'd like to buy
- 20 an online video _____ you watched recently



5.1 GRAMMAR

IT'S ALL IN THE PAST



Student A

What I did yesterday

- 1 I got up at 8:30 and turned on my phone.
- 2 I sent a text message to my boss to say I was sick and I couldn't come to work.
- 3 I took a shower and then ate breakfast.
- 4 I went back to bed.
- 5 I woke up and did some work on my laptop in bed.
- 6 I watched some TV.
- 7 I called my friend and we talked for about half an hour.
- 8 My boss called me to see if I was OK.
- 9 I went out to get some food from the supermarket.
- 10 I took some medicine and felt better.
- 11 I went to bed after dinner.

What I did last Saturday

- ___ We had a late breakfast in an Italian restaurant.
- 1 I woke up very late – after 11 – on Saturday.
- ___ We played volleyball in the park.
- ___ I started to feel sick and went to bed.
- ___ We drove to the beach.
- ___ I sunbathed for about an hour.
- ___ My friend arrived in her sports car.
- ___ I didn't put any sunscreen on!
- ___ We went for a coffee in an expensive café.
- ___ I had very bad sunburn on my back and shoulders.
- ___ She drove me home.



Student B

What I did last Saturday

- 1 I woke up very late – after 11 – on Saturday.
- 2 My friend arrived in her sports car.
- 3 We had a late breakfast in an Italian restaurant.
- 4 We drove to the beach.
- 5 I sunbathed for about an hour.
- 6 We played volleyball in the park.
- 7 I didn't put any sunscreen on!
- 8 We went for a coffee in an expensive café.
- 9 She drove me home.
- 10 I started to feel sick and went to bed.
- 11 I had very bad sunburn on my back and shoulders.

What I did yesterday

- ___ I watched some TV.
- ___ I took a shower and then ate breakfast.
- ___ I went to bed after dinner.
- ___ I called my friend and we talked for about half an hour.
- ___ I went back to bed.
- ___ I woke up and did some work on my laptop in bed.
- 1 I got up at 8:30 and turned on my phone.
- ___ My boss called me to see if I was OK.
- ___ I went out to get some food from the supermarket.
- ___ I sent a text message to my boss to say I was sick and I couldn't come to work.
- ___ I took some medicine and felt better.

5.2 GRAMMAR

SOMETHING CAME UP

Problem cards	Reason cards 	
... arrive at the party at 9 o'clock.	forget	get the wrong time
... buy a present for her birthday	stay at work	don't know what to do
... pass my tests	don't care	don't work hard enough
... finish work early	don't want to	too busy
... go out with my friend last night	help my friend	have to visit my family
... move to a new house	not have enough money	stay where I am
... (not) drive	car breaks down	get sick
... do a 5 k run for charity	get hurt	wrong clothes
... take a test	canceled	lose my wallet/purse
... work last weekend	need more money	help my boss
... visit my parents	too lazy	hungry
... go on vacation	have an appointment	have something better to do
... cook dinner	feel too tired	go to the gym
... meet my boyfriend / girlfriend	no shoes	too hot
... tell the truth	lose my phone	too cold

6.1 GRAMMAR

PASSIVE DOMINOES



the cafés	are used	by lots of people in the community	my life	is used	second chances
most of the work	valuable skills	many activists	are taught	for free	were trained
the Center	was founded	was changed	by kind-hearted people	by this wonderful place	to help people learn a skill
to the unemployed	is done	were donated	all efforts	by the charity	by celebrities
by many different people	most of the funds	is designed	animals	volunteers	to bring elderly people together
are led	refugees	food and clothes	are provided	to helping wildlife	are devoted
supplies	in 1996	a lot of money	are always needed	all the time	by the wildlife center
are solved	the organization	all the profits	are coordinated	environmental problems	to struggling families
aren't given out	are trained	the training program	the organization	was set up	at the shelter
was based	to local charities	by volunteers	is focused	in New York	by government organizations

6.2 GRAMMAR

WHAT ARE THE RULES?

Student A

Your partner is going to the opera for the first time. Explain the following rules using passive modals. Make two extra rules of your own.

- You should wear formal clothes.
- Turn off your cell phone.
- Don't make noise during the performance.
- At the end of the performance, you can throw flowers on stage.
- Don't take pictures during the performance.

- _____
- _____



Student B

Your partner is going to an outdoor concert for the first time. Explain the following rules using passive modals. Make two extra rules of your own.

- You should wear comfortable clothes.
- You can't bring food or drinks to the concert.
- You can take pictures, but turn off your flash.
- You can buy a T-shirt of the band at the concert.
- Security will remove anyone without a ticket.

- _____
- _____



7.1 GRAMMAR

HE SAID/SHE SAID

1 How do you keep in touch with your family? 2 What messaging apps do you use? 3 How long have you had your smartphone?	1 When did you join Facebook or Twitter? 2 Do you always reply to messages? Why? 3 Tell me the best messaging app to use. (persuade)	1 Tell me the best app for learning English. (suggest) 2 How often do you use social media? 3 Explain how to use your smartphone to get directions to a place.	1 When was the last time you congratulated someone? What for? 2 Do you think people can become addicted to their smartphones? 3 Tell me two reasons why your smartphone is great. (persuade)
1 How did you keep in touch with people ten years ago? 2 When did you last forget your smartphone somewhere? How did you feel? 3 Have you ever lost or damaged your smartphone?	1 When did you last criticize someone? What about? 2 What was the last piece of gossip you heard? 3 Do you prefer to message or call someone? Why?	1 What was the last comment you made on social media? 2 Where and when do you use your smartphone? 3 Who do you send the most messages to?	1 When did someone mention you on social media? What did they say? 2 Do you ever leave voice messages? Why? 3 Have you used your smartphone at work or in the classroom?
1 What messaging apps do you use? 2 Explain how to use your smartphone to get directions to a place. 3 What was the last piece of gossip you heard?	1 How do you keep in touch with your family? 2 When was the last time you congratulated someone? What for? 3 Do you gossip about people?	1 How long have you had your smartphone? 2 Do you think people can become addicted to their smartphones? 3 What was the last comment you made on social media?	1 When did you join Facebook or Twitter? 2 Tell me two reasons why your smartphone is great. (persuade) 3 Where and when do you use your smartphone?
1 Do you always respond to friend requests? 2 How did you keep in touch with people ten years ago? 3 Who do you send the most messages to?	1 Tell me the best messaging app to use. (persuade) 2 When did you last forget your smartphone somewhere? How did you feel? 3 When did someone mention you on social media? What did they say?	1 Tell me the best app for learning English. (suggest) 2 Have you ever lost or damaged your smartphone? 3 Do you ever leave voice messages? Why?	1 How often do you use social media? 2 When did you last criticize someone? What about? 3 Have you used your smartphone at work or in the classroom?

7.2 GRAMMAR

WHAT DID SHE ASK?



Student A

Questions to ask my partner	What did your partner ask you? Use reported speech.
1 What social media have you used?	
2 Do you share photos or videos more?	
3 How often do you change your password on a social media account?	
4 What apps do you use most on your phone?	
5 Who do you send the most messages to?	
6 What are the advantages of social media? Why?	
7 How do you use Instagram?	
8 Do you ever use social media at work? Why?	



Student B

Questions to ask my partner	What did your partner ask you? Use reported speech.
1 How often do you post on social media?	
2 Why type of content do you share on social media?	
3 Do you really know all your friends on social media?	
4 Do you notice how many followers someone has online?	
5 Do you think social media websites should be banned at work? Why?	
6 Did anyone ever try to hack your account?	
7 Do you think social media is good for teenagers?	
8 Is social media good for business?	

8.1 GRAMMAR

WOULD YOU ... ?



Student A

How honest are you?

	You	St. B	St. C
1 If I found a wallet full of money, I would keep it.			
2 If I felt bad or depressed, I would tell my friends.			
3 I wouldn't tell my friend if the food he/she made was terrible.			
4 If I had a car accident with a parked car, I would just drive away.			
5 I would open a love letter addressed to someone else.			
6 If I accidentally broke something and no one saw, I wouldn't tell anyone.			
7 I would lie at a job interview if I really wanted a job.			



Student B

How brave are you?

	You	St. A	St. C
1 I would jump out of an airplane to raise money for a charity.			
2 If I found a great, cheap vacation that was in a dangerous country, I would go.			
3 If I had to talk to a crowd of people, I wouldn't be nervous.			
4 If I were at a party and didn't know anyone, I would try to meet people.			
5 If I traveled to a country with unusual food, I would try it.			
6 If it was a quicker way to get home, I would walk through a dark forest at night.			
7 If I made a friend on the internet, I would try to meet him/her in real life.			



Student C

How good a friend are you?

	You	St. A	St. B
1 I would buy my friend a nice birthday present even if I didn't have much money.			
2 I would take the day off work if my friend needed my help.			
3 I would never tell a secret that my friend asked me to keep.			
4 If someone bought me a present that I didn't like, I'd tell him/her the truth.			
5 I would lie for my friend if he/she were in trouble.			
6 If my friend got a bad haircut or wore some terrible clothes, I would always tell him/her they looked bad.			
7 I would always agree with my friend even if he/she were wrong.			

8.2 GRAMMAR

WISH TIC-TAC-TOE

Choose a square and make a sentence with *I wish*. If the sentence is correct, write an *X* or an *O* in the box. The first person to get three *X*s or *O*s in a row is the winner.

Someone famous you would like to have met	An instrument you would like to have learned to play	A subject you would like to be better at
Something you would like not to have to do this weekend	Something you would like to be different about your neighborhood	A job you would like to have
Somewhere you regret you have not traveled to	A person you would like to see more often	A language you would like to learn

A sport you would like to be good at	A comment you regret making	A decision you regret making
A childhood friend you would like to still talk to	A dish you would like to know how to cook	Something you would like to be different about school or your job
Something you would like to do more of in your free time	A country you would like to have visited	A mistake you regret

Something you would like to be different about yourself	Someone you would like to be friends with	A goal you would like to meet
Something you would like to buy but can't afford	Something you don't have time to do (but would like to)	Something you regret saying to a friend
A skill you would like to learn	A sports team you would like to be good (but isn't)	Someone who is in the news (but you don't want them to be)

9.1 GRAMMAR

WHAT'S THE RULE?



9.2 GRAMMAR

CHILDHOOD RULES

Answer questions about what rules you had to follow as a child. Add additional questions about rules to the list. Ask your partner what rules they had to follow. Use modals of permission, obligation, and prohibition.

Did you ...	You		Your partner	
stay out after dark?	Yes	No	Yes	No
play video games all day?	Yes	No	Yes	No
have candy and soda?	Yes	No	Yes	No
go on dates in high school?	Yes	No	Yes	No
do chores around the house?	Yes	No	Yes	No
wake up early?	Yes	No	Yes	No
get a job in high school?	Yes	No	Yes	No
wear a uniform at school?	Yes	No	Yes	No
_____	Yes	No	Yes	No
_____	Yes	No	Yes	No
_____	Yes	No	Yes	No
_____	Yes	No	Yes	No

10.1 GRAMMAR

IF I HADN'T ...

Story 1 – Why did you come to the party late?

if I hadn't gotten up late,	I wouldn't have missed the bus
if I hadn't arrived at work late,	I wouldn't have missed my meeting
if I hadn't missed the meeting,	I would have found out that I need to write a report
if I had known that I had to,	I would have written it before I found out in the afternoon
if I hadn't stayed late at work,	I wouldn't have missed the last bus home
if I had caught the last bus,	I wouldn't have been late for your party

Story 2 – Why didn't you buy me a present?

if you hadn't stayed out so late yesterday,	you wouldn't have had to sleep in the afternoon
if you hadn't been asleep,	you would have answered your phone
if you had taken my call,	you would have found out about the party
if you had known about the party,	then you would have known that it was my birthday
if you had known it was my birthday,	you wouldn't have forgotten my birthday
if you hadn't forgotten,	you would have bought me a present

Story 3 – Why did he break his leg?

if he hadn't won the money,	he wouldn't have booked a ski trip
if he hadn't decided to go skiing,	then he wouldn't have met the snowboarder, Josh, on the plane
if he hadn't met Josh,	he wouldn't have decided to go snowboarding for the first time
if he hadn't tried snowboarding,	he wouldn't have tried to do a big jump
if he hadn't attempted a jump,	he wouldn't have fallen off
if he hadn't fallen off,	he wouldn't have broken his leg

10.2 GRAMMAR

GUESS THE SENTENCES



Student A

- 1 A I shouldn't have _____ the night before an exam.
B I shouldn't have **posted that picture online**. She was really mad at me.
- 2 A You shouldn't have _____. It made me cry.
B You should have **told me** it was your birthday.
- 3 A He shouldn't have _____. Now he feels sick.
B She shouldn't **have lied to me**. If she had told me the truth, I wouldn't be angry with her.
- 4 A I might have _____ if I had studied harder for it.
B I might have **come to the party** if I had known that you were going to be there.
- 5 A Brazil might have _____ if they played better or scored more goals!
B He might have **sung a song** if there had been a guitar at the party.
- 6 A I should have _____. If I had, I might have a better job now.
B I should have **brought something to eat**. If I had, I might not be so hungry now.
- 7 A We might not have _____ if we had used sunscreen.
B You might not have **crashed your car** if you had been concentrating on driving!
- 8 A I couldn't have _____ yesterday. I had an appointment.
B I couldn't have **gone on vacation**. I couldn't get the time off work, and I hate flying.



Student B

- 1 A I shouldn't have **stayed out late** the night before an exam.
B I shouldn't have _____. She was really mad at me.
- 2 A You shouldn't have **said that**. It made me cry.
B You should have _____ it was your birthday.
- 3 A He shouldn't have **eaten so much**. Now he feels sick.
B She shouldn't _____. If she had told me the truth, I wouldn't be angry with her.
- 4 A I might have **passed the exam** if I had studied harder for it.
B I might have _____ if I had known that you were going to be there.
- 5 A Brazil might have **won the soccer match** if they played better or scored more goals!
B He might have _____ if there had been a guitar at the party.
- 6 A I should have **worked harder at school**. If I had, I might have a better job now.
B I should have _____. If I had, I might not be so hungry now.
- 7 A We might not **have gotten sunburned** if we had used sunscreen.
B You might not have _____ if you had been concentrating on driving!
- 8 A I couldn't have **met you yesterday**. I had an appointment.
B I couldn't have _____. I couldn't get the time off work, and I hate flying.

11.1 GRAMMAR

SO I STOPPED TO ...

The servers in the restaurant stopped	talking	when the celebrity walked in.
I saw my neighbor this morning and stopped	to talk	to him about the weather.
I love my mom, so I always remember	to buy	her a gift on her birthday.
I like these shoes, but I don't remember	buying	them. Maybe they were a gift.
When you use the computer, please remember	to turn off	the printer as well.
I'm a little worried. I made pizza this afternoon, but I don't remember	turning off	the oven. I'm sure I did!
I'll lend you my car, but please don't forget	to lock	it when you park it. Put the emergency brake on as well!
Will you please stop	locking	the computer? It makes it really slow to log on.
It's dead again! I always forget	to charge	my smartphone.
I'm going to stop	charging	my phone every night. I think it might damage the battery.
On your way home from work, can you stop	to get	some milk from the supermarket?
It was such an amazing day. I'll never forget	getting	married. Your mom looked beautiful.
When you play soccer, always remember	to pass	the ball.
We spent that winter	playing	in the snow almost every day.
I have a headache. Can you please stop	making	that horrible noise!
I need some new glasses. Can you remember	to make	me an appointment with the eye doctor?
Sometimes I just forget	to call	my mom on Sundays and she has to call me.
I'll never forget	calling	my mom to tell her that I was pregnant.

11.2 GRAMMAR

FOLK REMEDIES

counting sheep	eating an apple each day	_____ you look younger	lemon and honey	putting potato slices on your head
_____ you sleep	eating a spoonful of sugar	eating yogurt	drinking vinegar	eating garlic
_____ you lose weight	putting toothpaste on your skin	eating carrots	eating chocolate	drinking mint tea
_____ reduce allergies	putting teabags under your eyes	_____ a headache go away	_____ relieve a sore throat	_____ stop the hiccups
_____ you see better	_____ bad breath go away	_____ you stay healthy	_____ stop itching from bug bites	_____ get rid of a stomachache

12.1 GRAMMAR

WHAT I REMEMBER MOST ...



The things I like doing most on Sunday	The things that you really hated at school	The things that I hate the most about where I live	The things that make me the most angry about life
The things that I miss from my childhood	The things that I love the most about where I live	The thing that makes me happiest in the world	The things that I like/hate most about cooking
Something that you really hated doing as a child	Somewhere you loved going as a child	Something that you can't do but wish you could	Something that I loved/hated doing as a teenager
What I remember about my grandparents or parents	What I remember about meeting my best friend	What I think about learning English	What I think about my smartphone
What I most remember about my first teacher	What I most remember about my school	What I most remember about my first day at work or school	What I most remember about last weekend
The things that I didn't know about English before I started this course	The things that I didn't know last year that I do now	What I do on Saturday mornings	What I spend the most money on
What I am best at doing – soccer, cooking, or dancing	What I'm not good at, but wish I was	What I always forget to do	What I watch on YouTube

DÉJÀ VU

Have you ever been to a new place but thought, “I’ve been to this place before”? Or have you ever had a conversation with someone and thought, “I’ve had this conversation before”? If you have ever been to a new place and thought, “I’ve been to this place before” or if you have had a conversation with someone and thought, “I’ve had this conversation before,” then you may have experienced déjà vu. Déjà vu is the feeling of having already experienced a situation, and déjà vu is a fairly common feeling. But what causes déjà vu? No one is exactly sure what causes déjà vu, but psychologists think that some cases of déjà vu may be caused when strong sights, sounds, or smells bring back parts of an old memory. Old memories are often incomplete. We don’t remember everything about old memories – we often just remember the strong sights, smells, or sounds. So when we experience those strong sights, smells, or sounds again in a new situation, it seems like we have been in the new situation before.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Teacher's notes for photocopiable activities:

VOCABULARY

1.1 DESCRIBING ACCOMPLISHMENTS

page T-218

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they complete the phrases. Model the activity by doing the first item with the Ss. On the board, write *b _ _ _ a r _ _ _ _*. Point out that the number of spaces equals the number of the letters needed to complete the phrase. Elicit the correct answer: "break a record." Indicate that Ss should fill in the spaces on their worksheet.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to fill in the blanks. Discourage Ss from looking back in the unit at first; encourage them to work together to recall as many of the phrases as possible before checking.

Answers

- 1 break a record
 - 2 face your fears
 - 3 get a lot of likes
 - 4 have a sense of humor
 - 5 rise to a challenge
 - 6 run a business
 - 7 run a marathon
 - 8 set a goal
 - 9 take pride in something
 - 10 tell a joke
 - 11 win a medal
 - 12 work with your hands
- **B** Ss complete the sentences using the words in exercise A, and then check with a partner. When Ss have filled in the blanks, direct them to write their own sentences by changing the phrases in *italics*.

Answers

- 1 take
 - 2 a medal
 - 3 run
 - 4 with your hands
 - 5 face
 - 6 rise
 - 7 humor
 - 8 get
- **C** Ss work in pairs to ask and answer the questions.
 - **Review** Ask volunteers to read aloud the original sentences in B. Ss can then take turns reading the new sentences to their partner. Go around the room and ask each S to read one sentence aloud, or ask Ss to each write one sentence on the board. Check the sentences for correct grammar.
 - Encourage Ss to expand on their answers and to ask each other questions to encourage more conversation.
 - Alternatively, exercise C can be assigned as writing homework.

1.2 DESCRIBING KEY QUALITIES

page T-219

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they circle the correct form of a word (adjective or noun) in a series of sentences. Write sentence 1 on the board and elicit the correct answer (*ambitious*). Circle the word *ambitious* in the sentence. Leave the sentence on the board.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to complete the sentences. Monitor and prompt by reminding Ss that adjectives often come before nouns, and that nouns often come after verbs. Allow Ss to use a dictionary or their phone if they need to look up a word.

Answers

- 1 ambitious
 - 2 confidence
 - 3 creative
 - 4 curiosity
 - 5 enthusiasm
 - 6 experienced
 - 7 independent
 - 8 Politeness
 - 9 qualifications
 - 10 responsible
 - 11 successful
 - 12 truthfulness
- **B** Ss work individually to write sentences for the words they did not circle in exercise A. Ss check their sentences with a partner.
 - **Review** Elicit an example for all 12 sentences. Which statements are Ss most in agreement with?

2.1 DESCRIBING TRENDS

page T-220

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to answer some multiple choice questions. Their task is to choose the sentence that is most similar in meaning to the first sentence. Give each S a worksheet. Model the activity by completing the first one with the class. Read the sentence, *Boring food is old-fashioned* aloud. Ask Ss to look at the three possible answers. Which one contains a synonym for *old-fashioned*? Elicit the correct answer: *C It is a thing of the past.*
- **A Do the task** Ss complete the task in pairs. Check understanding of vocabulary, such as *dumpster diving*.

Answers

- 1 c
 - 2 a
 - 3 b
 - 4 b
- **B** Ss work individually to put the sentences in order. Monitor and prompt by pointing out that the first word of every sentence is capitalized and every sentence contains a phrase from exercise A.

Answers

- 1 Vegetarianism will continue to gain popularity.
- 2 People are going to lose interest in fast food.
- 3 The next big thing in the food industry might be dumpster diving.
- 4 Friendly service is on the way out.
- 5 Food trucks are the latest thing.
- 6 Fusion food is a fad.
- 7 Good food never goes out of style.
- 8 Healthy food is all the rage.
- 9 Being vegan is trendy.
- 10 Cooking at home is coming back in style.
- 11 Wearing formal clothes to a restaurant is a thing of the past.
- 12 It is old-fashioned to expect men to pay for dinner.

- **C** Ss complete the task in pairs. Encourage them to provide explanations for why they agree or disagree with the statements.
- **Review** Ss share with the class their ideas on which statements from C they agree or disagree with.

2.2 TALKING ABOUT PREPARING FOOD

page T-221

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to put vocabulary words in a chart. Model the activity by quickly drawing a chart on the board similar to the one on the worksheet. Ask Ss which column *barbecue* should go in. Is *barbecue* a meat? A vegetable? A fruit? An herb? An action? Elicit the correct answer: *barbecue* is an action. Write *barbecue* in the correct column on the board. (Note: in some parts of the U.S., *barbecue* is used to talk about a food –, usually meat – as in “I love barbecue/to eat barbecue.”) If necessary, do one or two more words with the class.
- **A Do the task** Give each S a worksheet. Ss complete the task individually, and then check with a partner.
- Check answers with the class.

Answers:

Protein (meat or seafood)	Vegetables	Fruit	Herbs or spices	Actions
shrimp tuna	cabbage eggplant zucchini	pineapple	garlic ginger mint	barbecue boil chop fry rinse stir

- **B** Ss work individually to complete the sentences.
- Check answers as a class.

Answers

- 1 barbecue 2 boil 3 rinse 4 fry 5 chop 6 stir

- **C** Ss work individually to make new sentences by replacing the words in italics in exercise B with other words from exercise A.
- **D** Ss work individually to make new sentences by replacing the words in italics in exercise B with their own words.
- **Review** Ss share their sentences from exercise D with the class.

3.1 TALKING ABOUT TIME AND MONEY

page T-222

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they write vocabulary words in a chart. Quickly make a chart on the board like the one on the worksheet. Model the activity by asking Ss if *afford* is a noun or a verb. Elicit from the Ss that *afford* is a verb. Put *afford* into the correct column in the chart. Ask the Ss if the phrase *quality of life* starts with a verb or a noun. Elicit that it is a phrase that starts with a noun. If necessary, elicit a few more answers, one for each column.
- **A Do the task** Put Ss in pairs and give each S a worksheet. Ss work in pairs to complete the chart. Monitor and prompt by reminding them to look back at the vocabulary introduction in the Student's Book.

Answers

Nouns	Noun Phrases	Verbs	Verb Phrases
lifestyle	quality of life	afford	take a salary cut
balance	cost of living	trade	be worth it
	time well spent	value	
	standard of living	boost	

- **B** Ss work individually to complete the conversation using the words from exercise A.

Answers

- 1 cost of living
- 2 afford
- 3 balance
- 4 took a salary cut
- 5 trade
- 6 quality of life
- 7 is/was worth it
- 8 standard of living
- 9 lifestyle
- 10 value

- **C** Ss practice the conversation in pairs. Ss switch roles and practice again.
- **D** Ss work in pairs to change the parts of the conversation in italics using their own ideas.
- Ss practice the conversation in pairs.
- **Review** Ask a confident pair of Ss to role play their conversation for the class.

3.2 TALKING ABOUT PRICES AND VALUE

page T-223

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match phrases to make short sentences. Give each S a worksheet. Model the activity by reading the first phrase from the left-hand column aloud and eliciting from Ss the correct ending from the right-hand column. For example, for the starting phrase *You should take advantage*, elicit from Ss that *of every business opportunity* correctly completes the sentence.
- **A Do the task** Ss work individually to complete the task.
- Check answers as a class.

Answers

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

- **B** Ss work individually to complete the task.
- Check answers as a class.

Answers

1A for 1B for 2A of 2B on 3A with 3B in 4A on 4B to

- **C** Ss complete the task individually and correct the sentences they marked false.
- Ss share their corrections with a partner. Check answers as a class.

Answers

- 1 F, possible correction: If you pay a fair price for something, someone is NOT taking advantage of you.
- 2 F, possible correction: When you suggest a price for something, you should offer ~~more~~ LESS than you can afford.
- 3 F, possible correction: If a business has an effect on an area, the neighborhood ~~stays the same~~ CHANGES.
- 4 T
- 5 F, possible correction: Businesses ~~do not~~ DO depend on good reviews. They rely on having ~~unhappy~~ HAPPY/ SATISFIED customers!

- **D** Ss work in pairs to discuss the questions.
- **Review** Ss share their partner's responses to exercise D with the class.

4.1 TALKING ABOUT ADVERTISING

page T-224

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they answer multiple choice questions. Give each S a worksheet. Model the activity by completing the first question with the class. Ask the class what sponsors do. Do sponsors create advertising for sports teams? Do sponsors pay sports teams to wear their logo? Do sponsors design

merchandise? Elicit the correct answer: Sponsors pay sports teams to wear their logo. Ss should circle answer b.

- **A Do the task** Ss work in pairs to complete the task. Monitor and prompt by encouraging them to work together and to look up difficult vocabulary if they are uncertain.
- Check answers as a class.

Answers

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

- **B** Ss work individually to complete the sentences with their own ideas.
- **C** Ss share their ideas from exercise B with a partner.
- **Review** Ask Ss about their answers to exercise C. Did all Ss give the same answers? Why or why not?

4.2 TALKING ABOUT PEOPLE IN THE MEDIA

page T-225

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do a matching activity. Give each S a worksheet. Model the activity by asking Ss what comedians do. Elicit the correct answer: *Comedians tell jokes*. Indicate that they should write e on the rule after 1.
- **A Do the task** Ss work in pairs to complete the task. Monitor and prompt by encouraging Ss to work together and to look up difficult vocabulary if they are uncertain. Note that some of the vocabulary (e.g., *tell jokes*, *merchandise*) is from previous units in the Student's Book.

Answers

1 e 2 a 3 c 4 g 5 f 6 b 7 d

- **B** Ss work in pairs to complete the task.
- Check answers as a class.

Answers:

- 1 T
- 2 F
- 3 F
- 4 F
- 5 T
- 6 T
- 7 F
- 8 T
- 9 F
- 10 T
- 11 F

- **C** Ss work individually to correct the false sentences in exercise B.
- **Review** Ss share their sentences from exercise C with the class.

5.1 DESCRIBING STORIES

page T-226

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if statements are true or false. Give each S a worksheet. Model the activity by reading the first sentence aloud. Ask if the statement is true or false. Elicit the correct answer *true* and indicate that they should mark the sentence with a *T*.
- **A Do the task** Distribute the worksheets and put Ss in pairs to do the task. Remind them to correct the false statements. Monitor and prompt by reminding Ss of the key vocabulary from the unit.
- Check answers as a class.

Answers

- 1 T
- 2 F possible answer: A family saga is a story that occurs over many years.
- 3 F possible answer: Hard-luck stories talk about the problems of unsuccessful people.
- 4 T
- 5 T
- 6 T
- 7 F possible answer: A tall tale is fiction/not true.
- 8 F possible answer: If a movie is a tearjerker, the audience will cry a lot.

- **B Ss** work in pairs to complete the task.
- Check answers as a class.

Answers:

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

- **C Ss** complete the task individually.
- **Review** Ss take turns reading their story summaries from exercise C to the class. The class tries to guess the title and the type of story.

5.2 MAKING AND BREAKING PLANS

page T-227

20 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match a verb phrase with an appropriate noun or noun phrase. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask: *Do you cheer up people or things? What kind of person do you cheer up?* Continue until you have elicited the correct answer: *someone who feels sad*.
- **A Do the task** Ss work in pairs to match the phrases.
- Check answers as a class. Ask volunteers to use each phrase in a sentence.

Answers:

1 b 2 c 3 e 4 a 5 d

- **B Ss** complete the task individually.
- Check answers in pairs.
- Guide Ss to notice that the sentences of each numbered item form a paragraph.

Answers

- 1a My car always breaks down on my way to work.
- 1b I end up being late for work.
- 1c My boss is going to give up on me.
- 1d She might even go ahead and fire me.
- 2a I was really looking forward to the weekend.
- 2b I had plans to hang out with my girlfriend.
- 2c We get together every weekend.
- 2d I had to cancel when I came down with a cold.
- 2e My girlfriend split up with me.

- **C Ss** work individually to create a story about a time when something went wrong. Explain that the story does not have to be true. Refer to the “stories” in Part B as models.
- **Review** Ss share their stories with the class.

6.1 DISCUSSING GOOD WORKS

page T-228

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match a verb phrase with an appropriate noun phrase to make the most logical statement. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them *What do you take part in? Do you take part in someone new? Do you take part in information?* Continue until you have elicited the correct answer of *an activity*. Tell Ss that they should match each item to just one other word.
- **A Do the task** Ss work in pairs to match the phrases.
- Check answers as a class. Ask volunteers to use each phrase in a sentence.

Answers

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

- **B Ss** work individually to complete the conversation.
- Ss check answers in pairs and practice the conversation.

Answers

- 1 volunteer / help out
- 2 get involved
- 3 donate
- 4 take care
- 5 help out / volunteer
- 6 connect you with
- 7 bring together
- 8 pass on
- 9 join

- **C Ss** do the task individually.
- **Review** Ss share their ideas from exercise C with the class.

6.2 DESCRIBING GOOD DEEDS

page T-229

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they circle the correct form of a word to complete a sentence. Model the activity by doing the first one with the Ss. Write the sentence, *I am very appreciate / appreciative of your hard work* on the board. Ask Ss if the sentence requires a verb or an adjective. Elicit the correct answer for an adjective: *appreciative*. Circle this word on the board. Keep this sentence on the board for later use.
- **A Do the task** Put Ss in pairs and give each S a worksheet. In pairs Ss complete the sentences. Monitor and prompt by referring Ss back to the vocabulary chart that they filled out on page 56.
- Check answers as a class.

Answers

- 1 appreciative
- 2 gratitude
- 3 helpful
- 4 kind
- 5 rewarding
- 6 think

- **B** Ss work individually to write sentences for the words they did not circle in exercise A.
- Ss check their sentences with a partner.
- **C** Ask a volunteer to read the expressions in the word box.
- Ss work in pairs to complete the task.
- Check answers as a class.

Answers

- 1 random act of kindness
- 2 show appreciation
- 3 thoughtful gesture
- 4 show some gratitude
- 5 all the reward you need
- 6 lend a helping hand

- **D** Ss work individually to rewrite the sentences in exercise C by changing the phrases in italics.
- **Review** Ss share their sentences from exercise D with the class.

7.1 DESCRIBING COMMUNICATION

page T-230

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Tell Ss that they are going to do an activity where they match phrases to create complete sentences. Give each S a worksheet. Model the activity by completing the first one with the Ss. Ask *What should you never do?* Elicit: *Respond to messages when you are angry*. Indicate that they should write *g* on the rule next to 1.
- **A Do the task** Ss work in pairs to match the phrases.

- Check answers as a class.

Answers

- 1 g 2 d 3 c 4 a 5 b 6 e 7 f

- **B** Ss work individually to complete the statements with their own ideas.
- **C** In pairs Ss ask and answer the questions in exercise B.
- **Review** Ss share their ideas from exercise C with the class.

7.2 TALKING ABOUT ONLINE COMMUNICATION

page T-231

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if statements are true or false. Give each S a worksheet. Model the activity by reading the first sentence aloud. Ask them if the statement is true or false. Elicit the correct answer *false*. A Lifecaster is someone who *frequently* posts status updates and check-ins on social media. Indicate to the Ss that they should mark the sentence with an *F*.
- **A Do the task** Ss work in pairs to complete the task.
- **B** Ss work individually to rewrite the false statements.
- Check answers as a class.

Answers

- 1 F – A lifecaster frequently posts personal information on social media.
- 2 T
- 3 F – A trending topic is currently popular. It is *not* a thing of the past.
- 4 F – Clickbait often contains fun top ten lists or cute videos.
- 5 T

- **C** Ask a volunteer to read the words in the word box.
- Ss work individually to complete the conversation.
- Ss check answers with a partner and practice the conversation.

Answers

- 1 profile
- 2 status update
- 3 hashtags
- 4 meme
- 5 tag
- 6 timeline

- **Review** Ask a pair of confident Ss to role play the conversation for the class.

8.1 DESCRIBING JOBS

page T-232

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they put words into a chart to show if the meaning of the words is negative, neutral, or positive. Give each S a worksheet. Model the activity by quickly drawing the chart on the board and eliciting at least one answer for each column.

- **Do the task** A Ss work in pairs to complete the chart.
- Check answers as a class.

Answers

Negative	Neutral	Positive
stressful tiring tough	desk freelance full-time government main part-time permanent second job temporary	challenging creative dream job high-paying

- **B** Ss work individually to choose the best answer to complete the sentences.

Answers

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

- **C** Ss practice the conversation with a partner.
- Ss work in pairs to change the words in italics and practice the conversation again.
- **Review** Ask a pair of confident Ss to role play the conversation for the class.

8.2 TALKING ABOUT WORK/LIFE BALANCE

page T-233

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they fill in the blanks using the words and phrases provided. Give each S a worksheet. Model the activity by doing the first one with the Ss.
- **Do the task** A Ss work in pairs to complete the conversation.
- Check answers as a class.
- Ss practice the conversation with a partner.

Answers

- 1 family life
- 2 9-to-5
- 3 shift
- 4 social life
- 5 always connected
- 6 me time (or downtime)
- 7 take time off
- 8 reports
- 9 assignments
- 10 lectures, seminars
- 11 downtime (or me-time)
- 12 office hours
- 13 commitments
- 14 busy schedule

- **B** Ss work individually to complete the task.
- **Review** Ss share their ideas from exercise B.

9.1 TALKING ABOUT PLACES

page T-234

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **A Introduce** Explain to Ss that they are going to do an activity where they match a description to a place. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them where Ss attend seminars. Elicit the correct answer of *a college campus*.
- **Do the task** Ss work in pairs to match the phrases.
- Check answers as a class.

Answers

1 e 2 l 3 h 4 f 5 c 6 g 7 a 8 b 9 j 10 i
11 d 12 k

- **B** Ss work individually to choose the correct answer to complete the sentences.
- Ss check answers with a partner. Then check answers as a class.

Answers

1 b 2 a 3 c 4 c 5 a

- **C** Ss work in pairs to describe the places in exercise A. Encourage Ss to take notes on their descriptions.
- **Review** Ss read their descriptions from exercise C without naming the place. The class tries to guess what it is.

9.2 TALKING ABOUT RULES

page T-235

25 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they choose the correct form of a word to complete a sentence. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask what form of *to oblige* is needed to complete the sentence. Elicit the correct answer: the noun form *obligation* is needed. Indicate that they should circle *obligation* in the sentence.
- **A Do the task** Ss work in pairs to complete the sentences. Monitor and prompt by reminding Ss to consider which form of the word is needed. Clues might include the presence or absence of an article (*a/an/the*).
- Check answers as a class.

Answers

1 obligation 2 permit 3 prohibition 4 register
5 requirement

- **B** Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 a, b 2 b, c 3 a 4 b 5 b, c

- **C** Ss work individually to write sentences for the words they did not circle in exercises A and B.
- **Review** Ss share their sentences from exercise C with the class.

10.1 TALKING ABOUT DISCOVERIES

page T-236

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they match verbs to nouns to make phrases. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask them which verb from the box goes with the three nouns *a breakthrough*, *a connection*, and *a discovery*. Elicit the correct answer of *make*. Indicate that Ss should write *make* at the top of the first column.
- **A Do the task** Ss complete the chart in pairs.
- Check answers as a class.
- Ask volunteers to make a sentence with each phrase.

Answers

Make: a breakthrough, a connection, a discovery

Gain: insight, knowledge

Carry out: research

Face: a challenge

Notice: a phenomenon

Provide: a solution

- **B** Ss work individually to complete the conversation.
- Ss check answers with a partner and practice the conversation.

Answers

1 research

2 carry out

3 solution

4 gain

5 connection

6 make

7 phenomenon

8 gain

9 make

10 face

- **C** Ss work individually to change the words in italics in exercise B with their own ideas.
- Ss practice the conversation with a partner.
- **Review** Ask a confident pair of Ss to role play their conversation for the class.

10.2 TALKING ABOUT MISTAKES

page T-237

20 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they fill in the blanks using vocabulary words. Give each S a worksheet. Model the activity by doing the first one with the Ss. Ask Ss to notice that the first letter of the word is provided and that the lines correspond to the number of letters needed to fill the gap. Elicit the correct answer of *mix-up* for question one.
- **A Do the task** Ask volunteers to read the words in the box aloud. Correct for pronunciation.

- Ss complete the task in pairs. Monitor and prompt by reminding them that the blanks contain hints (the first letter and the number of letters for each word).
- Check answers as a class.

Answers

1 mix-up

2 confusion

3 blame, mistake

4 get, make

5 fix, problem

6 misunderstanding, fault

7 correct, error

8 blunder, epic fail

- **B** Ss work in pairs to complete the questions.
- Check answers as a class.
- Ss take turns asking and answering the questions.

Answers

1 fault

2 mistake/error

3 confusion, mistake/error

4 fix/correct

5 epic fail

- **Review** Ss share their answers from exercise B with the class.

11.1 TALKING ABOUT COLLEGE EDUCATION

page T-238

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they must choose the best answer to complete the statement. Give each S a worksheet. Model the activity by doing the first one with the Ss. Read the beginning of the sentence *A freshman is* aloud and direct Ss' attention to the three answer options. Elicit the correct answer of *an undergraduate* from Ss and indicate that they should circle answer *a*.
- **A Do the task** Ss work in pairs to complete the sentences.
- Check answers as a class.

Answers

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

- **B** Ask volunteers to read the words in the box. Correct for pronunciation.
- Ss work in pairs to complete the task and practice the conversation.

Answers

1 campus 2 freshman 3 major 4 undergraduate

5 faculty 6 degree 7 professor 8 facilities

9 association 10 society 11 grades 12 dorm

13 semester

- **Review** Ask a confident pair of Ss to role play their conversation for the class.

11.2 TALKING ABOUT SCIENCE

page T-239

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they must circle the correct form of the word to complete the sentence.
- **A Do the task** Put Ss into pairs and give each S a worksheet. Ss work in pairs to complete the sentences.
- Check answers as a class.

Answers

1 science 2 scientific 3 researcher 4 based 5 proof
6 based 7 medical 8 medically

- **B** Ss work individually to complete the crossword.
- Check answers as a class.

Answers

Across
5 approved 7 scientific 8 research
Down
1 researcher 2 science 3 proof 4 medicine
6 proven

- **C** Ss work individually to write sentences for the words they did not circle in exercise A.
- **Review** Ss share their sentences from exercise C with the class.

12.1 TALKING ABOUT THE SENSES

page T-240

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they decide if a statement is true or false. Give each S a worksheet. Model the activity by doing the first one with the Ss. Read 1 aloud and ask Ss which word in the statement is a sense adjective from the vocabulary in lesson 12.1. Elicit the answer *bright*. Then ask if it is true that yellow is a bright color. Elicit the correct answer: *Yes, it is true that yellow is a bright color*. Indicate that Ss should mark the sentence with a *T*.
- **A Do the task** Ss work in pairs to complete the task.
- Check answers as a class.

Answers

1 bright, T
2 colorful, F
3 damp, T
4 deep, F
5 flavorful, F
6 fresh, T
7 high-pitched, T
8 melodic, F
9 musty, F
10 rough, F
11 scented, T
12 smooth, F
13 stinky, T
14 tasty, F

- **B** Ss work individually to rewrite the false sentences in exercise A. Ss discuss their revised sentences with a partner.
- **C** Ss think of an object and describe it to their partner using the sense adjectives from exercise A. Their partner tries to guess the object.
- **Review** Ss share their descriptions from exercise C with the class. The class tries to guess the object.

12.2 DESCRIBING MEMORIES

page T-241

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they are going to do an activity where they correct sentence errors. Write the first sentence on the board and read it aloud. Emphasize that there is a mistake in the sentence and Ss need to correct it, ONE adjective needs to be changed. Elicit that *short* is the incorrect word and that it should be changed to *long* for the sentence to be correct and logical. On the board, cross out *short* and write *long* above it. Give each S a worksheet. Indicate to Ss that they should do the same on their worksheet.
- **A Do the task** Ss work in pairs to correct the sentences. Monitor and prompt by encouraging Ss to underline all of the vocabulary words in the sentences so that it is easier to decide which word is incorrect.
- Check answers as a class.

Answers

1 long (not *short*)
2 vague (not *vivid*)
3 recognize (not *recall*)
4 vivid (not *vague*)
5 brings (not *looks*)
6 an early (not *a recent*)
7 remind (not *recognize*)
8 look (not *bring*)
9 recent (not *clear*)

- **B** Ss work in pairs to complete the conversations and then practice them.

Answers

1 look back
2 childhood
3 early
4 vague / vivid
5 recognize
6 brings
7 long-term
8 distant
9 vivid
10 short-term
11 recall
12 remind

- **Review** Ask a confident pair of Ss to role play one of the conversations for the class.

1.1 VOCABULARY

DESCRIBING ACCOMPLISHMENTS

A Work in pairs. Write the letters to complete the expressions.

- 1 b_____ a r_____
- 2 f____ your f_____
- 3 g____ a lot of l_____
- 4 have a s_____ of h_____
- 5 r____ to a c_____ e
- 6 r____ a b_____ s
- 7 run_ m_____ n
- 8 s____ a g_____
- 9 t____ p_____ in something
- 10 t____ a j_____
- 11 w____ a m_____
- 12 w____ with your h_____



B Work individually. Fill in the blanks with verbs or phrases from exercise A. Then replace the words in *italics* to make a new sentence.

- 1 I _____ pride in my *accomplishments*.
- 2 I would love to win _____ for *good grades*.
- 3 People who _____ marathons are *healthy*.
- 4 Working _____ is very *rewarding*.
- 5 I need to _____ my fear of *snakes*.
- 6 When I _____ to a challenge, I feel *proud*.
- 7 It is important that *teachers* have a sense of _____.
- 8 I _____ a lot of likes on my *Instagram photos*.

C Work in pairs. Ask and answer the questions.

- 1 Would you rather break a record or win a medal?

- 2 Would you rather run a business or run a marathon?

- 3 Would you rather work with your hands or run a business?

- 4 Would you rather tell a joke or set a goal?

1.2 VOCABULARY

DESCRIBING KEY QUALITIES

A Work in pairs. **Circle** the correct word in each sentence.

- 1 An **ambitious** / **ambition** person is usually willing to work hard to succeed.
- 2 It is important to have **confident** / **confidence** in a job interview.
- 3 A **creative** / **creativity** employee might think of new solutions to old problems.
- 4 Asking questions is a good way to show **curious** / **curiosity** during an interview.
- 5 Having **enthusiastic** / **enthusiasm** for your job is important.
- 6 Martine is an **experienced** / **experience** salesperson.
- 7 Some jobs allow employees to be very **independent** / **independence**.
- 8 **Polite** / **Politeness** is important when meeting someone for the first time.
- 9 Ana has a lot of **qualified** / **qualifications** for the job.
- 10 Paolo is a very **responsible** / **responsibility** worker.
- 11 If you want to be **successful** / **success** in life, you have to work hard.
- 12 An interviewer will consider the **truthful** / **truthfulness** of the answers.



B Work individually. Write a sentence for each word in exercise A that you did not circle. Then share your sentences with your partner. Do they agree with your statements? Why or why not?

2.1 VOCABULARY

DESCRIBING TRENDS

A Work in pairs. Which sentence option is closest in meaning to the original sentence?

- 1 Boring food is old-fashioned.
 - a It is all the rage.
 - b People are losing interest in it.
 - c It is a thing of the past.
- 2 Fusion food is gaining popularity around the world.
 - a It is trendy.
 - b It is going out of style.
 - c It is losing popularity.
- 3 Many people are losing interest in eating fast food.
 - a It is the latest thing.
 - b It is not fashionable.
 - c It is a fad.



- 4 Dumpster diving isn't popular yet, but it will be soon!
 - a It is coming back in style.
 - b It is the next big thing.
 - c It is on the way out.

B Work individually. Put the words in the correct order to make sentences.

- 1 will / to / Vegetarianism / popularity / continue / gain

- 2 People / to / are / going / interest / lose / fast food / in

- 3 next / food industry / in the / big / The / thing / dumpster diving / might be

- 4 service / is / Friendly / the / on / out / way

- 5 the / are / thing / Food trucks / latest

- 6 fad / is / a / food / Fusion

- 7 food / Good / goes / never / of / style / out

- 8 the / rage / all / Healthy / food / is

- 9 vegan / Being / trendy / is

- 10 home / at / Cooking / coming / is / in / back / style

- 11 the / Wearing / to / is / restaurant / a / formal clothes / past / a / thing / of

- 12 old-fashioned / to expect / dinner / for / men / It / to pay / is

C Work in pairs. Take turns reading the sentences in exercise B to each other. For each sentence, discuss if you agree with the statement. Explain why or why not.

2.2 VOCABULARY

TALKING ABOUT PREPARING FOOD

A Work in pairs. Put the words in the box into the correct column in the chart.

barbecue	boil	cabbage	chop	eggplant
fry	garlic	ginger	mint	pineapple
rinse	shrimp	stir	tuna	zucchini

Protein (meat or seafood)	Vegetables	Fruit	Herbs or spices	Actions



B Work individually. Fill in the blanks using action words from exercise A.

- On a nice day, I like to go outside to _____ *hamburgers*.
- If you want delicious *corn on the cob*, you should _____ it in a pot of water.
- Always remember to _____ *fresh fruit* before eating it.
- I use butter or oil when I _____ *fish*.
- It's important to use a sharp knife when you _____ *vegetables*.
- Don't forget to _____ *the sauce* while it is cooking or it will burn.

C Work individually. Rewrite the sentences in exercise B by replacing the words and phrases in *italics* with ideas from the chart in exercise A. Can you use all of the words in the chart?

D Work individually. Rewrite the sentences in exercise B using your own ideas. Share your new sentences with a partner. Did you have any sentences that were similar?

3.1 VOCABULARY

TALKING ABOUT TIME AND MONEY

A Work in pairs. Put the words and phrases in the box into the correct column in the chart.

afford boost				quality of life take a salary cut		cost of living balance		trade time well spent		value standard of living		lifestyle be worth it			
Nouns				Noun phrases				Verbs				Verb phrases			

B Work individually. Use the words and phrases from exercise A to complete the conversation below. Be sure to use the correct verb forms.

Zoe What's wrong? You don't look very happy.

Alma I've been working a lot. The ¹ _____
(noun phrase)
keeps going up and up, so I have to work more and more
just so I can ² _____ to pay my rent!
(verb)

Zoe You can't just work all the time. You have to find a
³ _____ in your life.
(noun)

Alma What do you mean?

Zoe Well, I ⁴ _____ so that I can work fewer hours and *spend more time with my family*.
(verb phrase)

Alma Really?

Zoe Yes. I decided to ⁵ _____ more money for a better ⁶ _____.
(verb) (noun phrase)
I think it ⁷ _____!
(verb phrase)

Alma Can you have a good ⁸ _____ with less money?
(noun phrase)

Zoe Definitely! I have a much more relaxed ⁹ _____ now. I have time to do things
(noun)
I enjoy that don't cost a lot of money, like *taking my kids to the park*. If you work all the time,
you can't enjoy life.

Alma I ¹⁰ _____ your advice. You've really given me something to think about!
(verb)



C Work in pairs. Practice reading the conversation with your partner.

D Work in pairs. Practice reading the conversation again. This time, use your own ideas instead of the phrases in *italics*.

3.2 VOCABULARY

TALKING ABOUT PRICES AND VALUE

A Work individually. Match the columns to complete the sentences.

- | | |
|---|----------------------------------|
| 1 You should take advantage _____ | a in the success of a business. |
| 2 Location plays an important role _____ | b for something you want to buy. |
| 3 It's a good idea to invest _____ | c on good reviews. |
| 4 Businesses rely _____ | d in a business opportunity. |
| 5 Customers have an effect _____ | e of every business opportunity. |
| 6 At some stores, you can suggest a price _____ | f on the success of a business. |

B Work individually. Circle the correct word for each sentence.

- A I was charged too much *on / to / for* my ticket.
B Oh, no! I hate it when I don't pay a fair price *on / to / for* something!
- A We should study more. We have to make the most *on / in / of* our time in class.
B I can always rely *on / with / of* you to be a good student.
- A I need to come up *with / for / in* a way to make more money.
B Maybe you should invest *for / in / of* a new business idea.
- A I got a new job. Depending *in / on / to* how much they pay me, I might go shopping for new clothes.
B Good idea! You should treat yourself *of / for / to* something nice!

C Work individually. Are the sentences true or false? Rewrite the false sentences so that they are true.

- If you pay a fair price for something, someone is taking advantage of you.
- When you suggest a price for something, you should offer more than you can afford.
- If a business has an effect on an area, the neighborhood stays the same.
- Because customer service plays an important role in the success of a business, owners make sure to hire friendly staff.
- Businesses do not depend on good reviews. They rely on having unhappy customers!

D Work in pairs. Tell your partner about a time when you ...

- were not charged enough for something.
- treated yourself (or someone else) to something really nice.
- invested too much time or money in something.
- came up with a really good idea for a project at work or school.
- made the most of a bad situation at work or school.

4.1 VOCABULARY

TALKING ABOUT ADVERTISING

A **Work in pairs.** Circle the answer that correctly finishes the sentence.

- 1 Sponsors
 - a create advertising for sports teams.
 - b pay sports teams to wear their logo.
 - c design merchandise.
- 2 An example of a brand is
 - a Nike.
 - b a television commercial.
 - c Real Madrid.
- 3 An example of a slogan is
 - a "Just do it."
 - b a company logo.
 - c Nike.
- 4 A status symbol
 - a is something owned by nearly everyone.
 - b is usually a cheap piece of merchandise.
 - c is often a luxury product.
- 5 A commercial
 - a is an ad that you might see in the newspaper.
 - b is an ad that you might see on TV.
 - c is not an ad.
- 6 Merchandising involves
 - a creating slogans and designing logos.
 - b promoting goods for sale.
 - c making fashion statements.

B **Work individually.** Fill in the blanks in the sentences below with your own ideas.

- 1 Wearing _____ is a real fashion statement.
- 2 I really like slogans that are _____.
- 3 Whenever I go to a _____, I always buy merchandise.
- 4 My favorite sports team's logo _____.
- 5 It is a status symbol to own _____.
- 6 I recently saw an ad for _____.
- 7 _____ is a brand I trust.
- 8 I think commercials should be _____.
- 9 I recently purchased a really cool product. It's called _____.
- 10 If I had lots of money, I would sponsor _____.

C **Work in pairs.** Share your sentences from exercise B with your partner. Ask and answer questions about your statements in Activity B to share your ideas. Do you agree with your partner?

4.2 VOCABULARY

TALKING ABOUT PEOPLE IN THE MEDIA

A Work in pairs. Match the people to the phrase that describes what they do.

- | | |
|--------------------|--|
| 1 Comedians _____ | a create new fashions. |
| 2 Designers _____ | b help to market merchandise. |
| 3 DJs _____ | c play music on radio stations and at clubs. |
| 4 Filmmakers _____ | d watch performances. |
| 5 Producers _____ | e tell jokes. |
| 6 Models _____ | f invest in movies. |
| 7 Audiences _____ | g create movies and documentaries. |

B Work in pairs. Are the statements true or false?

- 1 Members of an audience often clap when they have enjoyed a performance.
- 2 Funny comedians have a good sense of humor in real life.
- 3 Many celebrities are not famous.
- 4 A DJ typically works in the movie industry.
- 5 Clothing designers must be able to make fashion statements with their designs.
- 6 Models often work in advertising.
- 7 The hero of a movie is usually the villain.
- 8 Some filmmakers create documentaries.
- 9 A movie producer is not interested in the marketing of a movie.
- 10 Mickey Mouse is a kind of cultural icon.
- 11 Performers are not entertainers.



C Work individually. Correct the false sentences in exercise B.

5.1 VOCABULARY

DESCRIBING STORIES

A Work in pairs. Are the statements true or false? Rewrite the false statements so that they are true.

- 1 In a coming-of-age story, the main character might be a teenager.
- 2 A family saga is a feel-good comedy about one year in a person's life.
- 3 Hard-luck stories explain the fortunes of very successful people.
- 4 Horror stories are scary.
- 5 A human interest story might explain someone's personal tragedy.
- 6 Love stories usually have romance.
- 7 A tall tale is a true story.
- 8 If a movie is a tearjerker, the audience will laugh a lot.

B Work in pairs. Match the description to the type of story.



- 1 Two friends get lost in the woods. They fear someone is following them. _____
- 2 A man opens a restaurant but discovers running a business is harder than it looks. He loses his investment and his wife leaves him. _____
- 3 The story is about members of the richest family in America. _____ Everyone works in the family business, and family members argue with each other as they try to increase their wealth and power. _____
- 4 A pet dog is lost while a family is on vacation. The dog travels across the country to find his family. _____
- 5 A college student invents a new technology. He becomes a millionaire and falls in love. _____
- 6 One summer, a group of boys goes on an adventure. They learn the value of friendship and promise to help one another as they grow up. _____

- a human interest story
- b family saga
- c horror story
- d coming-of-age story
- e hard-luck story
- f success story

C Work individually. Think of a movie or a book that is an example of one of the story types above. Write two or three sentences that describe the story.

5.2 VOCABULARY

MAKING AND BREAKING PLANS

A Work in pairs. Match the phrases.

- | | |
|------------------|-------------------------|
| 1 cheer up _____ | a excuses |
| 2 held up _____ | b someone who feels sad |
| 3 let down _____ | c by traffic |
| 4 make up _____ | d plans |
| 5 mess up _____ | e your family |



B Work individually. Put the words in the correct order to make sentences.

- 1 a car / My / always / down / to work / breaks / on my way

b I / up / being / end / late / work / for

c boss / is / My / to / give / going / me / on / up

d fire / She / even / might / ahead / go / me / and

- 2 a was / I / to / forward / really / weekend / looking / the

b hang / plans / girlfriend / I / to / had / out / my / with

c together / We / every / get / weekend

d cancel / when / came / I / I / with / down / cold / a / to / had

e split / girlfriend / My / up / me / with

C Work individually. Create a story that is a few sentences long. Use at least one verb phrase in each sentence.

6.1 VOCABULARY

DISCUSSING GOOD WORKS

A Work in pairs. Match the verbs and nouns to make phrases.

- | | |
|----------------------|-------------------|
| 1 take part in _____ | a someone new |
| 2 take care of _____ | b information |
| 3 donate _____ | c an activity |
| 4 pass on _____ | d money or items |
| 5 join _____ | e a pet |
| 6 get to know _____ | f an organization |

B Work individually. Fill in the blanks using the words and phrases in the box below.

bring together	connect you with	donate
get involved	help out	join
pass on	take care	volunteer

Martin Hi, Maria. I haven't seen you in so long! What have you been up to?

Maria I ¹ _____ at an animal shelter on weekends now.

Martin How did you ² _____ in that?

Maria I went to the shelter to ³ _____ some old blankets. The dogs and cats were so cute! I decided I wanted to help ⁴ _____ of them.

Martin I love animals, too! How can I ⁵ _____?

Maria I'll ⁶ _____ the volunteer leader. The more people we can ⁷ _____, the better!

Martin Thanks so much! I'll ⁸ _____ the information to my brother, too. I bet he will want to ⁹ _____ us!



C Work individually. Imagine that you are a volunteer in your community. What kind of organization would you like to get involved with? Write a short paragraph that describes the organization. Use as many vocabulary words as you can.

6.2 VOCABULARY

DESCRIBING GOOD DEEDS

A Work in pairs. **Circle** the correct form of the word.

- 1 I am very *appreciate* / *appreciative* of your hard work.
- 2 You should show more *grateful* / *gratitude* to your parents.
- 3 Carla is a very *help* / *helpful* little girl.
- 4 She is a *kind* / *kindness* person.
- 5 My job is very *reward* / *rewarding*.
- 6 It is nice of you to *think* / *thoughtful* of me.

B Work individually. Write sentences for the words that you did not circle in exercise A.

C Work in pairs. Fill in the blanks using the expressions in the box below.

show appreciation
random act of kindness

show some gratitude
all the reward you need

lend a helping hand
thoughtful gesture

- 1 *Giving up your seat on a bus or subway* is an example of a _____.
- 2 At a live performance, you can _____ *by clapping your hands*.
- 3 *Sending a card on someone's birthday* is a _____.
- 4 It is important for children to learn to _____ *to their teachers*.
- 5 *Having someone say thank you* is sometimes _____.
- 6 *If a friend is moving*, you should _____.

D Work individually. Rewrite the sentences in C by changing the phrases in italics.

7.1 VOCABULARY

DESCRIBING COMMUNICATION

A Work in pairs. Create sentences by matching the phrases.

- | | |
|----------------------------------|---|
| 1 You should never _____ | a comment on their friends' social media posts. |
| 2 Weather apps _____ | b contact people you work with. |
| 3 Negative people _____ | c often criticize things they don't like. |
| 4 Many Facebook users _____ | d inform cell phone users of the current temperature. |
| 5 Email is a common way to _____ | e criticize someone's weight. |
| 6 It is rude to _____ | f report on events in many countries. |
| 7 Newspapers and magazines _____ | g respond to messages when you are angry. |

B Work individually. Complete the statements.

- 1 A childhood friend that I'd like to catch up with:

- 2 A celebrity that is always in the news:

- 3 Someone that I always keep in touch with:

- 4 Something I was recently congratulated on:

- 5 A word that my teacher explained to me:

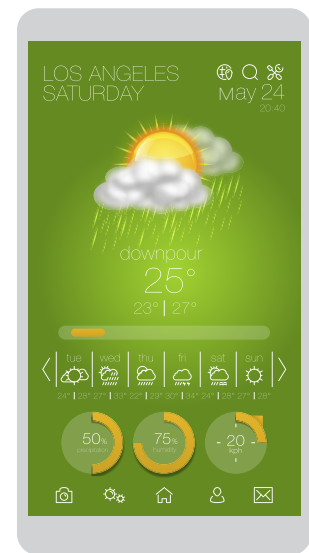
- 6 An activity no one can persuade me to do:

- 7 A person I never want to contact:

- 8 A message I would never reply to:

C Work in pairs. Take turns asking and answering questions about the statements in exercise B. Ask at least two *Wh*- questions for each statement, and answer using complete sentences.

Who is someone you would like to catch up with? Why do you want to catch up with that person? When did you last see that person?



7.2 VOCABULARY

TALKING ABOUT ONLINE COMMUNICATION

A Work in pairs. Are the statements true or false?

- 1 A lifecaster rarely posts personal information on social media.
- 2 People use geo-tags to identify their location.
- 3 A trending topic is a thing of the past.
- 4 Clickbait often contains important news updates.
- 5 A lurker enjoys reading posts by other people.

B Work individually. Rewrite the false statements in exercise A so that they are true.

C Work individually. Fill in the blanks in the conversation using the words and phrases in the box below.

hashtag meme profile status update tag timeline

Mateo Do you think you could lend me a hand?

Paulina Sure! What are you working on?

Mateo I want to create a social media page for an animal shelter that I'm involved with.

Paulina Cool! First, you should add a ¹ _____ picture.
Maybe you could use a photo of one of the animals in the shelter?

Mateo Great idea! OK, now what?

Paulina You can start by writing a ² _____ to tell people
what is happening at the shelter right now.

Mateo OK, how about ... "Rockwell Animal Shelter wants to introduce you to your new best friend"?

Paulina I love it! You can add some ³ _____ to your post
so that people can search for it easier. How about these: #mansbestfriend #adoptdontshop
#cutepuppies

Mateo Great idea! I could add a cute ⁴ _____, too.

Paulina How about this one of a very grumpy looking cat?

Mateo Perfect! Finally, I'll ⁵ _____ you in my post so
that it shows up on your ⁶ _____.

Paulina Good idea. I'll share it with all of my friends. Good luck at the shelter!

8.1 VOCABULARY

DESCRIBING JOBS

A Work in pairs. Put the words in the box in the chart below.

creative	challenging	desk	dream job
freelance	full-time	government	high-paying
main	part-time	permanent	second job
stressful	temporary	tiring	tough

Negative	Neutral	Positive

B Work individually. Choose the best answer to complete each statement.

- 1 Full-time jobs usually require people to work _____.
 - a far from their homes
 - b in an office
 - c more than 30 hours per week
- 2 People with high-paying jobs _____.
 - a usually work part-time
 - b have good salaries
 - c need to have a second job
- 3 People who like to solve problems often enjoy work that is _____.
 - a challenging
 - b stressful
 - c tiring
- 4 Freelance work is usually not _____.
 - a creative
 - b temporary
 - c permanent
- 5 An example of a desk job is _____.
 - a a firefighter
 - b an office worker
 - c a carpenter
- 6 Some people want a government job because it is often _____.
 - a stressful
 - b tough
 - c full-time

C Work in pairs. Practice the conversation below. Then practice the conversation again but change the words in *italics* to different words from the chart in exercise A.

Carla I'm looking for a *second* job! (use neutral or positive words)

Carlos What kind of work do you want to do?

Carla I'm hoping for something that is *challenging* and *high-paying*. (use positive words)

Carlos Do you want *freelance* work? (use neutral words)

Carla I think a job that is *permanent* and *high-paying* would be best. (use positive or neutral words)

Carlos Maybe you should be a *nurse*. (use your own idea)

Carla Oh, no! I definitely don't want a job that is so *tiring*! (use a negative word)

8.2 VOCABULARY

TALKING ABOUT WORK/LIFE BALANCE

A Work in pairs. Fill in the blanks using the words and phrases in the box below.

9-to-5	always connected	assignments	busy schedule	commitments
downtime	family life	lectures	me time	office hours
chilling out	seminars	shift	social life	take time off

- 1 People with young children struggle to balance work with _____.
- 2 Full-time desk jobs are often _____.
- 3 People who work the night _____ don't go to sleep until the sun comes up.
- 4 If you work too much, you might not have time to go out and have a _____.
- 5 Many businesspeople never leave home without their cell phones, so they are _____.
- 6 Some people spend their _____ in front of the TV.
- 7 If you want to go away on vacation, you might have to _____ work.
- 8 It's important to spend some time just _____ after a long job.
- 9 Students have to complete many homework _____.
- 10 Students also have to attend _____ and participate in _____.
- 11 It is important for students to schedule some _____ so they can relax when they aren't studying.
- 12 Professors often have their _____ posted on their doors so students know when they will be available.
- 13 Full-time students who also work or take care of children have a lot of _____.
- 14 It seems that these days everyone has a _____ . No one has free time anymore!

B Work individually. Write a description of how you balance your commitments at work/school and your social/family life. Use as many vocabulary words from exercise A as you can.

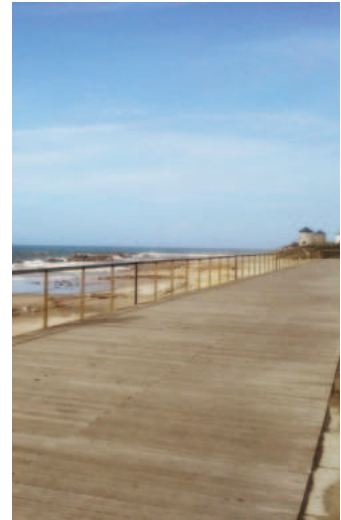
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

9.1 VOCABULARY

TALKING ABOUT PLACES

A Work in pairs. Match the description to the place to create a complete sentence.

- | | |
|---|------------------------|
| 1 Students attend seminars at _____ | a an airport terminal. |
| 2 Many people live in _____ | b an arts center. |
| 3 You will find a lot of stores and restaurants _____ | c a boardwalk. |
| 4 Everyone should wear a hard hat at _____ | d city hall. |
| 5 People enjoy walking on _____ | e a college campus. |
| 6 Judges and lawyers work in _____ | f a construction site. |
| 7 Travelers wait for a flight in _____ | g a courthouse. |
| 8 You might attend a performance in _____ | h downtown. |
| 9 Scientists and technicians do experiments in _____ | i a consulate. |
| 10 You can apply for a visa to visit a different country at _____ | j a laboratory. |
| 11 Members of the local government work in _____ | k a public space. |
| 12 There is no charge to spend time in _____ | l a residential area. |



B Work individually. Choose the best answer to complete each statement.

- | | |
|---|--|
| 1 People live and work _____.
a at a construction site
b downtown
c in an airport terminal | 4 People do not live _____.
a in a residential area
b on college campuses
c in city hall |
| 2 A boardwalk is an example of a _____.
a public space
b residential area
c college campus | 5 Research is often done _____.
a in a laboratory
b in a consulate
c at a construction site |
| 3 You could attend a concert at _____.
a city hall
b a courthouse
c an arts center | |

C Work in pairs. Choose one of the places listed in exercise A, but don't say the name of the place to your partner. Describe the place. What can you do there? What can't you do there? Ask your partner to guess which place you are talking about.

9.2 VOCABULARY

TALKING ABOUT RULES

A **Work in pairs. Choose the correct form of the word to complete the sentence.**

- 1 You have an *oblige* / *obligation* to tell the truth in a courthouse.
- 2 I *permit* / *permission* you to take photos in the arts center.
- 3 There is a *prohibit* / *prohibition* against running on the boardwalk.
- 4 You can go to city hall to *register* / *registration* your vehicle.
- 5 Having a driver's license is a *require* / *requirement* to drive a car.

B **Work in pairs. Circle all of the words that can be used to fill in the blank for each sentence.**

- 1 Many college campuses have a _____ on smoking.
a ban
b prohibition
c control
- 2 Good drivers _____ their speed.
a permit
b control
c limit
- 3 Cell phones have been _____ in many courthouses.
a banned
b requirement
c registered
- 4 There is a _____ against parking downtown.
a permission
b prohibition
c registration
- 5 Teachers should _____ their students to hand in reports on time.
a limit
b require
c oblige

C **Work individually. Write sentences for the words that you did not circle in exercise A and exercise B.**



10.1 VOCABULARY

TALKING ABOUT DISCOVERIES

A Work in pairs. Put the verbs from the box into the correct column head in the chart to show verb/noun pairings.

carryout face gain make notice provide

a breakthrough	insight	research	a challenge	a phenomenon	a solution
a connection	knowledge				
a discovery					

B Work individually. Use the vocabulary from exercise A to fill in the blanks in the conversation below. Then practice the conversation with a partner.

Abu What ¹ _____ project are you going to
² _____ next year, Amy?

Amy I want to provide a ³ _____ to the
problem of *plastic pollution in oceans*.

Abu That's interesting! What insight do you hope to
⁴ _____?

Amy I want to make a ⁵ _____ between *fish
populations and plastic pollution levels*.

Abu Do you think you will be able to ⁶ _____
a discovery to prove that *pollution reduces the number of fish*?

Amy Yes, I do. In fact, we already know that *there are fewer fish in areas
with lots of pollution*. This is a ⁷ _____
that has been noticed all over the world. My goal is to
⁸ _____ knowledge about *how much of
that pollution is caused by plastic bags*.

Abu Your research sounds amazing! I bet you will ⁹ _____ a breakthrough!

Amy Thanks! I can't wait to get started and ¹⁰ _____ this challenge!



C Work individually. Create your own conversation by changing the phrases in *italics* to your own ideas. Then practice your conversation with a partner.

A _____
B _____
A _____
B _____
A _____
B _____
A _____
B _____

10.2 VOCABULARY

TALKING ABOUT MISTAKES

A Work in pairs. Fill in the blanks using words from the box.

blame get	blunder make	confusion mistake	correct misunderstanding	error	epic fail mix-up	fault problem	fix
--------------	-----------------	----------------------	-----------------------------	-------	---------------------	------------------	-----

- 1 There was a m__ - __ with my restaurant reservation.
- 2 There was c _____ about the number of people in my party.
- 3 You shouldn't b ____ someone if they make a m _____.
- 4 However, when you g__ something wrong, you have to work to m____ it right.
- 5 I had hoped the restaurant would f__ the p_____.
- 6 Instead, they said the m _____ was my f _____.
- 7 Since they would not c _____ the e _____, we went to a different restaurant.
- 8 A simple b _____ turned into an e ____ f _____.

B Work in pairs. Fill in the blanks below using the words from exercise A. Then discuss the questions with your partner.

- 1 If you were blamed for something that wasn't your _____, what would you do?
- 2 Have you ever corrected someone else's _____?
- 3 Have you ever experienced _____ because of a pronunciation _____?
- 4 What problem did you recently _____?
- 5 What is the most _____ you've experienced?



11.1 VOCABULARY

TALKING ABOUT COLLEGE EDUCATION

A Work in pairs. Choose the best answer to complete each statement.

- 1 A freshman is _____.
a an undergraduate
b a professor
c a major
- 2 Students often live _____.
a in a society
b in a dorm
c in a faculty
- 3 An academic year is divided into _____.
a facilities
b semesters
c degrees
- 4 When you graduate from college, you get _____.
a grades
b a semester
c a degree
- 5 Computer labs and libraries are examples of _____ that many colleges have.
a faculty
b facilities
c an association
- 6 Students can join a club, an association, or _____ to meet new people.
a a dorm
b a major
c a society

B Work in pairs. Fill in the blanks in the conversation using the words in the box. Then practice the conversation with your partner.

association	campus	degree	dorm	facilities	faculty	freshman
grades	major	professor	semester	society	undergraduate	

Juan Hey, Julia! It's nice to see you on
1 _____. I didn't know
you went to school here.

Julia Hi, Juan. Yes, I'm a
2 _____ this year.

Juan What's your ³ _____?

Julia Biology. What about you?

Juan I took math when I was an
4 _____. I was encouraged
by the math ⁵ _____
to continue my studies. Now I'm working on
a master's ⁶ _____ in
physics.

Julia Wow! I had my first class this morning and the ⁷ _____ seemed really nice. And
the ⁸ _____, like the library and science labs, are amazing!

Juan Don't forget to have a social life! You can join a club or an ⁹ _____.

Julia Oh, I already have! I signed up for the biology ¹⁰ _____. I hope it will help me
keep my ¹¹ _____ up.

Juan Well, if you have any questions about college life, just ask.

Julia Umm ... actually ... do you know where the ¹² _____ is? I'm a bit lost!

Juan It's just past the library. Don't worry. By next ¹³ _____, you'll know where
everything is!



11.2 VOCABULARY

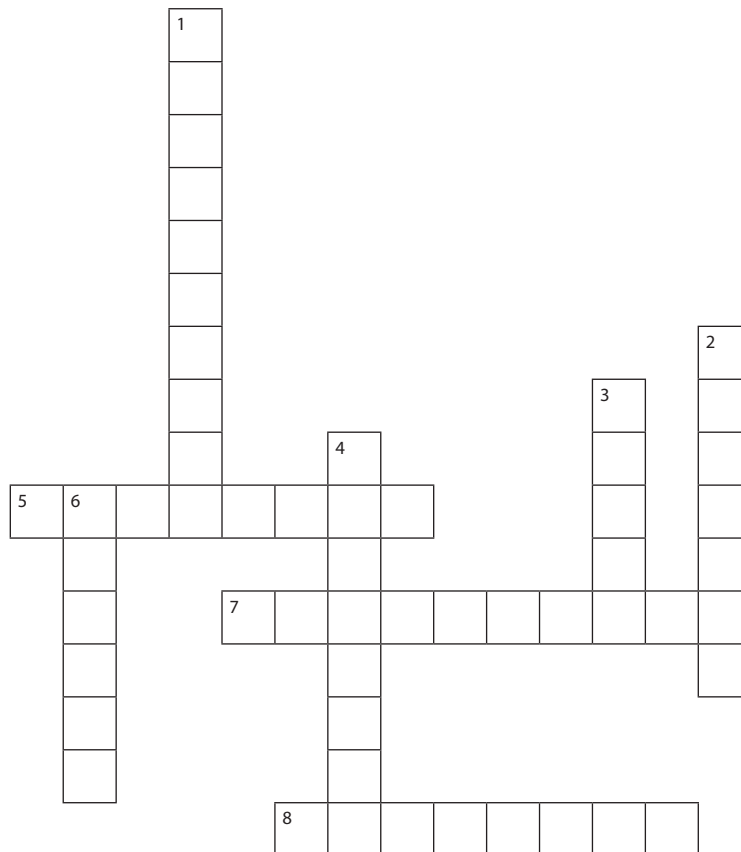
TALKING ABOUT SCIENCE

A Work in pairs. **Circle** the correct form of the word.

- 1 My brother's degree is in *science* / *scientist*.
- 2 It is a *scientific* / *scientifically* fact that the earth is round.
- 3 The college is looking for a *research* / *researcher* to carry out experiments.
- 4 It is a research- *proven* / *based* study.
- 5 The professor will want to see *proof* / *prove* of your work.
- 6 Science is *basis* / *based* on facts.
- 7 You will need *medical* / *medicine* treatment for that illness.
- 8 That drug is *medically* / *medical* approved.

B Work individually. Use the clues to complete the crossword.

Hint: remember to look back at the vocabulary chart in your Student's Book.



Across

- 5 This word means accepted
- 7 This is a method, or way of doing something, that is logical and based in fact
- 8 This activity involves study and investigation

Down

- 1 This person is an academic or scientist
- 2 This is the study of math, biology, or social behaviour
- 3 This is a piece of evidence
- 4 This is a drug used to treat an illness
- 6 This word means certain

C Work individually. Write sentences using the words that you did not circle in exercise A.

12.1 VOCABULARY

TALKING ABOUT THE SENSES

A Work in pairs. **Circle** the sense adjective in each statement below. Then decide if each statement is true or false.

- 1 Yellow is a bright color.
- 2 Black-and-white movies are colorful.
- 3 The ground is damp after it rains.
- 4 Female opera singers usually have deep voices.
- 5 Boiled rice is a very flavorful food.
- 6 You must put flowers in water to keep them looking fresh.
- 7 Car alarms make a high-pitched sound.
- 8 The sound of a baby crying is very melodic.
- 9 Closets in a very old house often smell musty.
- 10 It can hurt to walk on a rough road without shoes.
- 11 Sometimes soap is scented.
- 12 A cat's tongue is very smooth.
- 13 Most cheese is very stinky.
- 14 Rotten vegetables are tasty.



B Work individually. Rewrite the false statements in exercise A so that they are true. Share your answers with your partner. Do they agree with your statements?

C Work in pairs. Use the vocabulary words to describe an object. Can your partner guess what you are describing?

[illegible]

12.2 VOCABULARY

DESCRIBING MEMORIES

A **Work in pairs. Each sentence below contains an error. Rewrite the sentences by changing one word so that the sentence is correct and logical. Use words from the box.**

brings early long look recent recognize remind vague vivid

- 1 Mark has a great short-term memory. He can recall conversations from many years ago.
- 2 I learned to ride a bike many years ago. It's such a distant memory that my recollection of it is vivid.
- 3 Did you get a haircut? I almost didn't recall you!
- 4 I will never forget my wedding day! My memories of that day are clear and vague.
- 5 When I smell apple pie, it looks me back to my childhood.
- 6 Nelson was very close to his grandmother. He has a recent memory of her singing to him when he was a baby.
- 7 I forgot to write down our plans. Please recognize me what time we are meeting.
- 8 When I bring back on my childhood, I realize how much my parents loved me.
- 9 The human brain can keep only a limited number of clear memories in short-term memory.



B **Work in pairs. Use the words in the box to fill in the blanks in the conversations. Then practice the conversations with your partner.**

brings childhood distant early long-term look back
recall recognize remind short-term vague vivid

- 1 **Laura** Do you ever ¹ _____ on your ² _____ with regret?
Marcus Not really. Most of my ³ _____ memories are quite pleasant. What about you?
Laura I'm not sure, but I have a ⁴ _____ memory of being really mean to my sister.
Marcus You shouldn't worry about it. I'm sure she doesn't remember!
- 2 **Leo** Sue? Is that you?
Sue Wow! Leo? I almost didn't ⁵ _____ you! It's been, what? Almost twenty years since we graduated from college?
Leo At least! Seeing you really ⁶ _____ me back to our college days.
Sue Your ⁷ _____ memory must be better than mine! College was so long ago. It's really just a ⁸ _____ memory.
Leo Really? For me, those college memories are so clear and ⁹ _____!
- 3 **Mable** I have a terrible ¹⁰ _____ memory!
Alex Why do you say that?
Mable I'm studying for a vocabulary test and I can't ¹¹ _____ words that I learned yesterday!
Alex You should try making a set of study cards. Write the vocabulary word on one side and draw a picture on the other to help ¹² _____ you of the word.

Teacher's notes for photocopiable activities:

SPEAKING

UNIT 1 JOB SEEKERS

page T-246

Pair activity

Unit 1 vocabulary: Describing key qualities

Unit 1 grammar: Tense review (simple and continuous);
Stative and dynamic verbs

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Explain to Ss that they will each take turns playing two roles: a career counselor and a job seeker. Remind Ss what a career counselor does (e.g., interviews clients to identify possible jobs).
- **Do the task** Put Ss into A and B pairs and give each S an A or a B part of the worksheet. Go through the instructions and vocabulary and answer Ss' questions.
- Explain that the career counselors will suggest a few possible careers. Brainstorm careers with the class and write them on the board. Encourage Ss to suggest jobs they know about, are actually doing, or their dream jobs. (e.g., *chef, dancer, engineer, IT specialist, nurse, photographer, sales clerk, tour guide*).
- Give Ss five minutes to prepare their questions and answers before they conduct their interviews. Ss conduct their interviews. Circulate and make sure they are using the correct verb tenses.
- After ten minutes, ask them to change roles and take notes to prepare for their new role.
- **Review** For homework, ask Ss to play career counselor with a friend or family member and report back in the next class. If they cannot do this in English, allow them to do it in their native language. Are there differences between the class's answers and those of other people?

UNIT 2 IT'S A CELEBRATION!

page T-247

Pair/group work

Unit 2 vocabulary: Talking about trends; Preparing food

Unit 2 grammar: Real conditionals; Clauses with *after*,
until, *when*

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Ask Ss to look at the photos on the worksheet and talk about what they see. Ask them to talk about the food at events they've been to in the past.

- Explain that the pairs/groups are responsible for organizing a special event menu of their choice. Have a S read aloud the instructions, then go through the questions and explain all relevant points to cover for their plan.
- **Do the task** Allow Ss 15 minutes to go through the questions, organize their ideas, and plan their menu. Check that Ss are using real conditionals to talk about possible situations and time clauses to talk about the sequence of events.
- When the time is up, ask a representative from each pair or group to present their event menu to the class. Ask the class to choose the event menu which sounds the most interesting and likely to be successful.
- **Review** For homework, ask Ss to present their event menu to a family member or friend. What would they change? The food? The occasion? etc. Have Ss take notes and report back to the class if they have any new, improved ideas for their event menus.

UNIT 3 A \$1,000,000 TICKET!

page T-248

Pair activity

Unit 3 vocabulary: Talking about time and money

Unit 3 grammar: *Too* and *enough*; modifying comparisons

35 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they have just won one million dollars. If necessary, translate that amount to the local currency. Ask a few Ss what they would do if they won that much money. Then give an example using a comparison modifier, e.g., *Juan's vacation home is a whole lot more expensive than Jane's new car*.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary and answer any questions.
- Explain that in exercise A, Ss will take notes on what they will do with their money. In exercise B, they will compare their answers with a partner.
- Give Ss ten minutes to take notes for exercise A. Circulate and help Ss with vocabulary.
- Then have Ss work in pairs to do exercise B. Circulate and help Ss use comparison modifiers.
- After ten minutes, ask pairs to share some of their ideas with the class. Have the class make statements comparing each other's ideas.

- **Review** For homework, ask Ss to imagine they have to give the one million dollars to three friends or family members. Have them take notes and then report back in the next class how they would improve the quality of other's lives and the reasons for their choices.

UNIT 4 AN ADVERTISING PLAN

page T-249

Pair work

Unit 4 vocabulary: Talking about advertising

Unit 4 grammar: Modals of speculation; Subject and object relative clauses

40 minutes

- **Prepare** Make one copy of the worksheet for each pair.
- **Introduce** Explain to Ss that each pair will use one of the photos to come up with an advertising plan for the restaurant, movie, or shoes. Review the vocabulary of advertising from pages 34 and 42.
- **Do the task** Divide the class into pairs. Give each pair a copy of the worksheet. Go through the instructions and vocabulary and clarify any problems.
- Ask the class to talk about what they see in each photo. Remind Ss to use modals of speculation and relative clauses when discussing section 2. For example, *This is a restaurant that is for families and young people* or *These can't be shoes for men*.
- Give pairs 15 minutes to complete the first two tasks. Circulate and make sure every S is contributing ideas to the plan.
- When everyone has completed the activity, put pairs into small groups of 4–6 to present their ideas.
- **Review** For homework, ask Ss to research an actual ad (online or print) and complete the worksheet for it. Have Ss report back in the next class.

UNIT 5 HAS THIS HAPPENED TO YOU?

page T-250

Pair work

Unit 5 vocabulary: Making and breaking plans

Unit 5 grammar: Past perfect; *was/were going to*; *was/were supposed to*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut the worksheet into A and B parts.
- **Introduce** Explain to Ss that they will each take turns telling stories about things that happened to them in the past.
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Go through the instructions and vocabulary and clarify any problems.

- Explain that if Ss haven't had the exact situation happen to them, they can make something up or tell about a similar situation. Tell your own story for one of the items. For example: *I was going to go see that new action movie, but the train was late and the movie had already started by the time I arrived at the theater. So I ended up going shopping instead.*
- Give Ss five minutes to prepare their stories individually before they share stories with their partners.
- Then Ss take turns telling their stories. Circulate and make sure Ss are using the correct past tense verbs.
- After ten minutes, ask Ss to change partners and tell their new partner about something that happened to their first partner.
- When everyone has completed the activity, elicit some of the Ss' stories. Ask the class if they would have reacted differently in some cases.
- **Review** For homework, ask Ss to find a story of a friend or family member who had plans canceled or delayed. How did they react? What did they do instead? Have Ss report back to the class.

UNIT 6 COMMUNITY SERVICE

page T-251

Group activity

Unit 6 vocabulary: Discussing good works; Describing good deeds

Unit 6 grammar: Present and past passive; Passive with modals

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will work in groups to discuss the rules for a college volunteer program. The program states that all college Ss are required to do community service for one semester. To introduce the topic, ask Ss to name some community service projects they know of and some issues their community can address. Write their answers on the board.
- **Do the task** 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 ideas individually. Circulate and help as needed.
- Then divide the class into small groups of four to six Ss. Each group can choose a leader and someone to take notes. Give groups ten minutes to discuss the questions and their ideas. Circulate and help with vocabulary.
- After groups have completed the activity, have each group present their plan to the class. Then have the class discuss which plans they think will work best and why.
- **Review** For homework, ask Ss to research a community service program in their community. Ss report what they learned in the next class. What are their opinions of these programs?

UNIT 7 MY DEVICES

page T-252

Pair work / Whole class activity

Unit 7 vocabulary: Describing communication; Talking about online communication

Unit 7 grammar: Reported statements; Reported questions

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will take turns interviewing a partner about the tech devices they use.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary and answer any questions. Model the questions in the chart with a S.
- Give Ss ten minutes to take turns interviewing their partner. Circulate and help with vocabulary.
- After Ss have finished, they choose a new partner and report the questions they asked and their partner's answers to the new partner. Circulate and help with reported speech.
- When everyone has completed the activity, compare some of the questions and answers as a class. Ask Ss which devices they think are the most useful.
- **Review** For homework, ask Ss to ask a friend or family member the same questions. Tell them to try to find someone who is a different age; much younger or older. They report back the questions and answer to the class. Are there differences between the class's answers and those of other people?

UNIT 8 PROBLEMS AND SOLUTIONS

page T-253

Pair work / Whole class activity

Unit 8 vocabulary: Describing jobs; Talking about work/life balance

Unit 8 grammar: Unreal present conditionals; *I wish*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Explain to Ss that they will each take turns playing two roles: a college S or a business executive. Each role has a problem they want advice for. Remind Ss of ways to express regret *I wish I knew* and *I wish I had ...*, and ways to give advice, *Have you tried ... ? I would, if I were you.*
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Go through the instructions and vocabulary and answer any questions.
- Give Ss ten minutes to discuss Student A's problem. Circulate and make sure they are using the correct forms for expressing regrets, wishes, and giving advice.
- After ten minutes, ask them to change roles and move on to Student B's problem.

- When everyone has completed the activity, compare some of the solutions as a class. Ask Ss which solutions they think A or B should try.
- **Review** For homework, ask Ss to ask a friend or family member about their work/life balance and report back in the next class. Tell Ss to offer solutions. Ss report back to the class.

UNIT 9 THE WORLD OF 2050

page T-254

Pair work

Unit 9 vocabulary: Talking about rules

Unit 9 grammar: Prohibition, permission, and obligation (past)

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain that Ss will imagine it is now the year 2050. The world has changed and the rules need to change, too. Ask Ss to name a few things that might change in the future: technology, the climate, etc.
- **Do the task** Divide the class into pairs. Give each S a copy of the worksheet. Go through the instructions and vocabulary and answer any questions.
- Give pairs ten minutes to discuss the topics and how the rules should change. Circulate and make sure they are using the correct verb tenses for past and present.
- When everyone has completed the activity, compare the new rules as a class. Are they in favor of more restrictions or more permissions?
- **Review** For homework, ask Ss to think about a few more "future" rules and bring them to the next class.

UNIT 10 WHAT HAPPENED?

page T-255

Pair work / Whole class activity

Unit 10 grammar: Past unreal conditionals; Past modals of possibility

30 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will take turns describing what they think happened in a photo, and their partner will try to guess which photo they are talking about. Remind Ss that they can use past modals of possibility to speculate about events in the past.
- **Do the task** Put Ss into pairs and give each pair a copy of the worksheets. Go through the instructions and answer any questions.
- Give Ss time to describe the photos to each other and guess which photo their partner is describing.
- Circulate and help with any language questions.
- **Review** Pairs get together with another pair to form groups. Ask groups to describe what the person in each photo could have done differently. Which group has the best ideas?

UNIT 11 WHAT ARE THE OPTIONS?

page T-256

Pair work / Whole class activity

Unit 11 vocabulary: Talking about science

Unit 11 grammar: Gerund and infinitive after *forget*, *remember*, *stop*

40 minutes

- **Prepare** Make one copy of the worksheet for each pair of Ss. Cut into A and B parts.
- **Introduce** Tell Ss they will discuss alternative solutions to various problems. Each S role-plays having the problem or giving the solutions. Remind Ss of the phrases for alternatives on page 112.
- **Do the task** Put Ss into pairs and give each an A or a B part of the worksheet. Go through the instructions and vocabulary and answer any questions.
- Give Ss ten minutes to prepare their own ideas for their roles before they discuss the situations.
- Then have Ss take turns role playing asking for alternative solutions and giving answers. Circulate and make sure they are using the correct phrases. Give Ss about five minutes for each of the four role plays.
- When everyone has completed the activity, have a few pairs share some of the role plays with the class. Ask the class which solutions seemed like the best options.
- **Review** For homework, ask Ss to research another solution to one of the problems and report back in the next class.

UNIT 12 MEMORY WEB

page T-257

Group Activity

Unit 12 vocabulary: Talking about the senses; Describing memories

Unit 12 grammar: Adding emphasis

40 minutes

- **Prepare** Make one copy of the worksheet for each S.
- **Introduce** Explain to Ss that they will make notes about a special memory and then share it with the group. To have a conversation, the group should ask questions to get more information and share experiences using the phrases on the worksheet.
- **Do the task** Give each S a copy of the worksheet. Go through the instructions and answer any questions. Ask Ss for examples of adjectives for each sense and write them on the board.
- Give Ss ten minutes to prepare their word webs. Circulate and help with vocabulary.
- Then put Ss into small groups of four to six Ss. They take turns sharing their memories with each other, adding emphasis where needed.
- After 15 minutes, ask groups to share some of their memories and write any new adjectives on the board.
- **Review** For homework, ask Ss to bring in an old photo and tell the class about it in the next class.

UNIT 1 SPEAKING

JOB SEEKERS



Student A

Career Counselor

Ask your client the questions below to help decide what possible careers he/she would like.

What are your career goals? Or what kind of jobs interest you?

What kind of jobs or extracurricular activities have you had in the past? What did/didn't you like about them?

Which skills do you like/dislike using?

Describe some of your key qualities.

How important are the following things to you: salary, time off, working with people?

How do your courses and/or your extracurricular activities prepare you for the careers you're interested in?

With the client, discuss three jobs that they might enjoy and why.



Student B

Client / Job Seeker

You will answer the career counselor's questions to help identify what careers or jobs might be good for you.

Take notes on the following before your meeting.

What are your career goals and interests?

Describe past (or current) jobs or extracurricular activities. List a few things you like/dislike about them.

List the top three skills you like to use/don't like to use.

List three of your key qualities.

List three important things a job should have for you.

List your schools and the subjects you have studied.

Think of three careers or jobs you might like to do.

Discuss jobs with your counselor and why they might be good for you.

UNIT 2 SPEAKING

IT'S A CELEBRATION!



With a partner or in a group, organize a menu for a special event, such as a wedding or birthday celebration, an office party, a big sports event, or some other special occasion. Ask and answer the questions below to help decide what to celebrate and how to celebrate it. When your plan is complete, present your event menu to the class. As a class, decide which is the most interesting plan.

- What is the special occasion? Is it formal or informal?
- What activities or entertainment will be at the event?
- What is the sequence of events for the food and entertainment?
- What kind of food will best represent the event?
- What kind of food will people at the event like?
- If people have health concerns and special diets, how will you provide food for them?
- What trendy foods or popular dishes should be included?
- How should the food be served and in what order?
- Will there be any food to give to guests to take home?
- If something unexpected happens, how will you deal with it? (E.g., rain at an outdoor picnic)

UNIT 3 SPEAKING

A \$1,000,000 TICKET!



A How will you improve your quality of life?

- 1 First, look at these areas of your life. Number them for 1–5 in order of how much you value them, with 1 being the most important, and 5 being the least important.

___ Family / Friends
___ Education
___ Job
___ Saving Money
___ Free Time Activities

- 2 For your top three values, take notes on how your current life is. Then take notes on how you will make the most of your new money to improve those areas. Divide the one million dollars among your top three categories. What will you invest in or treat yourself (or others) to?

B Compare your ideas with a partner. Explain the reasons for your decisions.

- 1 How are your values rankings similar or different?
- 2 What area are you investing most of your money in?
- 3 What area are you investing the least in?
- 4 Compare your notes with your partner to see who has listed:
- a The most expensive thing?
 - b The cheapest thing?
 - c The most exciting thing?



UNIT 4 SPEAKING

AN ADVERTISING PLAN



- 1 Choose one of the photos to talk about.
- 2 Speculate on these things and take notes:
 - a What should be the name (or brand) of the restaurant, movie, or shoes?
 - b Who is this brand for?
 - c Who is the audience for this ad?
 - d What would be a good slogan and / or text for this photo?
 - e What kind of social media might help you sell this product, service, or movie?
 - f Who would be good to endorse this product? Which people in the media?
 - g What kind of additional merchandise might help sell this product, service, or movie?
- 3 Present your advertising plan to the group.

UNIT 5 SPEAKING

HAS THIS HAPPENED TO YOU?



Student A

Has this happened to you?

Look at the situations below. Which have happened to you? Take turns telling and listening to your partner's stories.

- You were held up because of a traffic or transportation issue.
- You made plans with a friend but had to let them down.
- A business or restaurant made a mistake and apologized to you.
- Your friend canceled plans, but it ended up being for the best.



Find a new partner and tell them one of your first partner's stories.



Student B

Has this happened to you?

Look at the situations below. Which have happened to you? Take turns telling and listening to your partner's stories.

- Your plans were messed up because of the weather.
- Your friend let you down and made up an excuse that wasn't true.
- You reacted badly to a problem or mistake someone made.
- You changed your plans in order to cheer someone up.



Find a new partner and tell them one of your first partner's stories.

UNIT 6 SPEAKING

COMMUNITY SERVICE

Attention! New Community Service Requirement for All Students!

Starting this year, all students at State College are required to do community service. All students are required to volunteer for a program for one semester. The idea is that students will be involved in their community and learn real-life skills related to their degree. The goal is to create better communities where people feel involved through practical experience.

You work for State College. Your job is to decide on the rules for the new community service requirement. Discuss the following questions and come up with a basic plan.

Which community service projects should be available for students to participate in? Do students need to join existing projects or can they create their own? List community projects that: help out, take care of people, bring people together, pass on information, and educate. Then list projects that might relate to various college majors.

What advantages will this requirement create? Which services and projects will benefit your community the most? Which will benefit college students who need to gain skills and experience?

What are some problems this requirement might create? For the service programs? For the students? How will you address these problems?

Who will be required to participate in community activities? Can students choose not to participate? Are some students exempt from participating if they have special needs, health problems, or other concerns? How much time is required to participate during the semester? Can students donate money or goods instead of time?

Is there a “reward” for college students who participate? Do they earn college credits? Is this treated as a course with papers and reports required? Or is no reward offered?

UNIT 7 SPEAKING

MY DEVICES



Which devices do you use?

Ask your partner about the devices they use most often. Take notes on their answers.

	Which devices do you use?	How often do you use it?	What do you use it for?
1			
2			
3			
4			
5			

Ask follow-up questions:

Do you have any devices you never use?

Are there any devices you want to get?

Report the questions you asked and answers you received to a different partner.

UNIT 8 SPEAKING

PROBLEMS AND SOLUTIONS

Student A

Explain your problem to your partner. Then discuss solutions. Be sure to explain what you regret using *If...* And what you *wish* for.

You're a college student and you are halfway through your degree in engineering, but you aren't happy. You wish you could change majors, but if you start over you will lose time and money. You aren't sure what you want to study either. You are interested in helping people and travel.

Listen to Student B's problem and discuss possible solutions.

Talk through options

Have you tried ... ?

You might want to ...

Encourage/Discourage actions

I'd/I wouldn't ... If I were you ...

It can't hurt to ...

Helpful vocabulary for solutions

always connected
9-to-5

commitments
office hours

downtime
shift

family life
social life

me time
time off

Student B

Listen to Student A's problem and discuss possible solutions.

Talk through options

If you were free to/If you could ... ?

You might want to ...

Encourage/Discourage actions

I'd/I wouldn't ... If I were you ...

It can't hurt to ...

Helpful vocabulary for solutions

desk job
temporary

dream job
lifeguard

freelance
psychologist

full-time
resort manager

part-time
nurse

Explain your problem to your partner. Then discuss solutions. Be sure to explain what you regret using *If...* And what you *wish* for.

You're an executive who owns your own company. You love what you do, but you have a busy schedule. Since you're the boss, you feel like you are always working. You are worried about your family, relationships, and health. You wish you could have more downtime. But if you sold the company, you'd have to find a new high-paying job.

UNIT 9 SPEAKING

THE WORLD OF 2050

New Rules for today, in 2050

In 2020, there were certain rules and regulations we lived by. But some things are different now in the year 2050 and some rules need to change. Discuss how rules should change in the future with your partner.

1 PETS



- In 2050, people have robot dogs as pets. How is this different from the past? What rules and regulations do pet owners have to follow in 2050? What are robot pets allowed to do or not supposed to do?

2 PEOPLE LIVE TO 120 YEARS OF AGE



- In 2050, people live much longer than they did in 2020 – to about 120 years. How does this change rules and regulations? Think about school, jobs, health, safety, driver's licenses, etc. What cultural practices will change in 2050?

3 ROBOTS

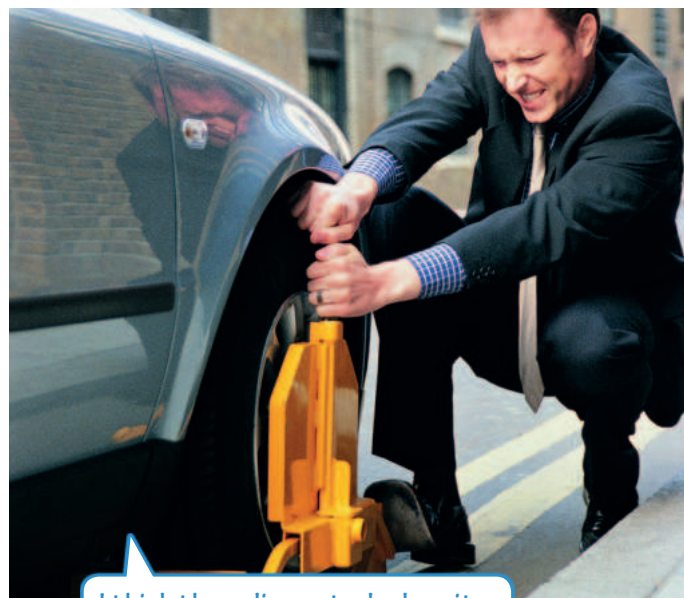


- In 2050, robots are very advanced. Some of them can do jobs that people used to do: drive cars, walk around, and even make their own decisions. Do people own them and get to control them? Or do robots control themselves? What are some prohibitions, permissions, and obligations for robots?

UNIT 10 SPEAKING

WHAT HAPPENED?

Look at each photo. What do you think happened? How do you think it happened?
Describe each picture to your partner.



Work in groups to think of ways each situation above could have been avoided.

UNIT 11 SPEAKING

WHAT ARE THE OPTIONS?



Student A

Ask for solutions to the problems below and then for alternatives. Use the useful expressions and helpful vocabulary.

- 1 You want to learn another language, but you don't have time to go to a class.
- 2 You want to stop drinking soda, but you still have the urge to drink it.

Useful expressions

Can you suggest an alternative?

I want something different.

Another option would be ...

I like/don't like that option.

Helpful vocabulary

doesn't make	help	let	forget	remember	stop
based on facts	medical	proves	research	scientifically proven	



Student B

Discuss the possible alternatives in these situations. Use the useful expressions and helpful vocabulary.

- 1 You want to go on vacation, but you don't want to spend a lot of money.
- 2 You have a headache, but you don't want to take any medicine.

Useful expressions

Can you suggest something else?

It might (not) be the best option.

You could also try ...

That could work.

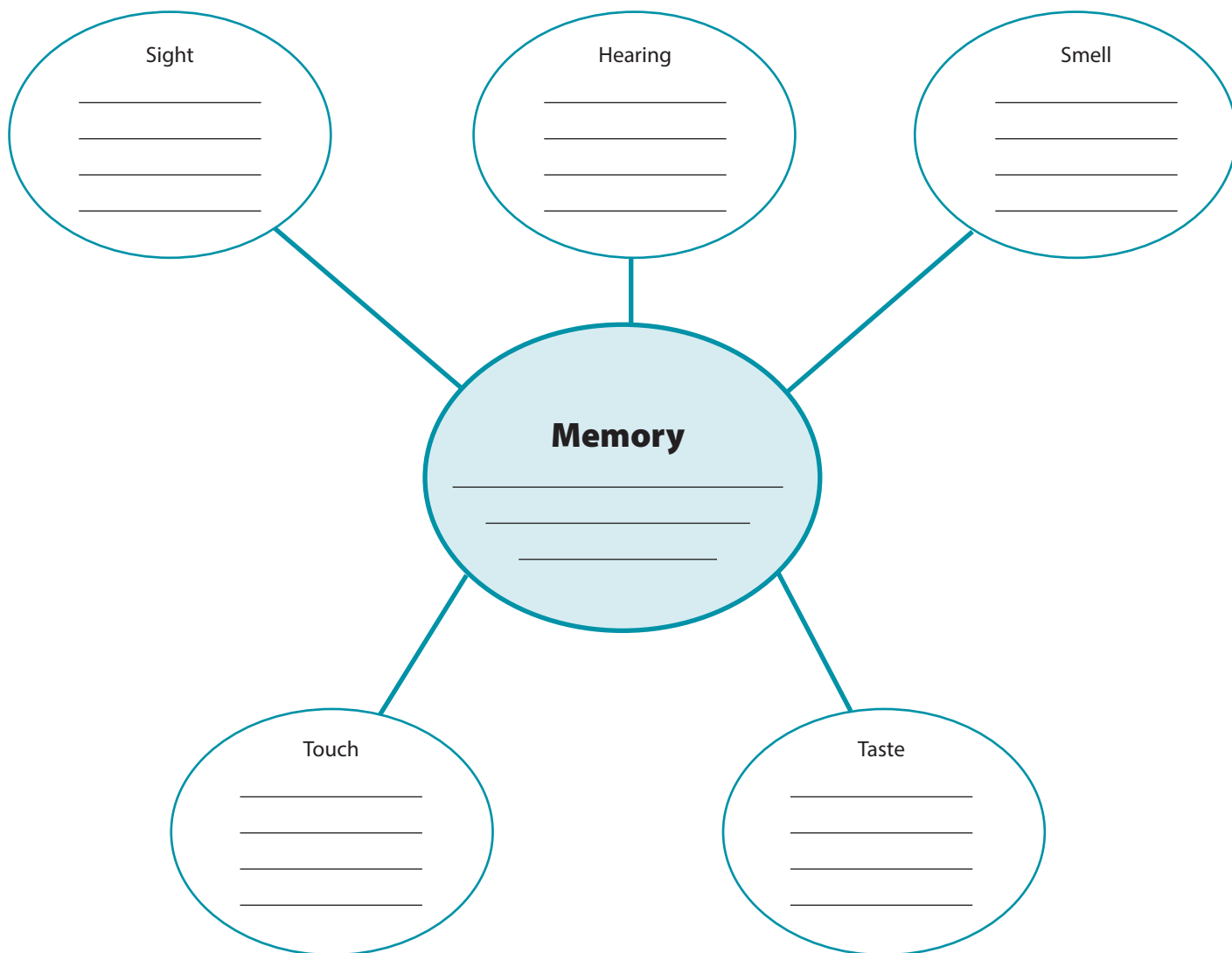
Helpful vocabulary

doesn't make	help	let	forget	remember	stop
based on facts	medical	proves	research	scientifically proven	

UNIT 12 SPEAKING

MEMORY WEB

Recall a pleasant and vivid memory. Write it in the center. Then, for each sense listed, write some words to help you describe your memory of the sense.



Then use your word web to describe your memory to your group, adding emphasis where needed.

As a group, ask follow-up questions and share similar experiences, using phrases like:

That reminds me of ...
That's like the time that ...

I had a similar experience once ...
Has that ever happened to you?